Broward Math and Science Schools

Charter School Application

By

Riverside Science, Inc.

Submitted to the School Board of Broward County
August 1, 2013

NAME OF PROPOSED CHARTER SCHOOL: Broward Math and Science Schools

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER: Riverside Science, Inc.

The Corporation has applied for 501-C3 Non-profit Status: Yes ___X____ No _____

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: Ferhat Erkan

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: 5819 NW 48 Ave Coconut Creek FL 33073

PRIMARY TELEPHONE: (954) 554 4793 **ALTERNATE TELEPHONE:** (954) 977 4876

E-MAIL ADDRESS: ferhaterkan@hotmail.com

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

NAME OF PARTNER ORGANIZATION (if any): N/A

Projected School Opening: Fall __X____ Spring ____ School Year __2014____

Term of Charter Requested ___5 years____

School Year	Grade Levels	Total Projected Student Enrollment
First Year	K-7	Up to 400
Second Year	K-8	Up to 650
Third Year	K-10	Up to 850
Fourth Year	K-11	Up to 1050
Fifth Year	K-12	Up to 1200

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

_____ ____Board Chair____

Signature *Title*

__Ferhat Erkan _____ ___August 1, 2013___

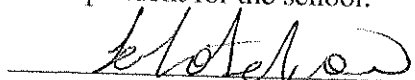
Printed Name Date

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 under the penalties of perjury That the information submitted in this application for a charter for Broward Math and Science Schools is accurate and true to 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 the students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating the 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 Ferhat Erkan , Board Chair sign as the legal correspondent for the school.



Signature

August 1, 2013

Ferhat Erkan

Printed Name

TABLE OF CONTENTS

STATEMENT OF ASSURANCES 3

TABLE OF CONTENTS 4

PREFACE 6

I. EDUCATIONAL PLAN 8

1. MISSION, GUIDING PRINCIPLES AND PURPOSE 8
2. TARGET POPULATION AND STUDENT BODY 20
4. CURRICULUM PLAN 30
5. STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION 96
6. EXCEPTIONAL STUDENTS 106
7. ENGLISH LANGUAGE LEARNERS 115
8. SCHOOL CLIMATE AND DISCIPLINE 121

II. ORGANIZATIONAL PLAN 123

9. GOVERNANCE 123
10. MANAGEMENT 137
11. EDUCATION SERVICE PROVIDERS 141
12. EMPLOYMENT 142
13. STUDENT RECRUITMENT AND ENROLLMENT 145

III. BUSINESS PLAN 153

14. FACILITIES 153
IF THE SITE IS NOT ACQUIRED N/A 156
15. TRANSPORTATION 157
16. FOOD SERVICE 158
17. BUDGET 159
18. FINANCIAL MANAGEMENT AND OVERSIGHT 165
19. ACTION PLAN 177

APPENDICES 181

APPENDIX A - INSTRUCTIONAL METHODS AND TECHNIQUES 182

APPENDIX B - EMPLOYEE HANDBOOK 202

2.1. ABOUT THIS HANDBOOK 202
2.2. STANDARD EMPLOYMENT PRACTICES 202

2.3. General Policies and Procedures 204
2.4. Leave Policies 209
2.5. Employee Benefits 212
2.6. Disciplinary Policies 213
2.7. Separation Policies 213
2.8 Broward Math and Science Schools Job Descriptions 216

APPENDIX C - THE SCHOOL TENTATIVE STUDENT AND PARENT HANDBOOK 230

3.1. The School Handbook Table of Contents 230
3.2. The School Calendar 231
3.3. Tentative Daily Schedule 231
3.4. Administrative Staff 231
3.5. Mission Statement 231
3.6. Attendance 231
3.7. Code of Conduct and Discipline Plan 235
3.8. Dress Code 244
3.9. General Information 245
3.10. Health and Safety 248
3.11. Instructional Program 249
3.12. Services for Students 252
3.13. Family Contract (Tentative Example) 256
3.14. The School Handbook Agreement Page 257

APPENDIX D - BUDGET PLAN 258

APPENDIX E - BY LAWS OF RIVERSIDE SCIENCE, INC. 262

APPENDIX F – SAMPLE STANDARDS 285

APPENDIX G - SCHOOL DISASTER PLANNING 392

15.1. School Information 392
15.2. Disaster Supply Kit and Checklist 392
15.3. Property Protection Checklist 393
15.4. Business Recovery Checklist 394

APPENDIX H - RESUMES/CVS OF THE GOVERNING BOARD MEMBERS 395

BIBLIOGRAPHY 405

Preface

The mission of Broward Math and Science Schools (The School) is to provide students with a well-rounded K-12 education through teaching of mathematics and science in the light of proven and innovative instructional methods in a stimulating environment. The purpose is to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science, and reading using research based exemplary curricula

Recognizing that educational success can be realized only when the student-teacher-parent triad is in harmony, The School intends a partnership among this triad that will enable our youth to reach their highest potential -intellectually, socially, emotionally, and physically. We believe that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. With this in mind, our students will strive toward their highest levels of capability with an education addressing their individual learning styles, thus fostering within them a life-long love of learning.

The School has the responsibility to construct a program, which engages and motivates students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. In addition, continuous improvement, persistent innovation, positive response to change, and a commitment to incessant growth are characteristics of the School people and programs.

According to results of the Third International Mathematics and Science Study (TIMSS, 1995; TIMSS-R, 1999), children in the United States were among the leaders in the fourth-grade assessment, but by high school achievement they were almost last among the students of 38 nations. The latest TIMSS 2007 results also indicated that although there is a slight performance increase among U.S. students compared to other countries, no significant difference is evident in general and on average U.S. students are still outperformed by some other OECD countries. Likewise, the National Assessment of Educational Progress basically substantiates the students' poor performance. It is obvious from the evidence already at hand that we are not doing the job that we should do—or can do—in teaching our children to understand and use ideas from these fields. Our children are falling behind; they are simply not "world-class learners" when it comes to mathematics and science. As the School, we are aware of this insufficient mastery of basic knowledge and skills required for further academic achievement in math and science. The School will use a variety of teaching methods to (a) ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background, and (b) give students the ability to transfer these skills to new applications. Furthermore, we agree with the recommendations of the National Council of Teachers of Mathematics and the National Science Education Standards that innovative ideas, research findings, and research-based instructional approaches be utilized in teaching and learning of these fields.

The School will engage students in a rigorous, innovative, standards-based curriculum aligned with the Florida Next Generation Sunshine-Common Core State Standards, with special emphasis on science and mathematics. In addition, reading and literacy will always be the priority and reading curricula will be aligned with the School Board of Broward County's Reading Plan.
Finally, we believe that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential in the new millennium.

PART A

Broward Math and Science Schools

Charter School Application

I. EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

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

The mission of Broward Math and Science Schools (BMSS) is to provide students with a well-rounded elementary, middle and high school education with special emphasis on (STEM) Science, Technology, Engineering, Mathematics, and Reading in the light of research based, proven and innovative instructional methods in a stimulating environment.

The purpose is to instill math and science education to all students in a nurturing environment using inspiring learning opportunities and to prepare students to reach their maximum potential in all subjects using researched based exemplary curricula such as Everyday Math, Project M3: Mentoring Mathematical Minds, College Preparatory Mathematics (CPM), Science and Technology for Children (STC), Foundational Approaches in Science Teaching (FAST), Imagine It, Read XL or Jamestown Reading and Accelerated Reader. Research on these programs has shown that these programs are effective and accessible to "all levels of students," not only high performing students[1].

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

1.B.1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system

Charter schools provide a choice to the parents within the state's public school system. In accordance with the law, The School will "meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the State's public school system". Opening of the School will give parents and students a choice of rigorous mathematics and science focused programs with a special emphasis on reading in Broward County. The School's educational program will support a highly-rigorous academic curriculum and environment that sets high expectations for all students, teachers, parents, and staff members and fulfill its mission in the following ways:

- A clear focus on academic excellence: The School will provide state-of-the-art curricula that were designated as exemplary by the U.S. Department of Education in mathematics and science as well as rigorous reading programs consistent with effective teaching

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

strategies, that incorporates Next Generation Sunshine – Common Core State Standards, as adopted, with a scientifically–based reading initiatives. The delivery of the curricula will be enhanced by innovative and balanced instructional methods such as project-based instruction, computer-enhanced activities, contextual learning, cooperative learning, direct and differentiated instruction, and self-directed learning. Academic excellence will be facilitated by a team of highly-qualified faculty, and it will be supported by collaboration with parents and partnerships with local higher-education and civic institutions.

- A comprehensive assessment program: A variety of student assessments, including state assessment programs, benchmark tests, unit tests developed locally, classroom-based assessments, faculty and staff evaluations, and school climate surveys will be used to evaluate teaching and learning processes and to improve the school environment on a consistent basis to continuously monitor, evaluate, and improve both curriculum and teaching strategies to achieve continuous student improvement year to year.
- Promoting maturity and independence: The school will strive to foster self-confidence, self-respect, and self-control in each student through group process skills and cooperative learning, the development of conflict resolution skills, and the expectation of accepting responsibility for one's actions. The academic environment will promote high expectations of each student in the pursuit of excellence (e.g., through participation in academic competitions such as Math Counts, Science Fairs, History Fair, and Science Olympiads) and skills needed for life-long learning (e.g., through effective computer skills to travel in the global information highway).
- Providing balance: Educational programs at The School will educate the entire student body by providing a rigorous education in math, science, and technology, with a strong emphasis on low-performing students and reading; encouraging serious exploration of the arts and humanities; developing student awareness of local and community needs as well as an understanding of national and global issues; and striving to reach academic excellence for all the students while at the same time recognizing individual differences.
- Character education and parental involvement: In collaboration with parents, teachers, and community members, the School will provide character education to meet the unique needs of the school and local community. The School will provide opportunities for active involvement of students, families, and the community partners in the educational process. In addition to scheduled school wide parent conferences, the school will communicate with parents on a mid-quarter and quarterly report cards that explains the exact skills and academic achievements students have accomplished.

1.B.2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability

The student performance data will be the first accountability indicator for the School constituents. The indicators of the School success will depend upon: effective governance and financial stability; strength of the faculty; articulation of the school's mission by staff and faculty; vitality of the curriculum and the nature of the learning environment; the quality of community life and the effective leadership; a positive climate of cooperation and trust among all constituents, loyalty and enthusiasm of staff and leadership; and ultimately student experience, the growth and development of the students while they are at the school. Results from state and

district standardized exams as well as student records from previous schools (as applicable) will be used to gather baseline data on each student. The data may include standardized test scores, report card grades, attendance records, and behavioral records, Educational Plan (EP), Individual Education Plans (IEP), and/or ELL Plans. This data will be made available to teachers and parents who, as stakeholders, will share the responsibility of providing appropriate services to promote student academic success. Indicators of the school success will be as follows:

- School performance according to Florida's school grading system (A, B, C, D, F);
- Student proficiency on the FCAT 2.0, EOC and PARCC
- Annual performance gains in the students' FCAT 2.0, and PARCC scores
- Retention rate at Grade 3
- Learning gains in Reading and Math for those who are below grade level.
- Lower drop-out rate compared to the district and the state drop-out rate;
- Graduation rate
- College acceptance and placement rate
- AP course offerings and performance
- A safe school environment as determined by student, teacher, and parent surveys;
- Student, parent and teacher satisfaction with the School; and
- Sound financial CPA audit reports furnished by the School.
- Strong financial controls

1.B.3. 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

Continuous communication regarding students' progress will occur between the School and parents through progress reports, quarterly report cards as well as parent-teacher conferences, and the School will utilize other appropriate forms of electronic, written and oral communications.

Parents will be provided with additional performance information like Educational Plans (EPs), Individual Education Plans (IEP), and individual Limited English Proficiency (LEP) plans (as applicable). Furthermore, consistent with the Just Read, Florida! initiative, the School will provide FCAT 2.0-PARCC assessment results to parents on an annual basis, for every year their child participates FCAT 2.0-PARCC, to communicate whether or not their child is reading at grade level and whether or not their child has gained a year's worth of learning for every year spent at the School. Baseline data will be established for each grade level. In order to do this students' cumulative records from school(s) previously attended will be examined by student services personnel to determine the successes, strengths, and weakness experienced during students' prior educational experiences. The baseline data will include, but will not be limited to, standardized test scores, benchmark tests, report card grades, possible informal procedures, alternative assessment instruments, attendance records, and behavioral records including exemplary behavior and in-school and out-of-school suspensions. This data will be made

available to teachers who will assess progress against it. Based on the information collected from this informal diagnosis process, the teacher, parent(s), and the student will set appropriate goals for the student. Student grades and progress will be available and provided to parents and students by an online Student Information System. Teacher-parent-student conferences will be held throughout the year to review goals that were set for students, to monitor student progress, and to set new goals for students. During these conferences, parents will be informed about the reading progress of their child (children) as well as about overall progress in general. Florida Assessments for Instruction in Reading (FAIR) scores, as well as other standardized test scores, will be explained to both parents and students. Teachers will monitor the programs to identify alternatives as needed in order to most effectively meet the needs of students.

Ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports; quarterly report cards as well as at parent Conferences. Teacher-parent-student conferences will be held throughout the year to review the goals that were set for the student, to monitor the student's progress, and to set new goals for the student. During the conferences the parents will be informed about the reading progress of his child as well as about overall progress in general. Standardized tests scores will be explained to both the parent and the student. Once the academic performance data is disaggregated, the School will identify students who are not making adequate progress towards Next Generation Sunshine-Common Core State Standards, and institute applicable measures for improvement. The teachers will implement programs to identify alternatives as needed to most effectively meet the needs of the students, such as remedial classes and tutorials.

The School in grades 9-12 may also utilize other assessments to communicate annual progress for students as follows:

- End of Course Assessment (EOC)
- Preliminary SAT/PSAT: grades 9, 10 & 11;
- College Placement Test (CPT): grades 10-12;
- Advanced Placement Examinations (AP): grades 9-12;
- College Board SAT I and SAT II; and/or
- ACT Assessment.

1.C. Describe how the school will meet the Prescribed Purposes of a charter school found in s. 1002.33(2)(b)

1.C.1. Improve student learning and academic achievement

The School will offer a well-rounded educational program that focuses improving student learning and academic achievement. To meet this goal, the school commits to:

- Set high expectations for all students to realize their highest academic potential especially in mathematics, science, technology and language arts education and provide the means to students to reach their potential,

- Improve student learning and achievement by pre-assessment and screening to ensure that

all students are at their appropriate instructional level in reading and math; and if not, then by prescribing a specific learning plan to enable the student to reach grade level expectations,

- Match or surpass the average student academic performance in all required public accountability tests including EOC, FCAT 2.0 and PARCC,

- Provide exemplary academic curricula with innovative and proven instructional methods to give each student the chance to be prepared for attending a college of their choice,

- Provide continuous progress monitoring toward student success,

- Seek and establish sound and mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for the students,

- Actively seek all opportunities to participate in national and international academic competitions,

- Promote respect and awareness of cultural diversity in all students by providing a culturally sensitive curriculum and educational programs,

- Utilize data driven instruction wherein student assessment results will be used for differentiated and targeted instruction, leading to consistent increased student achievement.

1.C.2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading

The School's curricula are research based and nationally recognized that use inquiry based instructional models proven to work for all students with a special emphasis on low-performing students and reading. The School will carefully monitor student performance. Those students who are low performing and not making adequate progress and/or not demonstrating proficiency will be provided extra help through special programs such as mentoring, tutoring, weekend school. Those students whose reading scores fall below the acceptable proficiency levels will be recommended to enroll in an intensive reading program. The school will use exemplary reading intervention programs such as Read XL, Imagine It and/or Jamestown Reading Navigator to improve reading and increase reading achievement. According to Florida Center for Reading Research, these programs address the five areas of reading instruction identified by Reading First as being critical to the development and mastery of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. These programs are highly structured and individualized and offer students step by step progression in addition to addressing the reading/language arts curriculum for nonreaders, second language learners, students with special education needs, and below average readers.

Furthermore, the School's curriculum will serve students of all ability levels in accordance with the NGSSS-CCSS. Remedial students and students with special learning needs will have access to supervised study time and after school tutoring or weekend studies to accelerate their progress.

1.C.3. Encourage the use of innovative learning methods

The innovation of the School will be use of exemplary curriculum delivered through a variety of proven instructional methods, while setting high academic expectations for all students and providing them with the means to reach their goals. The core curriculum will incorporate and be aligned with the Florida Next Generation Sunshine-Common Core Standards and will provide rigorous core courses customized to meet specific students needs. Innovative instructional design that includes proven programs that work for all students including at risk as well as academically gifted students. Mathematics, Science, and Reading programs that will be utilized at the School are as follows;

- Mathematics
  - Everyday Mathematics
  - Project M3: Mentoring Mathematical Minds (Gifted Program)
  - The College Preparatory Mathematics (CPM)
- Science
  - Science and Technology for Children (STC)
  - Developmental Approaches in Science, Health & Technology -DASH (Gifted Program)
  - Foundational Approaches in Science Teaching (FAST)
  - Glencoe integrated science
- Reading
  - Read XL
  - Jamestown Reading
  - Imagine It
  - Accelerated Reader

In addition to these proven successful programs, the School staff will utilize current best practices in their teaching to improve student learning in all areas. The following list is not exhaustive and serves as a sampling of the instructional methods and strategies that will be utilized by the School faculty. (Details are presented in the educational program section and Appendix A).

- Exemplary Computer-enhanced Support
- Project-Based Instruction
- Interdisciplinary Learning
- Alternative Assessments
- Contextual Learning
- Direct Instruction
- Differentiated Instruction

- Higher Order Thinking
- Scientific Reasoning Skills
- Inquiry-Based Curriculum
- Integrating Science with Non-Science Curricula
- Language-Based Approach
- Multi-sensory approach to learning
- Multiple Intelligence
- Data-Driven Decision Making
- Supporting and Stimulating Student Comprehension
- Improving Motivation
- Encouraging Family Involvement/Home visits

In addition, the School faculty evaluations will have components to assess innovativeness, in addition to other professional areas of concern. This will ensure the instructional staff to maximize their potential to research, invent, and learn different and innovative practices to use in their day to day teaching.

The following items will help school indirectly implementing innovative methods;

- School uniform as part of very successful discipline system which creates an environment conducive to learning.
- Subject teachers in/after 4th Grade: The elementary school will have two parts. In the lower grades (Grades Kindergarten thru 3), the instruction will be carried out by classroom teachers. Students in upper grades (grades 4 and 5) will receive specialized subject teachers in Math and Science.
- College bound program in high school with AP classes and dual enrollment opportunities
- Option for Parents: With the approval of BMSS charter proposal, a charter school cluster will be available for Broward County communities; BMSS Elementary, Middle and High. These three components will share experience and know-how via a strong network comprised of principals, administrators, teachers, parents, and students. All three components will combine their efforts to achieve their goals with the highest expectations, to best serve the local needs of their population.
- Small student-teacher ratio
- Home visits to close the gap between parent/students/teacher/admin
- Online student tracking system for parents to monitor students behavior and academic progress

The mathematics curriculum will be integrated throughout the entire school curriculum to the greatest extent possible. It will offer a range of courses to meet the students' different developmental and ability levels. By employing researched based math curriculum, the School will have the advantage of a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, algebra, probability, and statistics.

In addition, manipulatives will be integrated into the math classes. One reason that students struggle in mathematics is that they consider it to be a highly abstract subject. Using manipulatives can be a very effective tool to help students move from abstract thinking to

concrete thinking. Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate on quantities.

In order to implement the school science curriculum, the School will adapt the proven instructional science curricula mentioned above. By employing these curriculums, hands-on science will be offered to the students. The students will be directly involved in forming ideas, asking questions, making observations, and conducting experiments. Students will be up and about in the lab and actively working with other students to discover new ideas. A guiding premise of these programs assumes that all students -regardless of age, sex, or ethnicity- can enjoy success in science. Students will question the workings of their world and find answers in active reading, listening, discussion, and hands-on learning. The students will grapple with scientific principles as they learn how to appreciate a less-than-intuitive universe, and they will come to value those things we take for granted in our daily lives.

The School's reading program will be aligned with the Broward County Schools' Reading Plan. However, The School will not be restricted to the content of the reading program offered by the district, in that, extra elements will supplement the reading program. The School will implement proven reading intervention program(s), such as Jamestown Reading, Read XL, Imagine It and/or Academy of Readings interventions, which are aligned with the Reading First according to FCRR. The School recognizes that reading is not only important for students to achieve success during their K-12 education, but also a requisite skill for secondary education and to achieve life-time success. The School will implement effective reading and reading intervention programs, which are aimed at developing proficient reading skills for all students at all grade levels and meet the requirements outlined in Section 1002.33, Florida Statutes. The School believes that high-quality instruction, reading text materials, and resources play prominent roles in the development and improvement of the students' reading and comprehension abilities at the middle and high school levels.

1.C.4. Require the measurement of learning outcomes

Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of measuring learning outcomes. Students will learn to understand that assessment is a part of the process of continuous improvement. Continuous assessment of student performance is an integral component of the individual's learning.

Each student's increased learning is the goal of the School's mission that each and every student at the school will be given ample opportunity to reach their highest potential on a daily basis. Completing an examination or a term paper will not be the focal point of the student's day. The School's educational environment will be constructed in a manner that instills in the students belief that learning is continuous and that errors or mistakes are not red marks on a paper signifying failure, but are check-in points to show the way toward continuous improvement. At the School, failure is viewed as a natural part of learning, an inherent characteristic of constant growth and development. Each student will be challenged to reach to and beyond what they believe they are capable.

The School's assessment methods are based on the following beliefs:

- In order to have a complete picture of a student's achievement, different types of assessments must be used. Assessments for individual students should focus on a student's progress towards a proficiency standard rather than comparing a student's performance against other students.

- There should be a close relationship between a desired student outcome and the means used to assess it.

- Assessing what students do with knowledge is as important as assessing what knowledge they have.

- Assessment should promote and support reflection and self-evaluation on the part of the students, staff and parents.

The School assessment procedure will provide valid, reliable, and timely information to teachers so they can modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results effectively. The purpose is to inform teachers about the effectiveness of their teaching and the progress made by the students in order to ensure their continuous progress.

Assessments will include teacher-constructed tests, completed assignments, observations and ratings of performance, portfolios of student work, text-based assessments, computer-assisted assessment, FCAT 2.0/PARCC/EOC, norm and criterion referenced tests, and other methods appropriate for the benchmarks. Based on FCAT 2.0/PARCC and other appropriate assessment data for appropriate grade levels, the School will identify students not making adequate progress towards proficiency and take appropriate measures for remediation in reading and other prescribed subjects.

The specific assessments to be utilized will include the following:

- Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's overall development and to specifically address the readiness of each student for Kindergarten
- MAP for K-2
- Florida Comprehensive Test (FCAT 2.0) in grade 5 and 8 for Science and
- PARCC in applicable grade levels for ELA and Mathematics.
- EOC in applicable grade levels and subjects such as Algebra, Geometry, Biology, Civics, US History
- FAIR Test
- AP Tests
- PSAT, SAT, PERT
- AR Star testing

- Study Island pre and post test
- Teacher made tests – Essays, Multiple Choice, Projects, Portfolios
- Internal School wide benchmark tests
- District benchmark tests as available

1.D. Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c)

1.D.1. Create innovative measurement tools

In math, the school will provide a problem-centered curriculum and is organized into units that address ideas through a series of "investigations." Each investigation contains problems for teachers and students to explore. As students explore a series of connected problems, they develop a profound understanding of important mathematical concepts that are embedded within the problems. The math curriculum uses a variety of teaching methodologies, including lecture, class discussions, manipulatives, and structured study teams. During class, students will be actively working on guided investigations, much like "math labs," to develop mathematical concepts and problem solving skills. The program strategies emphasize active learning and group work; students are introduced to problem solving, communication, and reasoning through laboratory experiments and real-world applications. Concepts are developed through guided instruction, individual and team work, tactile and kinesthetic activities, data collection, class work, and homework. Students are encouraged to develop a positive attitude toward mathematics, to become more aware of their own thinking about problems, and to describe their efforts, both orally and in writing.

In science, students will develop a scientific world view by doing science: generating questions, designing and carrying out experiments, collecting and analyzing data, researching, drawing conclusions based on evidence, writing reports, and communicating findings. Students will work in small collaborative groups that function as research teams, becoming producers rather than just receivers of information.

In reading, in addition to FAIR, the measurement tools such as quizzes, portfolios, formative and summative tests, practice tests specifically designed by Jamestown, Read XL, Imagine It and/or Accelerated Reader will be used for both student progress and student achievement.

By using multiple measures embedded within the curriculum, teachers have the ability to make determinations about individual student successes and modify instruction as needed to ensure that students are on the path to reach their achievement goals.

For example, in reading programs, each week's lesson begins with background building activities called create interest, build a mental model, and unlock text structure. These activities guide students to make predictions about the text, visualize the setting, and understand the organization of the lesson's genre. Frequent teacher-directed questions embedded throughout the text encourage students to monitor understanding. Specific strategies such as character analysis, sequence, fact/conclusion, main idea, summary, compare/contrast, and story grammar are

introduced in a lesson and then applied as appropriate in subsequent lessons. A final wrap up of the reading activity provides literal and inferential questions for class discussion. Unique to these reading programs is an activity following each lesson called real-world reading which includes authentic text presentations of maps, movie reviews, medicine bottle labels, menus, pie charts, bar graphs and other relevant and meaningful examples. The instructional routines built into the reading programs are consistent and teacher friendly, and include direct instruction, modeling, guided practice, student practice, and application with feedback.

Besides the traditional teacher made measurements, and required standardized tests, the school will employ online web-based benchmark test system in Reading, Math, and Science. The measurements will provide valid, reliable, and timely information to teachers so they can modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results effectively. The purpose is to inform teachers about the effectiveness of their teaching and the progress made by the students in order to ensure their continuous progress. The school climate surveys from parents, students and teachers will be used to evaluate teaching and learning processes and to improve the school environment on a consistent basis. Projects, portfolios, computer-assisted assessments, and exhibitions will be part of the measurement.

1.D.2. Provide rigorous competition within the public school district to stimulate continual improvement in all public schools

After implementing various educational programs, The School will share the best practices and innovations with other schools to stimulate the continual improvement in Broward County. The School seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new innovative program with a focus on math and science and innovative study methods. It is the goal of School to provide students with a quality choice education which produces successful, high performing students.

1.D.3. Expand the capacity of the public school system

Charter schools provide a choice to the parents within the State's public school system. Opening of the School will give parents and students a choice of rigorous mathematics and science focused program with a special emphasis on reading in Broward County.

1.D.4. Mitigate the education impact created by the development of new residential dwellings units

The School intends to open the school in a region that public middle and high schools are overcrowded. This will help the school to find targeted number of students and help the district to share the burden and comply Florida class size reduction act in classroom level.

1.D.5. Create new professional opportunities for teachers, including ownership of the learning program at the school site

In order to utilize the research-based math, science, and reading programs, all teaching staff will receive ongoing professional development on different components of the programs for effective implementation. The School experience will play a key role and model helping to create new professional opportunities for teachers, including ownership of the learning program at the school site. Teachers and the staff will take the ownership of the programs by reviewing all aspect of the programs, discussing and modifying the programs as needed towards students' success. All instructional staff will be encouraged and supported to participate in professional development programs, conferences, or workshops in order to grow academically, enhance their skills, and get current updates in their areas, and bring new horizons to the school. In addition, the school will seek opportunities from local universities and research centers, and the School District in order to accomplish these goals. In addition, at the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs in place and the professional development provided throughout the year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

2. Target Population and Student Body

2.A. Describe the anticipated target population to be served

The School will be open to children in Kindergarten through 12th grade who would qualify to attend a traditional public school in Broward County. The School will seek a racially and ethnically diverse student body and offer all its students excellence and equity in education. Every applicant will be given equal opportunity in the admissions process, excluding those students who have been expelled from a public or private school because of serious discipline problems. The School emphasizes that any eligible applicant will be accepted regardless of race, color, national origin, religion, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or athletic performance. We welcome all eligible applicants, since our ultimate goal is to educate our young citizens, and we believe that all citizens are of equal value and deserving of the best education possible. The School will provide enrollment preference to the children of residents of Broward County in accordance with 1002.33(10)(e), 15(c), F.S. (2003).

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

The School will be a small school with a structured academic environment to deliver its rigorous, innovative educational program. When fully operational, the school will encompass grades K through twelve. The School will comply with the constitutional class size requirements by the State. Currently the State requires school wide class size with a ratio of 18:1 in k-3; 22:1 in 4-8; and 25:1 in 9-12 grade level in core-curricula courses. The school will comply with the State charter school class size requirements. The enrollment projections are shown in Table 2.

Table 1- Enrollment projections

Year	Grade Served	Total Number of Enrolled	Number of Students per grade and each class, FL Statutes for charter schools
Year One	Grades K-7	Up to 400	K-3rd Grade - up to 18 Students 4th-8th Grade - up to 22 students 9th-12th grade – up to 25 students
Year Two	Grades K-8	Up to 650	
Year Three	Grades K-10	Up to 850	
Year Four	Grades K-11	Up to 1050	
Year Five	Grades K-12	Up to 1200	

The detailed tentative projections would be:

Grade	year 1	year 2	year 3	year 4	year 5
k	54	72	72	72	72
1	54	72	72	72	72
2	36	72	72	72	72
3	36	72	72	72	72
4	44	66	88	88	88
5	44	44	66	88	88
6	88	110	110	132	132
7	44	88	110	132	132
8		44	88	110	132
9			75	100	150
10			25	75	100
11				25	65
12					25
Total	**400**	**640**	**850**	**1038**	**1200**
Cap	**400**	**650**	**850**	**1050**	**1200**

These are tentative plans depending on student applications. BMSS reserves the right to modify the grades and enrollment projections in each grade level in order to best serve the community in accordance with general principles laid out in this charter proposal. 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

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

It is projected that the school would have 3 classes in K-1; 2 classes in 4-5; and 3 classes in 6-7 grades in the first year. In the second year, the school will add one additional grade classes that will carry on to the upper grades in the following years. Based on the initial surveys and interested siblings, this scenario is more likely to occur.

3. Educational Program Design

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

The School will follow the annual calendar set forth by the Broward County Public Schools, requiring at least a minimum of 180 days of instruction per calendar year (minimum of 900 net hours of instructional time in grades 4-12, and a minimum of 720 hours in grades K-3). The hours of instructional time are aligned with state and district requirements for elementary, middle and high school grades.

Annual Calendar:
The school will offer a minimum of 180 instructional days per year, and will mirror the calendar of the Broward public school district. There will be minimum of one week preplanning and two days post planning for faculty and staff before and after school year.

Daily Schedule:
The instructional day at the School is expected to commence at 8:00 am and end at 3:30 pm each day. Hours of instructional time with 30 min lunch break will be around 6 hours and 30 minutes. Reading FCAT Level 1 and 2 students will have longer uninterrupted reading classes.
A typical elementary schedule would be as follow;

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:30	Breakfast Homeroom	Breakfast Homeroom	Breakfast Homeroom	Breakfast Homeroom	Breakfast Homeroom
8:30-10:30	Class	Class	Class	Class	Class
10:30-11:20	Specials	Specials	Specials	Specials	Specials
11:20-11:40	Class	Class	Class	Class	Class
11:40-12:10	**L**	**U**	**N**	**C**	**H**
12:15-2:00	Class	Class	Class	Class	Class
2:00-2:30	Class/Recess	Class/Recess	Class/Recess	Class/Recess	Class/Recess
2:30-3:30	Class	Class	Class	Class	Class

Specials could be PE, Computer, Foreign Language, Art, and Music

Middle School Daily Schedule: The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes (min 180 days or 900 hours) and credits required for instruction. Hours of instructional time with 30 min lunch break will be around 6 hours and 30 minutes daily. The following state requirements will be implemented in the middle school's instructional master schedule:

Grade	Language Arts	Math	Science	Social Studies	Electives	Total
6	1	1	1	1	2	6
7	1	1	1	1	2	6
8	1	1	1	1	2	6

Electives may be PE, Computer, Foreign Language, Art, Music, Writing, Critical thinking, Character Education. Reading and Math Level 1 and 2 students will have additional intensive classes.

High School Daily Schedule: The hours of instruction will be aligned with State of Florida requirements regarding the number of minutes (min 180 days or 900 hours) and credits required for graduation. The School will offer all required core and elective of course offerings to meet the graduation requirements of a student. There will be eight period a day including one class period teacher planning, and one class period lunch time.

Based on recent legislation, use of Florida's End-of-Course Assessments for graduation or course credit are being revised. Some information has been redacted, and an updated version will be posted to the department's website. Senate Bill 1076 outlines the details on the changes passed by the Legislature.

In the current graduation requirements pursuant to s. 1003.429 for four-year, 24-Credit Program; students need to;

Sixteen core curriculum credits:
1. Four credits in English, with major concentration in composition, reading for information, and literature.
2. Four credits in Mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.
3. Three credits in Science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(II) must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.

4. Three credits in Social Studies as follows: one credit in United States history; one credit in world history; one-half credit in economics; and one-half credit in United States government.
5. One credit in Fine or Performing Arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. One credit in Physical Education to include integration of health.
7. Eight credits in electives.
Students have to one virtual class for graduation.

- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course 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.
- 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. Directory.
- Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. An online course taken during grades 6 through 8 fulfills this requirement.

The School schedule and course offerings will reflect the recent changes in high school graduation requirements. Details will be provided at graduation requirements section and below high school program in section 4.

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

The School's educational philosophy is to fully prepare students to carry the torch of knowledge through its proven curricula, as well as the freedom and prosperity that is passed from generation to generation in this great country.

The School will use a variety of instructional methods to (a) ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background, and (b) give students the ability to transfer these skills to new applications. Furthermore, we agree with the recommendations of the National Council of Teachers of Mathematics and the National Science Education Standards those innovative ideas, research findings, and research-based instructional approaches be utilized in teaching and learning of these fields.

The School will enhance the instruction in all disciplines by effectively executing the following instructional approaches:

- Exemplary Computer-enhanced Support
- Project-Based Instruction
- Interdisciplinary Learning
- Alternative Assessments

- Contextual Learning
- Direct Instruction
- Differentiated Instruction
- Higher Order Thinking
- Scientific Reasoning Skills
- Inquiry-Based Curriculum
- Integrating Science with Non-Science Curricula
- Language-Based Approach
- Multi-sensory approach to learning
- Multiple Intelligence
- Data-Driven Decision Making
- Improving Motivation
- Encouraging Family Involvement/Home visits
- After school extracurricular activities/tutoring

The innovation of the School will be the use of exemplary curriculum delivered through a variety of proven instructional methods, while setting high academic expectations for all students and providing them with the means to reach their goals. The core curriculum will incorporate and be aligned with the Florida New Generation Sunshine-Common Core Standards, and will provide rigorous core courses customized to meet specific student needs. The School accepts the School Board of Broward County's Curriculum as its basic curriculum. However, the School will not be restricted to the content of the curriculum, and whenever it is deemed necessary by the School administration, new elements will be introduced to any and all courses offered. Also, other innovative instructional approaches will be utilized, and the methods for supporting and stimulating student comprehension will be explained later sections to demonstrate how the School will meet the statutory purposes of charter schools as mentioned in Section 1002.33 (2), Florida Statutes.

The mathematics curriculum will be integrated throughout the entire school curriculum to the greatest extent possible. It will offer a range of courses to meet the students' different developmental and ability levels. In order to implement the school mathematics curriculum, the School will adopt the proven instructional mathematics curricula, Everyday Mathematics, Project M3: Mentoring Mathematical Minds (Gifted Program), the Connected Mathematics Project (CMP) and the College Preparatory Mathematics (CPM). By employing these programs, the School will have the advantage of a complete mathematics curriculum that helps students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, algebra, probability, and statistics.

In addition, manipulatives (including computer manipulatives) will be integrated into the math classes. One reason that students struggle in mathematics is that they consider it to be a highly abstract subject. Using manipulatives can be a very effective tool to help students move from abstract thinking to concrete thinking. Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate on quantities.

In order to implement the school science curriculum, The School will adopt the proven instructional science curricula, Science and Technology for Children (STC), Developmental Approaches in Science, Health & Technology -DASH (Gifted Program), the Foundational Approaches in Science Teaching (FAST), and Glencoe Integrated Science. By employing these programs, hands-on science will be offered to the students. They will be directly involved in forming ideas, asking questions, making observations, and conducting experiments. Students will be up and about in the lab and actively working with other students to discover new ideas. A guiding premise of these programs assume that all students - regardless of age, sex, or ethnicity- can enjoy success in science. Students will question the workings of their world and find answers in active reading, listening, discussion, and hands-on learning. The students will grapple with scientific principles as they learn how to appreciate a less-than-intuitive universe, and they will come to value those things we take for granted in our daily lives.

The academic environment will promote high expectations of each student in the pursuit of excellence (e.g., through participation in academic competitions such as Math Counts, Science Fairs, History Fair, and Science Olympiads) and skills needed for life-long learning (e.g., through effective computer skills to travel in the global information highway).

The School's reading program will be consistent with the Broward County Schools' Reading Plan. However, the School will not be restricted to the content of the reading program offered by the district, in that, extra elements will supplement the reading program. The School will implement proven reading intervention program(s), Jamestown Reading Navigator, Read XL and/or Imagine It, Accelerated Reader interventions, which will be aligned with the Broward County Schools' Reading Plan. The School recognizes that reading is not only important for students to achieve success during their K-12 education, but also a requisite skill for secondary education and to achieve life-time success. The School believes that high-quality instruction, reading text materials, and resources play prominent roles in the development and improvement of the students' reading and comprehension abilities at the middle and high school levels.

See "Appendix A" for more detail explanation of above instructional methods and approaches.

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

The School will utilize research based curriculum in mathematics, science and reading. The School's educational philosophy and approach described above have been designed with the Schools mission in mind. These approaches create the appropriate environment to enable students to become confident, self-directed, and responsible life-long learners. Research based

exemplary curricula have shown that these programs are effective and accessible to "all levels of students," not only high performing students.
See "Appendix A" for more detail explanation of above instructional methods and approaches.

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

As a school of choice, BMSS believes its focus on the special methods of teaching mathematics, science and reading will appeal to those students and parents interested in the School's mission. The BMSS educational program will ensure that the school delivers a comprehensive, cross-instructional program to students desiring to achieve in the core content areas. BMSS also believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provides improved student achievement information for classroom teachers in a timely manner. The School's educational philosophy is to fully prepare students to carry the torch of knowledge as well as the freedom and prosperity that is passed from generation to generation in this great country. The School's educational philosophy and approach is aligned with the schools mission by focusing mathematics and science education. This also can be seen clearly in the school's core curriculum section.
See "Appendix A" for more detail explanation of above instructional methods and approaches.

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

The objectives and goals in the School's curriculum are built upon the Next Generation Sunshine-Common Core State Standards. Next Generation Sunshine State Standards can be found at:
http://www.floridastandards.org/Standards/FLStandardSearch.aspx

Common core at;

http://www.floridastandards.org/Standards/Common_Core_Standards.aspx

The faculty of the school will be provided and trained on Next Generation Sunshine-Common Core State Standards to make sure they align their lesson plans and yearly plans. All required supplements and materials will be provided to faculty to implement NGSSS-CCSS. The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, and Science. The curriculum will continuously reflect high quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all students.

The proposed School's curriculum is already aligned with the NGSSS/CCSS and student progress will be assessed with the FCAT 2.0 and PARCC, school generated assessments. Some examples of Standards are presented in Appendix F.

The faculty and administrators analyze information obtained from classroom, and state/district assessments to evaluate the academic strengths and weaknesses of individual students. Data is derived from formal and informal assessments supporting data driven decision making when determining adjustments that may need to be made to the curriculum.

Teachers plan for instruction using lesson plans aligned with NGSSS-CCSS state approved resources and appropriate instructional strategies. Instruction is designed to address new skills acquisition as well as addressing the achievement gaps in student performance.

The State of Florida has developed NGSSS-CCSS and Course Outlines that stipulate a comprehensive plan for the instructional program. The Principal, Department Chairs, Lead teachers develop Scope and Sequence documents that guide the organization and pacing of instruction. Classroom teachers implement "Best Practices" that include examples of techniques and strategies which effectively promote improved student achievement.

Classroom and school-wide interim assessments are a critical component of the teaching and learning process. Teachers assess student learning frequently to insure academic success. In addition, interim assessments that mimic the FCAT 2.0 and PARCC format provide tools for adjusting and refining curriculum and instruction so that all students have the opportunity for in-depth learning to be successful on the FCAT 2.0 and PARCC.

The school provides tutoring for students whose assessment results indicate a need for further instruction in any essential skill area. Extended learning opportunities are made available for all students at all academic levels of achievement. Classroom teachers and administrative staff monitor student progress on a continuous basis. Informal student/teacher conferences, principal visits to classrooms, and examinations of test results are ways a student's progress is monitored.

BMSS recognizes that a culturally diverse student population requires individualized methods of instruction delivery. Multicultural themes will teach students tolerance for the ethnically and/or culturally diverse population served by the school. With tolerance comes understanding, thus creating a community of students who are committed to working together to assist in creating a school environment that is conducive to learning.

If t he school intends to replicate an existing school design:

- **Provide evidence that the existing design has been effective and successful in raising student achievement. The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements,**

as well as a direct relationship between program elements and student achievement.

- Describe the applicant's capacity to replicate an existing school design. The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

N/A

4. Curriculum Plan

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

The objectives and goals in the School's curriculum are built upon the Florida Next Generation Sunshine-Common Core State Standards. The School will implement the Broward County Public School, Student Progression Plan, as a vehicle to guide the progression and implementation of the curriculum to be taught.

The School's curriculum will focus on clear and measurable expectations for student learning and covers the main subject areas of Reading/Language Arts, Mathematics, Social Studies, and Science. In addition, the School offers classes in Art, Music, Computer, Foreign Language (Spanish or another foreign language), and Physical Education. The curriculum will continuously reflect high quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all students.

The school will have the following processes in place to support the delivery of the curriculum: Scope and sequence of essential NGSSS-CCSS - based on nine-week intervals, in each content area; (Some examples of Standards are presented in Appendix F)

- Continuous review of curriculum to ensure teacher's delivery of NGSSS-CCSS material for mastery and to ensure a year's worth of learning of all state benchmarks;
- Research-based instructional practices (see Attachment A)
- Principal evaluation through weekly classroom walkthroughs
- School Improvement Plan (SIP) will be used as a continuous improvement tool and to ensure that the curriculum goals are being accomplished and the plan is a living document to ensure quality assurance;
- Use of assessment data to inform instruction and make curriculum decisions and plan interventions
- Weekly grade level and biweekly staff meetings
- Ongoing relevant professional development workshops
- Before and after school targeted tutoring for student remediation as well as weekend school for acceleration
- Targeted interventions for struggling readers and students performing below grade level;
- Focus on differentiated instruction for learning styles
- Reading and writing across the curriculum
- Integration of technology across all major disciplines

ELEMENTARY SCHOOL CURRICULUM

Elementary Language Arts

The goal of the CCSS aligned ELA curriculum is to increase rigor in core and intervention instruction and improve student proficiency on grade level outcomes & graduate all students ready for middle-high school and college and career in the long run. In return, students will be able to build knowledge through content-rich text, to use evidence in reading, writing & speaking, and to practice complex text and academic language. The School will use the state-approved Macmillan/McGraw-Hill Treasures series as the Elementary Comprehensive Core Reading and Language Arts program. The School's text selection may be modified as per the Sponsor's text adoption and modification to the Comprehensive Core Reading Program (CCRP) throughout the duration of the charter. The CCRP correlates to all Reading and Language Arts CCSS and addresses the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The CCRP is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level.
All students will participate in a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instruction in the Macmillan/McGraw-Hill Treasures and Imagine It. The School will utilize computer assisted intervention programs such as Success Maker, Study Island, and Focus Florida.

The CCRP provides explicit lessons for whole group instruction that includes introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Techniques such as modeling, previewing and predicting, visualizing, summarizing, and direct instruction in strategic reading are embedded throughout the program. The Comprehensive Core Reading Program (CCRP) provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. The program contains integral instructional sequences coordinated by strand of instruction and are carefully planned to move from cognitively simple skills to more complex skills. Daily lessons for small group differentiated instruction revolve around using leveled materials to provide numerous practice opportunities for mastery of skills and strategies.

Activities are organized to meet the needs of on-level learners, advanced learners, below-level learners, and English-language learners. The program integrates a scope and sequence within the daily lesson plans that affords teachers guidance in delivering strategy and skill instruction based on student needs. Aligned instructional materials, such as decodable books and leveled books, are used for individual and group practice opportunities. A variety of assessment opportunities, both informal and formal, are included in the comprehensive core reading program and are used regularly to monitor students' progress and match students with appropriately leveled text.

The Response to Intervention (RtI) model will guide the School with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of

intensity is based on progress monitoring and data analysis. Problem solving at all tier levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

As part of Tier I universal instruction, all students will be provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instruction of the Macmillan/McGraw-Hill Treasures-Imagine It Comprehensive Core Reading Program (CCRP).

Macmillian/McGraw-Hill Treasures and Imagine It programs are an explicit, systematic, and interactive instructional design focused on the six essential elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension). The six elements of reading instruction includes:

Phonemic Awareness
Phonemic awareness, or manipulating phonemes in words, is a necessary prerequisite for successful phonics instruction and learning the decoding process. In an extensive meta-analysis of 52 studies, the National Reading Panel (2000) determined that teaching children phonemic awareness was highly effective under a variety of teaching conditions, grades, and age levels, significantly improving reading more than instruction that lacked explicit lessons in PA. Phonemic Awareness instruction in both the Macmillian/McGraw-Hill Treasures and Imagine It programs is based on this research and supports following attainment of beginning levels of understanding and skill that is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti, Beck, Bell, & Hughes, 1987; Wagner, et al., 1997).

Phonics
Phonics instruction focuses on the acquisition of letter-sound correspondences and their use in reading and spelling. In both the Macmillian/McGraw-Hill Treasures and Imagine It programs, phonics is taught sequentially and cumulatively with multiple opportunities for applying the skills into decodable text. The programs include daily lessons to ensure that students are explicitly taught the process of blending individual sounds into words. Trophies and Treasures provide phonics instruction based on scientific research showing that systematic, explicit phonics instruction is a valuable and essential part of a successful reading program (Chall, 1996; Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998).

Fluency
Fluency in reading is the ability to read text accurately and with proper expression at an appropriate speed. According the National Reading Panel (2000), fluency is one of several critical factors necessary for reading comprehension. "If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge." The ability to process text accurately and effortlessly includes blending words together quickly and instantaneous recognition of high-frequency words. Fluent reading develops over time, starting in kindergarten and first grade with lessons on phonemic awareness, phonics, and automaticity of word recognition. Lessons on these

key components of fluency are included in both the MacMillian/McGraw-Hill Treasures and Imagine It programs, along with daily opportunities for teachers to model fluent reading through read aloud, demonstrations, shared reading, and modeled strategies. The programs also include lessons on reader's theatre, choral reading, echo reading, books on tape, and repeated readings, all strategies shown to improve reading fluency.

Vocabulary

Lessons on word meaning, strategies for making vocabulary connections, and the link between vocabulary and comprehension are embedded into each daily reading lesson and all parts of the 90-minute reading block. According to Donald Bear (2005), research supports explicit and systematic vocabulary instruction involving active study of words before, during, and after reading text. Both the Macmillian/McGraw-Hill Treasures and Imagine It Programs provide daily opportunities for students to learn vocabulary through extensive reading in rich contexts, oral language development, multiple encounters with words, and direct teaching of key ideas, concepts, and connections to other words.

Oral Language

Oral language is an important link in the process of children's learning and thinking development, providing a foundation for the development of other language-based skills, including reading and writing. It is through speech that children learn to organize their thinking and focus their ideas (Lyle, 1993). A variety of oral language based activities are incorporated throughout both core programs, including partner pair, guided practice, summarizing and retelling, picture chats, and weekly "Talk About It" lessons. These activities build children's vocabulary, increase communication skills, and foster connections with language in print form.

Comprehension

Comprehension is the key element in reading. It includes making sense of words, connecting ideas between text and prior knowledge, and constructing and organizing meaning from print. Readers must be able to understand the meaning of the literal words read and create a broader understanding of the meaning implied from the text (Kintsch, 1998). The process of comprehension is strategic and interactive, involving the ability to apply, synthesize, and interact with what is being read (Adams, 1998; Harvey & Goudvis, 2000; Moats, 2000). The National Reading Panel (2000) identified strategies that have been shown to have a firm scientific basis for improving reading comprehension, including monitoring comprehension, using graphic organizers, answering questions, generating questions, recognizing text structures, and summarizing. Both comprehensive core programs feature systematic and explicit comprehension instruction using these strategies. The instruction builds prior background knowledge, and applies metacognitive skills and multi-level questioning to help students maintain comprehension that supports the promotion of higher-level thinking. Direct comprehension instruction is provided through explicit explanations of strategies, teacher modeling, and guided practice. Students are given multiple opportunities to apply these strategies through scaffolded teacher support with leveled text during small group instruction and independent reading.

Supplemental resources can be used to differentiate instruction for all students (Tiers I, II, and III). When data shows that students need additional explicit and intensive instruction in one specific component of reading (i.e., oral language, phonemic awareness, phonics, fluency,

vocabulary, OR comprehension) supplemental resources can be used as an extension beyond the universal Tier I initial instruction of a Comprehensive Core Reading Program (CCRP) for all students. As part of Tier II (strategic) or III (intensive) intervention instruction, Supplemental Intervention Reading Programs (SIRP) are implemented to provide targeted intervention support to meet the specific differentiated needs of struggling readers.

The School will also use Read XL, Jamestown Reading Navigator as its reading program to meet student learning needs in specific areas. The School will also use FAIR and PMRN resources, DAR and Accelerated Reader (AR) as supplement programs to meet student-learning needs in specific areas. Details of these programs will be provided in the School's Reading curriculum section below. Details of these programs will be provide in the Section 4, School's Reading curriculum section below.

Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum will guide students through basic phonics skills starting with identification of syllables and phonemes, blending, and decoding to the ability to sound out unfamiliar multisyllabic words to recognition of irregularly spelled words and fluent reading and strong comprehension skills. Acquisition of an extensive and advanced vocabulary will be emphasized at every level.

Students will have regular and frequent lessons and practice in the writing of Standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose. Students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts and tables.

The elementary reading and writing curriculum will serve as a framework in which students encounter the works of great authors of the past and present. The curriculum will include, but not be limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. The school will use reading materials not only to develop decoding and interpretive skills but also to begin students' encounters with great and enduring writings that will form a basis for advanced literary study and will address issues of character, virtue, and citizenship. Some examples of Standards are presented in Appendix F.

Elementary Mathematics

The incorporation of CCSS has necessitated an instructional shift that would require Focus, Coherence and Rigor. By focusing strongly where the standards focus, teachers will significantly narrow the scope of content, deepen how time and energy is spent in the math classroom and focus deeply only on what is emphasized in the standards, so that students gain strong foundations. The coherent math curriculum will require teachers to think across grades and link

to major topics within grades. They will carefully connect the teaching within and across grades so that students can build new understanding onto foundations built in previous years. They will also begin to count on solid conceptual understanding of core content and build on it since each standard is not a new event, but an extension of previous learning. Students will experience rigorous learning experience where intensity will be equal in solid conceptual understanding, procedural skill/fluency, and application of skills in problem solving situations.

Teachers will

- teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives
- educate students to see math as more than a set of mnemonics or discrete procedures
- support fluency and application by focusing on conceptual understanding
- structure class time and/or homework time for students to practice core functions such as single-digit sums or multiplication so that they are more able to understand and manipulate more complex concepts and have students gain speed and accuracy in calculation
- teach students how to use appropriate concepts and procedures for application even when not prompted to do so
- provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in K-5, 6-8, and HS

The mathematics curriculum will be integrated throughout the entire school curriculum to the greatest extent possible. Teachers in content areas outside of math, particularly science, ensure that students are using grade-level-appropriate math to make meaning of and access science content. The incorporation of the CCSS will help develop Mathematical Expertise through the standards for Mathematical practices that are listed below:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Accepted as a philosophy that "all children can learn," BMSS will not track students into large groups, but will instead provide individualized tutoring, small group work and extra practices for those students who need more time to master complex concepts.

Students will have extensive experience in making data, tables, graphs, and geometric sketches and will be able to use them to clearly describe a wide variety of patterns and relationships. Students will examine the limitations of mathematical models in describing and predicting events in the real world. They will be encouraged to state their own criteria for what is a satisfactory result and to discuss their judgments in terms of their purpose.

Students will be able to understand the mathematical significance of the arithmetic and algorithmic operations that they perform. By focusing on the 'why' behind the algorithmic procedures, BMSS will be preparing students for the further study of mathematics as well as the quantitative literacy of daily life.
According to the National Council of Mathematics Teachers, a shift is needed from traditional 'paper and pencil' approaches which emphasize computation and rote learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem solving skills. BMSS will focus on creating a developmentally appropriate math curriculum where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. BMSS believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The program will be flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study.

The mathematics curriculum will be integrated throughout the entire BMSS curriculum to the greatest extent possible. It will offer a range of courses to meet the students' different developmental and ability levels. In order to implement the school mathematics curriculum, BMSS will adopt the proven instructional mathematics curricula, Everyday Mathematics and Project M3: Mentoring Mathematical Minds that will be discussed in detail later on.

In addition to Everyday Mathematics and Project M3: Mentoring Mathematical Minds, manipulatives will be integrated into the math classes. One reason that students struggle in mathematics is that they consider it to be a highly abstract subject. Using manipulatives can be a very effective tool to help students move from abstract thinking to concrete thinking (Stein, & Bovalino, 2001)[2]. Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate on quantities.

However, the use of manupilatives is not enough for conceptual understanding [National Council of Teachers of Mathematics (NCTM), 2000][3]. It is important that teachers guide students in discovering mathematical ideas so lessons will be designed to teach rather than showing students how to work problems step-by-step. BMSS believes that students should actively construct their own knowledge within the academic environment. Additionally, students need to work with multiple representations, such as concrete materials, graphs, verbal statements, tables, and/or symbols, to have a richer understanding of mathematical concepts.

---

[2] Stein, M. K., & Bovalino, J. W. (2001). Manipulatives: One piece of the Puzzle. *Mathematics Teaching in the Middle School.* Vol.6, 6, 356.

[3] National Council of Teachers of Mathematics (2000). *Principles and Standards for School Mathematics.* Reston, Va.: NCTM.

By using manipulatives, BMSS will help students focus on mathematical ideas rather than mass calculation. In order to enhance the students' understanding of mathematics, the teachers will use the navigations series published by the National Council of Teachers of Mathematics.

BMSS recognizes that the mathematics teachers' subject-area content and pedagogical knowledge will affect the students' achievement level. In order to increase the teachers' knowledge in both areas, BMSS will have scheduled workshops every semester to discuss mathematical tasks and the best ways to teach them to the students. Moreover, RCSA-ES will encourage the teachers to plan their lessons collaboratively to encourage the sharing of ideas and to improve each teacher's instructional skills.

If a student struggles to comprehend any mathematical concept, a mentor or classroom teacher will spend time with the student to provide guidance and technical assistance in that area. Students who continue to have difficulties in math will be enrolled in an intensive math support course, as well as a grade level math course, to help them close the gap in their knowledge. Small group instruction may be provided two days per week on those strands that students need direct instruction for improvement. Math teachers may offer after-school help-sessions for students in the targeted groups. Additional measures may be taken, such as tutorial programs, extended-day services, retention, and modification of curriculum choices, if they are required to meet the students' needs. Teachers will keep a record of attendance in math help-sessions and correlate this to math grade improvement at the end of each nine weeks. After-school tutors and teachers will report to each student's classroom teacher on the student's progress as a result of receiving consistent assistance. The classroom teachers will identify those math strands that are weak for each student in the targeted groups. Assignments will be prepared to remediate weak skills. Teachers will customize the instruction and conduct small focus groups to address specific strands that each group needs.

Everyday Mathematics

Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. It is currently being used in over 185,000 classrooms by almost 3,000,000 students.

Curriculum Features

There are a number of features that distinguish the Everyday Mathematics curriculum. These include:

- Real-life Problem Solving

Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

- Balanced Instruction

Each Everyday Mathematics lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.

- Multiple Methods for Basic Skills Practice

Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with fact triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework, timed tests and a wide variety of math games.

- Emphasis on Communication

Throughout the Everyday Mathematics curriculum students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.

- Enhanced Home/School Partnerships

Daily Home Links (Grades K to 3) and Study Links (Grades 4-6) provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4-6, and all grades include periodic letters to help keep parents informed about their children's experience with Everyday Mathematics

- Appropriate Use of Technology

Everyday Mathematics teaches students how to use technology appropriately. The curriculum includes many activities in which learning is extended and enhanced through the use of calculators. At the same time, all activities intended to reinforce basic computation skills are clearly marked with a "no calculator" sign:

Underlying the EM curriculum are six strands of knowledge: Algebra; Data and Chance; Geometry; Measurement; Numeration and Order; Patterns, Functions, and Sequences; Operations; and Reference Frames. At each grade level, learning targets are identified for each of the six strands.

Everyday Mathematics has been the subject of numerous studies, and the data is overwhelmingly positive, and it received the highest rating of any published curriculum reviewed by the Department of Education's What Works Clearinghouse.

Research

The What Works Clearinghouse (WWC) looked at elementary school math curricula designed to promote math knowledge and skills among elementary school students (average ages 5 to 10 years). Because there is some variation in how elementary school is organized across school districts, this review defined elementary school as a school with any of the grades, K through 5. Curricula included in this review are replicable, materials-based instructional programs that cover one or more of the following content areas: numbers, arithmetic, geometry, pre-algebra, measurement, graphing, and logical reasoning. This review considered only core, comprehensive math curricula. Core math curricula are defined as instructional programs that extend over the course of one semester or more, are central to students' regular school instruction, and are based on any combination of text materials, manipulatives, computer software, videotapes, and other materials. This review focuses on student achievement in mathematics as the key outcome.

The findings in this topic report summarize the first wave of WWC elementary school math intervention reports produced in 2006–07. We looked at 340 studies. Of these, 237 were assessments of interventions that qualified for our review; the other 103 could not be categorized by

intervention.3 Of the 237 studies, 9 studies of 5 curricula met our evidence standards, 2 without reservations and 7 with reservations. Altogether, the WWC looked at 73 interventions: 5 had studies that met WWC standards with or without reservations, 67 had studies that did not meet WWC evidence screens, and 1 had a single-case study, which is still under review. (The identification of eligible programs ended in September 2005, and that of eligible studies, in July 2006.) In looking at the one outcome domain for the five elementary school math curricula:

- Everyday Mathematics had potentially positive effects on math achievement.
- Four other curricula had no discernible effects on math achievement.

For more information please visit;
http://everydaymath.uchicago.edu/about/

Project M3: Mentoring Mathematical Minds

Project M3 is a research-based mathematics program for gifted and talented students in grades 3, 4, and 5. Development of this program was funded by the U.S. Department of Education's Jacob K. Javits Program[4]. Project M3, Mentoring Mathematical Minds, is a 5-year collaborative research effort of faculty at the University of Connecticut, Northern Kentucky University, and Boston University and teachers, administrators, and students in 10 schools of varying socioeconomic levels in Connecticut and Kentucky. Project M3 was researched under the direction of the Neag School of Education at the University of Connecticut.[5]

Rather than focusing on computation, as many mathematics curricula do, Project M3 units focus on increasing the depth and complexity of the mathematics in which talented students are engaged. In other words, these young mathematicians are engaged in conceptual understanding rather than the application of rote formulas. This is achieved through an emphasis on mathematical discourse, both written and verbal, within the classroom and on problem solving and the spirit of inquiry. The units combine this increase in depth and complexity, emphasis on mathematical discourse, and focus on problem solving and inquiry with the NCTM Content and Process Standards and with best practices in the field of gifted and talented curriculum development to create the type of mathematics that is both truly challenging and enjoyable for mathematically talented students.
The goals of the program include the following.

- Creating challenging and motivational curriculum units for students;
- Providing ongoing professional development for teachers;
- Increasing math achievement and attitudes toward math in talented and diverse students;
- Narrowing the gap in math achievement for students with talent potential from economically disadvantaged backgrounds, those with limited English proficiency, and minorities.

Award Winner:
Project M3 has won awards from the curriculum studies division of the National Association for Gifted Children (NAGC) for three consecutive years. The Level 4 unit At the Mall with Algebra: Working with Equations and Variables is the winner of the NAGC Curriculum Studies

[4] http://www.projectm3.org/
[5] http://www.gifted.uconn.edu

2006 Award, and was judged to be an exemplary model of curriculum for high-ability learners.[6] The two previous units winning this award are Unraveling the Mystery of the MoLi Stone, the winner of the NAGC Curriculum Studies 2005 Award, and What's the ME in Measurement All About?, the winner of the NAGC Curriculum Studies 2004 Award.

Curriculum Units:

Project M3 has created a total of 12 curriculum units of advanced mathematics accompanied by professional development as well as one differentiated unit for students of all ability levels. In each unit of the Project M3 series, students explore an interesting simulated or real-life problem connected to their world and use their Mathematician's Journals to think, write, and act like mathematicians to solve the problem.

	Level 3	Level 4	Level 5
Number and Operations	Unraveling the mystery of the MoLi stone: Place value and Numeration.	Factors, multiples, and leftovers: Linking multiplication and Division.	Treasures from Attic: Exploring Fractions
Algebra	Awesome Algebra: Looking for Patterns and Generalizations.	At the mall with Algebra. Working with variables and Equations.	Record makers and breakers: Using Algebra to Analyze Change.
Geometry and Measurement	What is the Me in Measurement All About?	Getting into Shapes. Exploring 2- and 3-dimensional shapes.	Funkytown Funhouse: Focusing on Proportional Reasoning and Similarity.
Data Analysis and Probability	Digging for Data: The Search within Research.	Analyze this!: Representing and Interpreting Data.	What are your chances? Exploration of Probability.

The curriculum design follows the tenets of The Multiple Menu Model:

A Practical Guide for Developing Differentiated Curriculum (Renzulli, Leppien, & Hays, 2000) and The Parallel Curriculum, A Design to Develop High Potential and Challenge High-Ability Learners (Tomlinson, Kaplan, Renzulli, Purcell, Leppien & Burns, 2002) recently published by the National Association of Gifted Children. This model adheres to the belief that "most, if not all, learners should work consistently with concept-focused curriculum, tasks that call for high level thought, and products that ask students to extend and use what they learned in meaningful ways" (Tomlinson et al., 2002, p.13).

This model is used as the basis for the design of the curriculum, focusing on the Core Curriculum with the Big Ideas of Mathematics in each unit and the Curriculum of Practice, an outgrowth of the Multiple Menu Model. Using the Multiple Menu Model, we will help students assume the

[6]http://www.nagc.org/uploadedFiles/About_NAGC/Division_Pages/Curr%20SCOPE_FEB07.pdf

role of mathematicians as they develop critical and creative thinking skills in solving real problems. Projects will be included in the units and used as a way for students to pursue some of their own interests. Renzulli's Enrichment Triad Model (Renzulli, 1977; Gubbins, 1995) is one of the instructional approaches; students will choose a topic to investigate, receive support and coaching from the teacher, and produce a product for a real audience.

Professional Development:

Teachers will receive training to increase their mathematical background in the content areas and to use teaching strategies developed to promote enrichment learning and mathematical discourse within the classroom. During the first three summers, the teachers implementing the curriculum units will receive the training. Teams of teachers will receive training on curriculum differentiation in grades 3, 4 and 5. A strong focus will be placed on developing mathematical discourse to encourage students to think deeply about the mathematics.

This training will take place during the summer for a 2-week period and during the school year (approximately 4 in-service days). Teachers will receive and keep resource materials and manipulatives that support the curriculum units. Ongoing technical assistance in the classroom will include videotaping of lessons with conferencing to help teachers reflect on their teaching by witnessing the discourse in the classroom.

Teachers can communicate with each other across schools and with the project staff on a regular basis through the internet portal that has been recently initiated. This technology will also allow teachers to be abreast of latest developments in the field of mathematics education and gifted education by providing links to resources and articles of interest.

Results:

The results of the Project M3 have been very promising. The students in the program have made statistically significant gains on the Measures of Academic Progress (MAP) and on open-ended response questions from the Trends in International Mathematics and Science Study (TIMSS) and the National Assessment of Educational Progress (NAEP). Furthermore, they have scored significantly higher than a comparison group of mathematically talented students on these standardized tests. Not only have the students made quantitative gains in their mathematics achievement, but the teachers also report a change in their students' attitudes toward mathematics. As one teacher said, "The children love math. They look forward to math class every day! In previous math classes, children literally cried when they came to 'problem solving.' These kids enjoy problem solving because of the program." This increase in enjoyment of mathematics is accompanied by a sense of accomplishment at being able to communicate mathematically. This is embodied by one student's comment, "I can do it. I can write about math." Furthermore, the project has been successful at identifying mathematically promising students from underrepresented groups. This success has carried over to the school level. One curriculum coordinator commented, "The M3 project has prompted us to look more closely at the academic ability of the students who have been identified to participate in the program...We have identified more minority and ESOL students than ever before."

Elementary Science

The science program is designed to use a constructive view of learning skills, sequences, and subject knowledge. BMSS believes that the curriculum and instructional strategies must first build the student's own reality before introducing new content. Understanding science comes from relating new experiences to what the students already know, not from simply adding new knowledge. Some examples of Standards are presented in Appendix F.

The sequence of instruction will begin with addressing the misconceptions or alternate understandings that the students have about the topic. Then the students will be engaged in activities that help construct or reconstruct meaning. The science curriculum will include strategies to:

- Encourage students to make their ideas explicit and present them with events that challenge their ideas;
- Encourage the process of hypothesizing and generating alternative inspirations of models, enabling the students to explore these alternatives in informal and non-threatening ways, particularly through group discussion, and providing opportunities for students to use their new ideas in a wide ranges of situations so that they can appreciate their utility.

BMSS's science-oriented curriculum will concentrate more on an experimental, hands-on approach to the students' current definition of science while increasing their abstract knowledge of science. BMSS will implement the proven instructional science curricula, the Science and Technology for Children (STC) and Developmental Approaches in Science, Health & Technology -DASH (Gifted Program) to reach this goal.

Science is a dynamic, ever-changing discipline, and the students will be encouraged to use computers and the Internet, plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they will create. The major purpose of the science curriculum will be to teach the students to become self-reliant and independent problem-solvers; it is designed to create a high level of interest in learning that will become personalized and individualized.

The Science curriculum will prepare students to achieve the Next Generation Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. Teachers will utilize the Next Generation Sunshine State Standards, while incorporating FCAT test item specifications from the state of Florida in their daily lesson plans. Additionally, students will participate in hands-on science experiments. In grades 4-8, students will be encouraged to participate in competitions such as Science Fair, Science Olympiad, Science Bowl, where they will be able to explore and investigate the steps to the scientific method.

The Science and Technology for Children® (STC®)

General Description

Science and Technology for Children® (STC ®) is a complete science program for children in grades K–6 which was developed by the National Science Resources Center (NSRC), a nonprofit organization jointly operated by the Smithsonian Institution and the National Academy of Sciences, National Academy of Engineering and Institute of Medicine to address the critical problem presented by the A Nation at Risk report[7]. The NSRC began developing STC® in 1988; the curriculum was completed in 1997.

Filled with innovative hands-on activities designed to motivate young students, it is the result of a joint effort by some of the leaders in the fields of education and science. Its mission is to improve the learning and teaching of science for all children in the United States and throughout the world.

STC® curriculum offers innovative, comprehensive 24 units for students in grades 1 through 6. It covers four broad topic areas: life, earth, and physical sciences and technological design. The curriculum is flexible with respect to grade level and units also may be used at a level below or above the designated grade level to meet specific needs.
Each STC® unit was written by a teacher-developer working in collaboration with educators, scientists, and evaluators, as well as with science editors and illustrators. All units were field-tested in demographically diverse classrooms throughout the United States[8]. Input from teachers and students who participated in the field tests, as well as recommendations provided by an independent evaluator, were incorporated into the final version of the text.
Each STC® Unit provides a series of lessons that follow a carefully constructed conceptual sequence- one that builds both student understanding and skills using an inquiry approach design around current knowledge about how children learn. Because the science concepts and skills taught in later unit lessons build on those from earlier ones, all STC® lessons are prearranged accordingly and included during unit instruction.
STC® will engage adolescent in inquiry-based science learning and revive the natural curiosity typically found in young children but unfortunately discouraged in traditional elementary school science programs. As they progress through an STC® module, students will take greater responsibility for their own learning, eventually planning and conducting their own experimental procedures, devising their own data tables, and analyzing their own results. Keeping inquiry at the center of the learning process fosters student curiosity and enables students to learn new concepts in a real-world setting.

The primary goals of the STC® program are to:

- Make available a sequence of learning activities that fully address the National Science Education Standards.
- Engage students directly with natural phenomena, the tools of science, real-world problems, and technological design challenges.

[7] http://www.ed.gov/pubs/NatAtRisk/index.html
[8] http//www.carolina.com/Carolina_curriculum/stc/publications.as#Evidence

- Build on students' prior knowledge and experiences and allow them to apply problem-solving strategies in new contexts.
- Provide opportunities for students to test procedures collect and analyze data, use data to support conclusions, and communicate findings.
- Develop in all students the skills and knowledge necessary to open paths to careers in science and technology.
- Foster positive attitudes toward science.

The NSRC followed a rigorous research and development process to ensure that the STC® modules are scientifically accurate. NSRC curriculum developers worked with master teachers and scientists across the nation to ensure that the learning activities in each module are effective in the classroom and reflect current scientific thinking.
NSRC developer designed special apparatus for many of the activities, testing each piece of equipment to perfect its design while making sure that all STC® activities are safe for elementary school use. After field testing, materials and apparatus were revised even further, based on feedback from students and teachers. NSRC developers have worked closely with Carolina Supply Company to establish exact specifications for each item in every module and to monitor quality control during production.

Lessons within each STC® module also follow a carefully constructed conceptual sequence – one that builds both students understanding and skills using an inquiry approach designed around current knowledge about how children learn. STC® modules follow a planned sequence of conceptual development as shown in the Table below.

	Grade Levels	**Life and Earth Sciences**		**Physical Science and Technology**	
STC	K-1	Organisms	Weather	Solids and Liquids	Comparing and Measuring
	2-3	The Life Cycle of Butterflies	Soils	Changes	Balancing and Weighing
					Sound
			Rocks and Minerals	Chemical Tests	
		Plant Growth			

	4-5	Animal Studies Micro worlds Experiments with Plants	Land and Water Ecosystems Measuring Time	Electric Circuits Food Chemistry Magnets and Motors	Motion and Design Floating and Sinking The Technology of Paper

Table: The summary of STC® Modules.

Professional Development:

High-quality professional development is an essential component of the STC program. Professional development courses offered through the National Science Resources Center (NSRC) Professional Development Center (PDC). The PDC offers courses that move teachers through all levels of the proficiency continuum – from novice to expert. The PDC Courses provide teachers with the opportunity to learn and practice the skills needed to create supportive classrooms environments for student inquiry. PDC Courses are available to existing and new users of STC, district science specialists, teacher leaders, and educators planning to adopt a new science curriculum. PDC Courses model the inquiry approach and are designed by the curriculum developers for STC, presented by NSRC PDC-certified trainers, designed to promote integration of educational technology and technological design in the classroom, and tailored to the National Science Education Standards.[9]

Results:

A science education program that is judged to be effective typically includes a number of elements (such as exemplary curriculum, professional development, and community support) that work together. The most recognizable indicator of a science education program's effectiveness, however, is the outcome of the student assessment-student test scores. Educational studies show that student learning increases after the use of STC Program®. Below are some examples of the impact that STC® has made in students' learning in school districts across the U. S. that have adopted STC® as a science curriculum.

- A study conducted in Michigan showed that students in school districts that used the NSRC's Science and Technology for Children (STC elementary curriculum) performed better on the Michigan Educational Assessment Program (MEAP) for Science than those who did not. The study compared the results from 15 STC school districts in affluent, moderate, and poor districts (socioeconomic categories aggregated according to the percentage of students who qualify for free or reduced-price lunch) with the results from

[9] http://www.nsrconline.org/professional_development/index.html

districts using a textbook approach to science education. Ten of the 15 STC districts, including two of the low-income districts, improved their scores of the MEAP at a greater rate than the state average.[10]

- During its eight-year partnership with the NSRC, Washington State Department of Education has increased the number of school districts implementing research-based science education programs from a few pilot districts to districts that serve 75% of the state's student population. Statewide data show significant improvement in student learning in schools that have fully implemented the NSRC reform model such as STC®, with a strong emphasis on teacher professional development.[11]
- The science reform effort in this economically deprived rural community shows that an investment in science education provides an excellent return in other areas of the curriculum as well. The Valle Imperial Project in Science (VIPS) is a NSF funded Local Systemic Initiative serving approximately 22,500 K-6 students and 1100 teachers in 14 school districts in Imperial County, California. Imperial County ranks highest in poverty of all 58 California counties with 66% of students receiving free/reduced lunches, and 47% of the students are English language learners. The El Centro Elementary School District implemented a reform effort following the NSRC model, including research-based instructional materials such as STC®. Students in Imperial Valley public schools who have been taught using inquiry methods significantly outperform their classmates who have had traditional (textbook-based) science instruction. Stanford Achievement Test results indicate that the longer students are enrolled in research-based science programs, the better they perform on nationally normed science, writing, and mathematics tests.[12]

Developmental Approaches in Science, Health & Technology

Developmental Approaches in Science, Health & Technology (DASH) is an engaging K–6 inquiry-based program in science, health, and technology, which has been developed by The Curriculum Research and Development Group at the University of Hawaii (CRDG), validated by the U.S. Department of Education's Program Effectiveness Panel, and awarded a dissemination grant through the National Diffusion Network. Primary developmental funding was from the National Science Foundation, the Hawaii State Department of Business, Economic Development, and Tourism, and the University of Hawai'i.
It reaches the spectrum of learners in typical classrooms through 650-plus interconnected, developmentally appropriate, hands-on activities that align with national standards.

The goal of DASH is to capture the imagination of elementary students by engaging them in questioning and making sense of things unknown, inventing and building to solve problems, and caring for themselves through their experiences in learning science, health, and technology. To accomplish this goal, DASH activities at each grade level are organized into ten content clusters:

[10] http://www.carolina.com/stc/publications/evidence/michigan.pdf
[11] http://www.carolina.com/carolina_curriculum/stc/acrobat/westvalley_brief.pdf
[12] http://www.carolina.com/stc/publications/evidence/vips.pdf

Learning Time; Weather and Sky; Animals; Plants; Food and Nutrition; Health and Safety; Wayfinding and Transportation; Energy and Communication; Conservation, Recycling and Decomposition; and Matter, Space, and Construction.

Content is sequential and spiraled to promote reinforcing, multi-year development of concepts and skills. Students work inside and outside the classroom as a research community, modeling real-world roles of scientists and technologists. The teacher acts as research team leader. Assessment is integrated into instruction; each activity has a portfolio-building product; each grade level has a concept-and-skill inventory for student self-assessment. DASH articulates well with language arts, mathematics, social studies, physical education, and the arts. Students with various backgrounds and learning styles master concepts and skills in contexts of authentic technological and scientific exploration, invention, explanation providing models for thinking and problem solving.

DASH is used by over 12,000 teachers in 26 states. DASH teachers are supported by a network of 14 universities and a cadre of 175 teacher instructors. DASH has earned the following recognitions:

- One of seven programs designated as promising by the U.S. Department of Education's Expert Panel on Mathematics and Science Education (2001)[13]
- Cited as an innovative curricula by the Eisenhower National Clearinghouse in ENC Focus: A Magazine for Classroom Innovators (1999) and (2000).
- Cited as an example of high-quality intensive technical assistance in the U.S. Department of Education's report to Congress titled Federal Education Legislation Enacted in 1994: An Evaluation of Implementation and Impact (1999).
- Identified as an effective program in School Health: Findings from Evaluated Programs, a collaborative publication of the American School Health Association and the U.S. Department Health and Human Services (1998).
- Identified as one of three research-based, effective science "skill and content" reform models in a nationwide search by the Northwest Regional Educational Laboratory for the U.S. Department of Education's Catalog of School Reform Models (1998).[14]

Standard-Based Program:
DASH meets The National Science Education Standards (NSES)[15] and the American Association for the Advancement of Science (AAAS)[16] Benchmarks for Science Literacy through ten learning clusters of activities specifically integrating science, health and technology.

---

[13] U.S. Department of Education, Office of Research and Improvement. (2001). *Promising practices in mathematics and science education.* Washington, DC: U.S. Department of Education.
U.S. Department of Education, Office of Research and Improvement. (2001). *Science and mathematics education programs that work.* Washington, DC: U.S. Department of Education.

[14] Northwest Regional Educational Laboratory: (1998). *Catalog of school reform models: First edition.* Portland, OR: NWREL.

[15] Curriculum Research & Development Group. (1996a). *Alignment of Developmental Approaches in Science, Health and Technology (DASH) and the National Science Education Standards Grades K–4.* Honolulu, HI
Curriculum Research & Development Group. (1996b). *Alignment of the Developmental Approaches in Science, Health and Technology (DASH and Foundational Approaches in Science Teaching (FAST) Programs with the National Science Education Standards Grades 5–8.* Honolulu, HI

[16] http://www.hawaii.edu/crdg/programs/documents/science/Benchmarks_D_K-5.pdf

Professional Development:

There are separate teacher institutes for DASH levels K–1, 2–3, 4, 5, and 6. These institutes prepare teachers to teach the program successfully by developing knowledge of the program's philosophy and objectives, ability to use the variety of instructional strategies inherent in DASH, understanding of the science, health, and technology content necessary to teach the course, and engage in the excitement and enthusiasm for teaching science in the elementary school. Participants accomplish these goals by experiencing the program in the role of a student and working through the developmental sequence of activities. Besides focusing on the content of the activities, the course immerses teachers in the challenge and excitement of the student experience. DASH teachers are fully trained with both institutes and continued support programs. Teachers attend a 10-day teachers' institute where they (a) participate in the same activities and inquiries and create the same products their students will in their classes; (b) learn to use the variety of teaching behaviors used in the DASH program; and (c) analyze the DASH learning, teaching, and assessment model through reflective and in-depth discussions. A two-year professional development program is also provided, with monthly meetings and continued newsletter, e-mail, Website, and 800 number supports.

Results:

In many formative evaluations conducted in different states that have implemented DASH, the impact of DASH on student learning is found in the following way:

1.) DASH students demonstrate understanding of fundamental concepts and use of essential skills in science, health, and technology as documented in case studies, including observations, artifacts, documents, and interviews.
   a. Students demonstrate knowledge of concepts.
   b. Students use basic inquiry skills and data gathering techniques.
   c. Students demonstrate integration and application of concepts.

2.) DASH students are self-directed learners taking responsibility for their own learning as reflected in engaged learning time, planning and completion of tasks, and use of multiple resources as documented in case studies including observations, artifacts, documents, and interviews.
   a. Students consistently demonstrated 85%–95% engaged learning time.
   b. Students demonstrated self-directed responsibility for assigned tasks.
   c. Students demonstrated responsibility for fellow students and the classroom.

3.) Experienced DASH teachers changed their attitudes and approaches toward elementary science in ways that result in increased instructional time spent on science and focus on students' learning, as documented in case studies including observations, documents, and interviews.
   a. Teachers became more positive in their attitudes toward teaching science.
   b. Teachers changed approaches to teaching science.
   c. Teachers spent more time teaching science than the national average.

4.) The schools that have adopted DASH have increased their achievements in state tests and standardized tests.

Elementary Social Studies

This curriculum will promote the students' understanding of historical, geographical, and civic knowledge and their application of this knowledge to today's diverse world culture. The School will use the state-approved Harcourt Series or other state-adopted 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. In K-2, history is delivered to students with stories and discussions through folk tales, legends, and prior knowledge brought to the classroom by the student. Stories of different cultures and countries to compare to their personal stories and experiences are presented. Students also create an understanding of community through the classroom rules, values, and decisions that affect individuals and the classroom community as a whole. In grades, 3-5, the curriculum focuses on the history of the United States, Florida History, and World History. This gives an opportunity for students to explore community and civic responsibility as they study historical events and research their effect on present day society through projects, research, technology and community service. The program will prepare students to have an understanding of multiple cultures, tolerance, and respect for the world beyond our borders and therefore becoming more global citizens. The social studies program will provide each student with a broad background in the social sciences. Within each class, the faculty-student exchange will be strongly encouraged. Students will be encouraged to think critically and to form opinions consistent with the facts of history. From the earliest events of recorded history, through the development of family life, culture and the arts, to the development of governments and countries driven by geographical exploration, the wars of history and the stories they tell, from yesterday to today, these students will have the unique opportunity to pursue their curiosity and respond to the Next Generation Sunshine State Standards by participating in the discovery of man and his contributions to the whole of humanity. Some examples of Standards are presented in Appendix F.

MIDDLE SCHOOL CURRICULUM

Middle School Language Arts

The goal of the CCSS aligned ELA middle school curriculum is to increase rigor in core and intervention instruction and improve student proficiency on grade level outcomes & graduate all students ready for high school and college & career in the long run. In return, students will be able to build knowledge through content-rich text, to use evidence in reading, writing & speaking, and to practice complex text and academic language. The primary focus of the language art program will help students use the reading process effectively, select and use pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing (to anticipate content, purpose, and organization of a reading selection). In addition, the students will use writing processes effectively, select and use appropriate prewriting strategies, such as brainstorming, graphic

organizers, and outlines. Briefly, the students will be prepared to use viewing and speaking, strategies effectively and understand the nature and power of language. The core of the curriculum will incorporate and be aligned with Common Core State Standards. Some examples of Standards are presented in Appendix F.

The School will use the state-approved Holt McDougal Series or other state-adopted text as Language Arts program. The program helps students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the reading process. Instruction is aligned to mastery of the Common Core State Standards and employs before, during, and after reading strategies. Students use Socratic questioning techniques to increase critical thinking and develop skills in formulating their own questions to guide their inquiry.

The purpose is to provide educational experiences which develop English language arts concepts and skills. The content will include, but not be limited to the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work will also be provided. The purpose of this course is to develop the ability to use, interpret, and appreciate spoken and written English.

All students at all levels need rich experiences with good literature. An ideal program moves beyond strict adherence to a set of materials, and is centered on themes appropriate to given groups of students. Literature will include multicultural selections of traditional classical and modern works. A quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

Reading/Literature and Writing will be taught across the curriculum. Students will perform plays, sing songs and play music, read novels as related to the theme for the quarter and demonstrate comprehension and understanding through book reports, oral presentation, etc. Multicultural activities such as cultural demonstrations, speakers with international experiences, dressing in costumes correlating to the culture, etc. will be implemented.

Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

They will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice expository writing, with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers-that is, essays that discuss and rely extensively on sources-will be required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly.

They will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

The School will follow the State course descriptions for the following courses to be offered in grades 6-8;

GRADE	COURSE
6	M/J Language Arts I
6	M/J Language Arts I Advanced
6	M/J Language Arts I Through ESOL
6	M/J Reading Advanced
7	M/J Language Arts II
7	M/J Language Arts II Advanced
7	M/J Language Arts II Through ESOL
8	M/J Language Arts III
8	M/J Language Arts III Advanced
8	M/J Language Arts III Through ESOL
6-8	M/J Intensive Reading*
ESOL	
6-8	M/J ESOL Developmental Language (L1)
6-8	M/J ESOL Developmental Language (L2)
6-8	M/J ESOL Developmental Language (L3)
6-8	M/J ESOL Developmental Language (L4)

** Developmental instruction in reading may be required during grade 6 when student performance in grade 5 indicates a need for strengthening. These courses will be in addition to the regular language arts courses and may be offered as electives. Students scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 or PARCC reading are to be enrolled in M/J Intensive Reading in addition to their required M/J Language Arts course in grades 6, 7, and 8.*

Middle School Mathematics

Math Curriculum incorporates CCSS. The incorporation of CCSS has necessitated an instructional shift that would require Focus, Coherence and Rigor. By focusing strongly where the standards focus, teachers will significantly narrow the scope of content, deepen how time and energy is spent in the math classroom and focus deeply only on what is emphasized in the standards, so that students gain strong foundations. The coherent math curriculum will require teachers to think across grades and link to major topics within grades. They will carefully connect the teaching within and across grades so that students can build new understanding onto foundations built in previous years. They will also begin to count on solid conceptual

understanding of core content and build on it since each standard is not a new event, but an extension of previous learning. Students will experience rigorous learning experience where intensity will be equal in solid conceptual understanding, procedural skill/fluency, and application of skills in problem solving situations.

Teachers will

- teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives
- educate students to see math as more than a set of mnemonics or discrete procedures
- support fluency and application by focusing on conceptual understanding
- structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts and have students gain speed and accuracy in calculation
- teach students how to use appropriate concepts and procedures for application even when not prompted to do so
- provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in 6-8 and HS

The mathematics curriculum will be integrated throughout the entire school curriculum to the greatest extent possible. Teachers in content areas outside of math, particularly science, ensure that students are using grade-level-appropriate math to make meaning of and access science content. The incorporation of the CCSS will help develop Mathematical Expertise through the standards for Mathematical practices that are listed below:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Students will have considerable experience in making data, tables, graphs, and geometric sketches and using them, along with symbols and clear English, to describe a wide variety of patterns and relationships. Students will examine the limitations of mathematical models in describing and predicting events in real world. They will be encouraged to state their own criteria for what is a satisfactory result to discuss their judgments in terms of their purpose.

Students will be able to understand the mathematical significance of the operations while they will be able to perform arithmetic operations. By focusing on the 'why' behind the algorithmic procedures, we are preparing students for further study of mathematics as well as the quantitative literacy of daily life. The mathematics curriculum is integrated throughout the curriculum as much as possible. The Math Curriculum will align with Florida's Next Generation Sunshine-Common Core State Standards. Some examples of Standards are presented in Appendix F.

Accepted as a philosophy that "all children can learn," The School will not jump students into large groups, but will instead provide individualized tutoring, small group work and extra practices for those students who need more time to master complex concepts.
According to the National Council of Mathematics Teachers, a shift is needed from traditional 'paper and pencil' approaches which emphasize computation and rote learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem solving skills. The School will focus on creating a developmentally appropriate math curriculum where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. The School believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The program will be flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study.

The Mathematics curriculum will be aligned with NCTM Principles and CCSS. In order to implement mathematics curriculum, The School is committed to adopt the proven instructional mathematics curricula, the College Preparatory Mathematics (CPM).

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 content will include, but not be limited to operations, numeration, whole numbers, fractions, decimals, percent, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, limits derivatives, integrals and the development of logical reasoning skills. These skills and in preparation for the Florida Comprehensive Assessment Test, are essential for a student to succeed within the real world work environment. These courses cover concepts and materials that are aligned to NGSSS-CCSS.

GRADE	COURSE
6	M/J Mathematics I*
6	M/J Mathematics I Advanced
6-8	M/J Intensive Mathematics
7	M/J Mathematics II*
7	M/J Mathematics II Advanced
8	M/J Mathematics III (Pre-Algebra)
8	Algebra I
8	Algebra I (Honors)**
8	Geometry (Honors)**

*Students requiring further strengthening in mathematics will be enrolled in M/J Intensive Mathematics.
** High School Credit(s) for Students in Grades 6, 7, and 8 - Students may enroll in selected high school courses for the purposes of pursuing a more challenging program of study.

College Preparatory Mathematics (CPM)

College Preparatory Mathematics (CPM) is offering series of textbooks to meet the grade 6-8 and high school CCSS content and practice standards: Core Connections, Courses 1 - 3 and Core Connections Algebra 1 & 2 and Geometry. CPM is a complete, balanced mathematics program for middle school and high school students who want to learn the basics and more. The U. S. Department of Education designed CPM "an exemplary program" in October, 1999.
CPM includes middle school curriculum and a high school program of Algebra 1, Geometry, Algebra 2, Math Analysis (Pre-Calculus), and Calculus accepted by every college and university in the country. CPM students are prepared to know fundamental skills and procedures, understand concepts, and acquire an array of problem solving strategies so that they will be prepared to be successful in college mathematics courses and the workplace of the 21st century. In line with the requests of leaders of high-tech industries, CPM students learn to work together in study teams on challenging problems. Under the careful guidance of their teachers, CPM students explore the major concepts of middle school and high school mathematics in a variety of ways designed to provide them with several means to solve math problems. CPM students are assisted in making the transition to higher mathematics by doing problems which illuminate concepts in four major ways: numerically, symbolically, graphically, and verbally. Deep ideas are spread over weeks or months as students engage and re-engage the same concepts in a wide variety of contexts and degrees of difficulty with frequent opportunities to cement their understanding of basic ideas and their intellectual connections.

As a result of the carefully designed problem sequence of the books, CPM students score at least as well but usually somewhat better (and often substantially better) on standard multiple choice exams than students in traditional classes. On written response questions, CPM students score 30-40% higher. Transcript studies indicate that very high ability CPM students who take Algebra 1 in the 8th grade are 60% more likely to enroll in calculus classes in high school than students in traditional classes at the same school. At the same time, average students are significantly more likely to persist in mathematics than students in traditional classes. A report that compares the CST results for about 100 CPM high schools in California to the state average on the Algebra 1, Geometry, and Algebra 2 CST exams shows CPM schools scored equal to or higher than the state average for "proficient and above" or better students in 63 of the 71 comparisons (2010). Another report that compares the CST results for about 50 identified CPM middle schools in California to the state average on the 6th and 7th grade tests shows that for all five years and in both grades, the CPM schools have a greater percentage of students performing at the proficient or better level. The 6th grade results average 13.2% higher for the five years, while the 7th grade results average 24.6% higher (2008)

The goal of CPM Educational Program is simple: improve the effectiveness of secondary mathematics instruction by incorporating contemporary knowledge about how people learn into student texts and teacher methodology. CPM is built on the fundamentals of the existing mathematics curriculum and incorporates the mathematics necessary for success in the 21st century. CPM has helped more than 4,000,000 students make sense of mathematics and see both the power and the beauty of the subject.

What Is The CPM Curriculum?

The CPM middle school and high school core courses—Making Connections: Foundations for Algebra, Courses 1 & 2, Algebra Connections, Geometry Connections, and Algebra 2 Connections—were designed and written based on several fundamental learning principles. An outline of those principles (in bold) and their implications in the course design are described below.

Mathematics is a coherent intellectual system, not a collection of disjoint facts, and needs to be taught in a way that makes this coherence clear. The Connections courses emphasize the connected nature of mathematics. Each course consistently weaves strands of topics together so that the connections emerge naturally and can facilitate deeper understanding.

Curriculum works best when it is successful with all students, including "traditionally struggling students" and "accelerated" students. Therefore, the Connections series makes each course challenging and engaging for all students from the very beginning. This approach not only builds stronger study teams (because in order to promote mathematical discourse among the students, study teams need something to talk about), but also helps to reduce status issues from the start (e.g.," Jimmy can do these problems quickly on his own so he must be smart and I am not."). Through the use of challenging problems, accelerated students are pushed to learn more and are not lost to boredom, while "traditionally struggling students" are actively engaged in the work of developing solution plans and executing them. They become an integral part of the study team.

At the same time, to support students with weaker skills and learning gaps, these courses build the conceptual foundation slowly with an emphasis on manipulatives and looking at problems in multiple ways. The "mastery over time" approach helps "traditionally struggling students" build understanding over time and accommodates different learning styles.

Teachers teach better when curriculum materials are flexible. The Connections authors have specifically designed many of the guided investigations so that teachers can choose an open-ended approach or select the "further guidance" problems for their students. Chapter closure is designed to offer choices for teachers depending on their students' needs and the time available to them for closure.

Structured investigations and lessons are more successful when students clearly understand what they are looking for. Each lesson in the Connections courses begins with an introduction that lays out the learning goals. In addition, lessons are written so that students understand the purpose and goals of the task to enable them to sharpen their focus. Attention is also paid to helping students recognize the framework of what they are learning, such as using a representation web. Students learn more when they solve problems and discuss their thinking with others. This research-based principle is incorporated into the design of the CPM Connections curriculum by having students collaborate in study teams. The teacher manages and supports learning while guiding students toward the mathematical objectives of the lessons.

Teams work better when the work actually requires a team and there is something to talk about. The Connections courses are specifically designed to have class work that is challenging for all

students so that students must problem-solve together. Each student has a specific, defined role in the solution process. These specific responsibilities eliminate the potentially damaging team behavior of having one student solve the class work problems and then "teach" or "tell" the other students in the team how to solve them.

Closure is a vital portion of a lesson. Closure is incorporated into each lesson. Sometimes the closure activity consists of reflective writing while other times the Teacher Editions offer suggested questions the teacher can use to facilitate a whole-class discussion.

A student's learning is more meaningful and is better retained when he or she reaches the level of understanding necessary to explain and justify his or her thinking. The Connections courses emphasize asking students to justify their mathematical thinking and problem-solving approaches to help foster long-term retention of what they learn.

A mathematical text should have usable reference elements. The text design allows teachers, parents, and students to access information through indices, glossaries, and by referring to problems in a manner that helps everyone find the problem or lesson. All major concepts are eventually consolidated in Math Notes boxes, which include definitions of key mathematical terms, as well as examples for how to solve certain types of problems. Every lesson is structured similarly (introduction, problems/investigations, closure, Math Notes box (when appropriate), and homework) so that students know where to look for what they need.

Literacy can be strengthened through meaningful/rigorous mathematical study. The Connections series supports students' growth in reading and writing literacy. The student text is written in an even voice with consistent language usage to help students who are challenged with reading. Students are also given regular opportunities to develop and practice their writing skills through reflections and explaining their understanding. The bulk of the reading is done during class time when students have the support of their team members and the teacher. Homework assignments require much less reading. The Lexile scores for the books support the readability of the texts for their intended grade levels.

The structure of the lessons and layout of the textbook help students focus on mathematics and eliminate distractions. The consistent structure of each lesson, homework set ("Review and Preview"), and chapter closure section help to make students comfortable and confident with the lessons. The use of one color printing with illustrations specific to the problems (or that are a course icon) avoid the distractions of random pictures, multiple color splashes, and layers of highlighting. These techniques divert the students' focus from the mathematics in the lesson and create more confusion than clarity. The "color" in the book is the excitement and engagement of the students with mathematics.

Program Quality:

Reviewers noted that College Preparatory Mathematics' learning goals are aligned with NCTM standards and CCSS content and practice standards. The program is rigorous, focused, and coherent and provides familiarity and practice with numerous mathematical concepts (e.g., algebraic notation, algorithms, and geometric representations in Mathematics 1). The reviewers

found that the overall program goals are well aligned, challenging, clear, and appropriate for the intended student population (lower level ability to advanced students). Each of the four courses is built on a few core ideas that are developed and deepened over a four-year period, thereby allowing students more time to master a concept.

The program strategies emphasize active learning and group work; students are introduced to problem solving, communication, and reasoning through laboratory experiments and real-world applications. Support materials are provided in the student texts to help them review and evaluate their progress. The reviewers noted ample evidence for the application of skills through problems that engage the students in both individual and collaborative work and address a variety of learning styles. Concepts are developed through guided instruction, individual and team-work, tactile and kinesthetic activities, data collection, class-work, and homework. Students are encouraged to develop a positive attitude and become more aware of their own thinking about problems and to describe their efforts both orally and in writing.

An assessment handbook is provided in the teacher editions and outlines a variety of options for integrating assessment into instruction, e.g., investigations, portfolios, projects, presentations, problem solving, and daily performance assessment. The wide variety of approaches presented in the teacher's program materials includes methods for assessing depth, flexibility, and application of learning. The student self-assessment component was viewed by the reviewers as a strong component of the assessment handbook.

Program Effectiveness and Success:

College Preparatory Mathematics has been designated as an ***Exemplary*** mathematics program. CPM has shown consistent evidence of improved student performance in a variety of studies that employ comparison groups and large sample sizes. Nine separate studies examined the achievement of approximately 30,000 California students in diverse settings. A variety of instruments was used to assess growth in mathematics achievement, including multiple choice assessments from the Math Diagnostic Testing Program (a well-established program that produces multiple-choice examinations for use by California high schools to provide diagnostic data and by colleges as placement tests), open-ended written response items which were processed by the University of California at Davis, the SAT mathematics exams, and California's Golden State Examination (a test to assess students in many disciplines for high achievement). In three studies that asked students to provide written responses to open-ended questions assessing their inquiry, reasoning, and problem-solving skills, evidence consistently favored CPM students of both genders and all ethnicities over non-CPM students. Several studies examined possible differences in achievement produced by CPM for both genders, students of various ethnic groups, and students at different places on the performance spectrum. Results demonstrated that CPM works equally well for students of all characteristics.

Usefulness to Others:

Reviewers noted that the program is well developed with a solid curriculum and supportive teacher training component. The program has been used in both accelerated and regular classes from Grade 7 to early college, in block scheduling structures, and in a variety of geographic and

multi-ethnic locations that include non-native English speakers, and students with learning disabilities.

Educational Significance:
The CPM program is consistent with the NCTM standards that suggest that real-life problems be used to show students that the mathematical concepts they are learning will be used after they leave the classroom. Each unit in CPM is based on real-life themes and built around appropriate mathematical concepts.

The CPM curriculum, designated one of five "Exemplary Mathematics Programs" by the U.S. Department of Education in October, 1999, is taught by more than 3,000 teachers in more than 900 schools across the country. It was originally a grant-funded curriculum and assessment development project located in Sacramento County, California. When the first edition of Algebra 1 was released in 1992, there were about 200 teachers using CPM materials, mostly in seven urban sites in California. By the 1995-96 school year there were more than 2,000 teachers using CPM materials, mostly in California, with about 100 teachers located in Washington State, Wisconsin, Illinois, Pennsylvania, and Washington, D.C. *Today CPM is used in more than 35 states.*

The CPM program presents mathematical ideas in contexts that help students make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Each course is built around several core ideas that are used to develop related topics, skills and procedures. Students master skills and come to understand ideas over several days and weeks. Much of their classroom time is spent doing guided investigations–much like a math lab–that develop ideas in concrete, visual ways. They also apply their learning to realistic problems that require more than merely mimicking examples of rules.

What Makes the CPM Curriculum Effective?

- The CPM curriculum is effective because of its unique emphasis of both basic skills and problem solving strategies. Where other mathematics programs emphasize only the mechanics of mathematics, the CPM materials develop the basics while encouraging students to understand ideas, see relationships between them, and apply mathematical principles to complex problems.

- CPM courses prepare students for the global marketplace they will face after graduation, either in institutions of higher learning or in the job market.

For more detail see http://ww.cpm.org

Pearson Pacemaker Basic Math

Pacemaker Basic Math is a comprehensive program that provides a solid, well-balanced approach to teaching math content and building math skills in whole numbers, basic arithmetic

operations, and mastery of simple geometry and algebra as it prepares students for the rigors of difficult standards and proficiency tests.

This program provides educators with tools to meet the needs of diverse classrooms, keep learning up-to-date and relevant, and create supportive learning environments for a range of learning styles. Correlated to the NCTM standards, the materials and techniques used in the program are accessible, predictable, age-appropriate, and relevant as it bridges the gap between varied abilities of students and the ladder to success in algebra.

Visual learners and struggling readers are supported with photographs, charts, graphs, and illustrations, and high-interest projects gear up students for lessons.

Pacemaker Basic Mathematics Encourages students to progress at a pace that works for them through a manageable and consistent format, Reinforces student comprehension with frequent opportunities to assess student understanding, Equips students with the essential skills they need to master word problems through unique problem solving lessons and Fosters student success through single-concept lessons and stepped-out examples.

This comprehensive program provides a solid, well-balanced approach to teaching math content and building and mastering math skills in number sense, measurement, as well as introductory operations and data analysis, as it prepares students for the rigors of difficult standards and proficiency tests.

Pacemaker Basic Mathematics bridges the gap between success in algebra and the varied abilities of students. It incorporates valuable materials and techniques for educators and students, ensuring accessibility of content, relevance, and age-appropriateness.

Middle School Science

The science program is designed to use a constructive view of learning skills, sequences, and science knowledge. It is believed that we must build the student's own reality when introducing content. Meaning in science effective teaching comes from relating the new experiences to what they already know, not from simply adding new knowledge to what students know. The Science Curriculum will incorporate the recently adopted Next Generation Sunshine State Science Standards. Some examples of Standards are presented in Appendix F.

The sequence of instruction necessarily begins with misconceptions or alternate understandings that the students have about the topic. Thus, it engages students in activities that help construct or reconstruct meaning. Science class strategies include:

- Encouraging students to make their ideas explicit, presenting them with events that challenge their ideas;
- Encouraging the process of hypothesizing, and the generation of alternative inspirations of models, enabling the students to explore these alternatives in informal and friendly ways, particularly through group discussion, and providing opportunities for students to use their new ideas in wide range of situations so that they can appreciate their utility.

The School's science-oriented curriculum will concentrate more on an experimental, hands-on approach to their current definition of science while increasing the abstract knowledge of science. Science is a dynamic ever-changing discipline; thus student will be encouraged to use computers and the Internet, plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they will create. The major purpose of the science curriculum is to teach children to become self-reliant, independent problem-solvers, concentrated in science subjects, which are merged with life in a consistent manner with what is known about how adolescents think of them. It is designed to create a high level of interest in learning that will become personalized and individualized. The School believes as a philosophy that science empowers students to understand our world and how it works. Science, therefore, is the key that opens the doors that help students discover their own unique and important gifts.

The School will implement Glencoe Florida Science series and the Foundational Approaches in Science Teaching (FAST). The Science curriculum will prepare students to achieve the Next Generation Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

The purpose of the science courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The School will follow the state course descriptions for the following courses to be offered in grades 6-8.

GRADE	COURSE
6	M/J Comprehensive Science I
6	M/J Comprehensive Science I Advanced
7	M/J Comprehensive Science II
7	M/J Comprehensive Science II Advanced
8	M/J Comprehensive Science III
8	M/J Comprehensive Science III Advanced
8	Earth Space Science
8	Earth Space Science Honors*
8	Biology I
8	Biology I Honors*

* 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.

The Foundational Approaches in Science Teaching (FAST)

General Description:

The Foundational Approaches in Science Teaching (FAST) program is a sequence of three inquiry science courses especially designed for middle-school students. The courses emphasize the foundational concepts and methods of the physical, biological, and earth sciences. Student investigations are organized into three strands called physical science, ecology, and "relational

study," which integrate the study of science, technology, and society. The goal of FAST is to develop scientifically literate students who have both the background necessary for understanding environmental concerns in our technological society and basic tools for further study in science. The main objectives are to develop relevant thinking skills, laboratory skills, and knowledge of core science concepts.

FAST students develop a scientific world view by doing science -generating questions, designing and carrying out experiments, collecting and analyzing data, and researching, drawing conclusions based on evidence, writing reports, and communicating findings. Students work in small collaborative groups that function as research teams, becoming producers rather than only receivers of information. The teacher is the research director and coordinator, a colleague who stimulates and facilitates ever deeper probing into problems. Through the process of inquiry and research, student teams generate the theoretical content of the program.

As scientists, students design many of their own experiments. In a physics unit, for example, students formulate theoretical models of heat and light and test their models. They also invent and build tools and instruments for some investigations. As technologists, students apply recently mastered scientific principles, such as the concepts of buoyancy and density in designing and constructing a working model of a submarine. By experiencing multiple roles (scientist, engineer, technologist, politician, and citizen), students practice and reinforce skills from many areas, including math, written and oral communications, and social studies. FAST meets the standards and goals for science education set by the National Research Council, the American Association for the Advancement of Science, and the National Center for Improving Science Education.

Results:
In several impact evaluation studies, FAST students have outperformed non-FAST students in a number of areas. FAST students have demonstrated significantly higher science achievement on CTBS and the California Achievement Test, significantly higher performance on basic thinking and problem-solving skills (CTBS), significantly higher gains in manipulative laboratory skills (Laboratory Skills Test), and significantly higher creative thinking skills (Torrance Tests of Creative Thinking). Results were consistent for all FAST students, regardless of gender, learning style differences and ability. Also, FAST was designated by the Educational Testing Service as one of two programs nationwide with the best comprehensive middle-school science curricula.

Student Populations:
FAST is designed as a science program for students in heterogeneous, untracked classes. The Educational Testing Service identified FAST as an exemplary program serving minority and female populations during the middle-school years. Separate studies have shown the effectiveness of FAST in teaching gifted and mildly disabled students as well.
Special Considerations:
FAST incorporates a wide variety of instructional strategies designed to address the different learning styles and developmental needs of students ages 12-15. Some of the instructional strategies appropriate for student investigations are cooperative/ collaborative learning, whole group instruction, independent and self-directed learning, peer coaching, graphing, concept mapping, self-assessment, research, and simulations.

Middle School Social Studies

The School will use the state-approved McDougal Littell, Holt, Rinehart & Winston, Prentice-Hall Series or other state-adopted 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. Thematic units have been designed that integrate the various subjects and address key areas of social studies in alignment with NGSSS. Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects.
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 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 Sunshine State Standards. 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 which will be offered through the school at the Regular, Advanced and Gifted Levels within the Middle School.

GRADE	COURSE
6	M/J World Geography
6	M/J World Geography Advanced
7	M/J Civics
7	M/J Civics Advanced
8	M/J US History and Career Planning
8	M/J US History Advanced and Career

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).

Students are required to enroll in a semester-long course in career and education planning to be completed in the seventh or eighth grade. As part of the course students will develop a career and education plan using Florida CHOICES Planner (or other career information system such as CHOICES Explorer, etc.) and ePEP at FACTS.org. The School will use approved year long Social Studies courses to meet this requirement, such as M/J United States History & Career Planning. The classroom teacher will determine which semester to implement the career and education content. Some examples of Standards are presented in Appendix F.

HIGH SCHOOL CURRICULUM

The School will have a rigorous college preparatory curriculum in the core subject areas to engage students. Since there will be a transition from middle school to high school, the students adaptation to the high school environment will be much easier. Students will already be equipped with intense study and higher level thinking skills during this transition. The School will seek to increase the student's knowledge base in each succeeding grade level, always moving forward and building upon the preceding acquired knowledge, to ensure the student builds capacity and is college ready and college bound, and without the need for remediation once he/she gets there. Furthermore, the School curriculum will prepare all students for success in postsecondary education to ensure all students meet and/or exceed the requirements for high school graduation, including mastery of all respective NGSSS-CCSS as evidenced by meeting or exceeding goals and objectives.

The School's curriculum will not ignore the students who need remediation or not making adequate progress towards mastery of the Next Generation Sunshine-Common Core State Standards and/or students with special learning needs (e.g. ELL students and students with disabilities) designed. To serve students of all ability levels, those students will have access to supervised study time and tutoring services during non-school hours (e.g. after school, weekend studies, etc. and whenever possible, to accelerate and/or remediate student achievement).
In order to meet the graduation requirements, students will be exposed full range of academic courses. Advanced academic programs will be available through honors and Advanced Placement courses for those students who wish to pursue advance academic program.

The School will provide opportunities for Dual Enrollment Courses at institutions of higher education and/or through Virtual School to earn additional credits. 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.

The graduation path will include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices.

To assist students and parents with this task, the School will provide each student in sixth through ninth grade and their parents with information concerning high school graduation options, including the respective curriculum requirements for those options, so that students and their parents can have a program of study that best fits their needs.

Based on recent legislation, use of Florida's End-of-Course Assessments for graduation or course credit are being revised. Some information has been redacted, and an updated version will be posted to the department's website. Senate Bill 1076 outlines the details on the changes passed by the Legislature.

In the current graduation requirements pursuant to s. 1003.429 for Four-year, 24-Credit Program; students need to have;

Sixteen core curriculum credits:
1. Four credits in English, with major concentration in composition, reading for information, and literature.
2. Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of the four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.
3. Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(II) must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.
4. Three credits in social studies as follows: one credit in United States history; one credit in world history; one-half credit in economics; and one-half credit in United States government.
5. One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. One credit in physical education to include integration of health.

7. Eight credits in electives.

- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course 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.
- 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. Directory.
- Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. An online course taken during grades 6 through 8 fulfills this requirement.

Furthermore in addition to course requirements, students will also earn a qualifying score on the Reading Florida Comprehensive Assessment Tests (FCAT) and /or approved concordant scores as allowed by State, passing score in Algebra I, demonstrate computer literacy from a valid course taken between sixth and twelfth grade, complete 40 hours of service learning hours, and earn an unweighted, cumulative grade point average (GPA) of at least 2.0. Promotion from grade to grade will be in accordance with the requirements set forth in the Student Progression Plan. All students will have accessible to them, the requirements necessary for eligibility to participate in the Florida's Bright Futures Scholarship Program and to earn a College-Ready Diploma. All students will be encouraged to participate in Advanced Placement and Dual enrollment courses.

In addition, if students do not pass the required Florida Algebra I EOC assessments, they must retake the assessment until they pass it. The Algebra I EOC assessment is administered at the conclusion of both the fall and spring semesters to accommodate courses that conclude at the end of each semester. In addition to fall and spring administrations, there is a summer administration.

In accordance with state mandates, as needed, remediation courses (Intensive Reading, Intensive Reading Plus, and/or Intensive Mathematics) will be offered within State and District guidelines (e.g. Broward decision tree) for those students who qualify for said intensive programs as a result of not meeting grade level proficiency and/or mastering respective sunshine standards, as evidenced by their achievement scores and results.

High School Language Arts

The School will align the Language Art curriculum with the state-approved Broward County Public Schools- K-12 Comprehensive Research-Based Reading Plan (CRRP), as established by the FL-DOE. The CRRP will provide teachers a systematic framework for literacy instruction to focus on the teaching of reading and writing throughout all areas of the curriculum, and in addition provides core and supplemental reading intervention programming for every child who is reading below grade level. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Teachers will address all Next Generation Sunshine-Common Core Standards and benchmarks for Language Arts instruction. Some examples of Standards are presented in Appendix F.

The School will implement research-based strategies that have proven successful in teaching reading, including, but not limited, to: teaching reading for authentic meaning- making literacy experiences for pleasure to be informed and to perform a task; using high quality literature; providing explicit, systemic instruction that is purposeful and where the student is told what , why and how they are learning (explicit) and the instruction builds on their prior knowledge skills and concepts (systematic); designating an uninterrupted reading block and utilizing state-adopted textbooks and programs.

The purpose of the School's Language Arts program is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. Instruction in language arts will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for the PSAT/NMSQT, SAT, and ACT sections of Writing and English, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills enabling success in school and beyond when entering the world of work.

For students reading below grade level, remedial action will be taken and formalized assistance given, including but not limited to implementation of reading program will be described in the next sections.

Writing:
As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expressive, persuasive and narrative. All students at the school will be required to write across the curriculum on a daily basis. As part of the Writing program, students will respond and be instructed utilization of SAT and ACT prompts regularly, as well as emphasis in the writing process, especially in grades 11-12, will occur. Each class will be responsible for on-going writing projects, including but not limited to FCAT Daily lessons, that is embedded within the thematic unit of study.

Writing skills that enhance the students' ability to perform well on the FCAT. FCAT Writing will be incorporated into the curriculum and formal grammar and usage instruction will be provided, especially in preparation for PSAT, SAT, and ACT sections on Writing and English.

Four years of High School English are required for graduation. Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations. Course content for these courses will be delivered in accordance with course descriptions provided by the Department of Education available at http://www.fldoe.org/bii/curriculum/course_descriptions/ and will ensure mastery of respective Common Core State Standards. Course delivery will ensure teachers cover concepts and utilize materials aligned to the Common Core State Standards. In addition, Regular and Honors English courses will emphasize FCAT-tested benchmarks for grades 9 and 10, and specific emphasis will be given to SAT Critical Reading and ACT Reading at grades 11 and 12. To that end, the School will follow the state course descriptions for the below listed courses with fidelity;

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Reading	9-12	1
English I	9	1
English I Honors	9	1
English I through ESOL	9	1
English II	10	1
English II Honors	10	1
English II through ESOL	10	1
English III	11	1
English III Honors	11	1
English III through ESOL	11	1
English IV	12	1
English IV Honors	12	1
English IV through ESOL	12	1
AP English Language and Composition	11/12	1
AP English Literature	11/12	1
Speech I	9-12	1
Speech II	10-12	1

New graduation requirements will be effective in Language Art as it is apply.

The school will use Holt McDougal series for standard, and Bedford, Freeman & Worth series for AP classes, or other State adopted textbooks. In addition Read XL, Jamestown Reading Navigator, Accelerated Reader (AR) will be implemented for those students reading below grade level expectations. Details about these programs will be given in the Section 4, Reading part.

High School Mathematics

The School will focus on creating a developmentally appropriate math curriculum where children are encouraged to understand the conceptual bases and quantitative analysis of mathematical relations. The School believes that the logical thought processes of mathematics are necessary to the development of critical thinking. Through exposure to the basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and to present their thoughts in a precise, well-organized fashion. The program will be flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study. The School will not jump students into large groups, but will instead provide individualized tutoring, small group work and extra practices for those students who need more time to master complex concepts. According to the National Council of Mathematics Teachers, a shift is needed from traditional 'paper and pencil' approaches which emphasize computation and rote learning to an approach which emphasizes the child gaining mathematical insight, reasoning, and problem solving skills.

The School will implement the NGSSS-CCSS and the objectives from the state course code descriptions for senior high content, as the base for instruction. The new mathematics standards are organized into familiar Bodies of Knowledge such as: Algebra; Geometry; Trigonometry; Calculus; Probability; Statistics; Discrete Mathematics; and Financial Literacy, making students college-ready at the conclusion of their High School career. Some examples of Standards are presented in Appendix F.

The School math curriculum will use the six principles for school mathematics by National Council of Teachers of Mathematics (NCTM) as a guide to when developing its program:

- Equity. Excellence in mathematics education requires equity—high expectations and strong support for all students.
- Curriculum. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.
- Teaching. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- Learning. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- Assessment. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
- Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

Proper delivery of instruction drives academic success, and when teachers know the learners, know their resources, and are aware of the strategies needed to improve student learning. Therefore, the delivery of instruction will include determining students' current mathematical

skills, matching instructional strategies and assessments to the objectives, and planning instruction that is appropriate and challenging to students at all levels.

The School will use research-based curriculum that is rigorous and standards-based. Some of the curriculum, programs, texts, and curriculum supplements the school intends to use to deliver Mathematics instruction and achieve student mastery of the SSS, include:

In addition to the College Preparatory Mathematics (CPM) for high school level discussed earlier; the school will incorporate the state-adopted textbooks, proven effective and selected according to the content to be delivered from publishers, such as: Holt McDougal, Key Curriculum Press, Prentice Hall, Carnegie Learning, Inc. Bedford, Freeman and Worth Publishing Group.

The School's curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation or not making adequate progress towards mastery of the Sunshine State Standards and/or students with special learning needs (e.g. ELL students and students with disabilities) will have access to supervised study time and tutoring services during non-school hours (e.g. after school, weekends, etc. and whenever possible, to accelerate and/or remediate student achievement). Additionally, Struggling students will receive the additional time and support they need in order to be successful.

The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require differentiated educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options within the Mathematics branch include:

- Honors courses
- Advanced placement program
- Dual enrollment program

Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Moreover, technology is an essential tool that will be integrated in mathematics lessons to facilitate the teaching and learning of mathematics and allow students to organize and visualize mathematics concepts. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program.

The following is a list of courses that may be offered at the School:

COURSE TITLE	GRADE LEVEL	CREDIT
Algebra I	9-10	1
Algebra I Honors	9	1
Geometry	9-11	1
Geometry Honors	9-10	1
Algebra II	10-12	1
Algebra II Honors	10-12	1
Advanced Topics in Mathematics	10-12	1
Probability and Statistics with Applications	11-12	1
Pre-Calculus	10-12	1
AP Calculus AB	11-12	1
Trigonometry	11-12	1
Intensive Math	9-12	1

New graduation requirements will be effective in Math as it is apply. Additional mathematics electives will be made available to students of the School, they may elect to pursue wherever possible.

High School Science

The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts and provide a solid foundation for students to pursue postsecondary education. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills.
The School will develop Professional Learning Communities of science teachers to help students:

- examine and explore student misconceptions and provide opportunities for students to apply concepts in the real world
- explore their surroundings for evidence of cause and effect relationships
- work on hands on interactive activities and write to compare and contrast biological and environmental concepts
- conduct laboratory investigations during and after school hours to increase scientific thinking.

One of the ways in which students will be encouraged to build upon their knowledge and understanding of science is through the process of scientific inquiry and considerable emphasis has been placed in the science curricula on engaging students in this process.

The Science curriculum will be aligned with the Next Generation Sunshine State Standards for Science and the content standards of the National Science Education Standards. Some examples of Standards are presented in Appendix F. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses. Classroom teaching strategies will emphasize active learning, both individually and in groups.

Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications. The instruction will include the use of manipulatives, discovery method, inquiry, higher-order thinking skills, technology, context based problem-solving activities, cooperative-learning groups, and verbal and written communication.

In addition, science teachers will incorporate at least one period of laboratory experience per week into their instruction as hands-on science learning experiences. The School will have a Science Team to participate local and national competitions such as a science fair, science bowl, Science Olympiad.

The School will apply the new graduation requirements in Science curriculum as it is implemented. The following is a list of the courses that may be offered:

COURSE TITLE	GRADE LEVEL	CREDIT
Earth Space Science	9	1
Earth Space Science Honors	9	1
Biology	9-10	1
Biology I Honors	9-10	1
AP Biology	10-12	1
Chemistry	10-12	1
Chemistry Honors	10-12	1
AP Chemistry	11-12	1
Environmental Science	11-12	1
Physical Science	10-12	1
Anatomy and Physiology	11	1
Physics	11-12	1
Physics Honors	11-12	1
Anatomy and Physiology Honors	10-12	1
Marine Science Honors	10-12	1

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Science instruction and achieve student mastery of the Next Generation SSS include: State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers, such as Bedford, Freeman and Worth Publishing Group; Prentice Hall; Glencoe; Holt McDougal; It's About Time, Herff Jones Education Division; McGraw Hill.

High School Social Studies

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 main purpose for the Social Studies program will be to promote civic competence and ensure that the values and ideals that have shaped our democratic nation continue to be instilled in our youth. 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.

The Social Studies curriculum will be delivered via NGSSS-CCSS, State-adopted and research-based texts, and will address all Social Studies graduation requirements as applicable. Some examples of Standards are presented in Appendix F. The School will ensure all state mandates and standards and course content are in place as specified in the course content description provided by the State. Additionally, some of the topics in the Social Studies curriculum:
- African-American History Requirement
History of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.
- Holocaust Requirement
History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions..
- Hispanic Contributions to the United States
- Women's Contributions to the United States
- 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).

Some of the state adopted texts and curriculum supplements the School may use, to deliver Social Studies instruction and achieve student mastery of the SSS include:

Course	Text Book	Publisher
AMERICAN GOVERNMENT	MaGruder's American Government with Florida State and Local Government.	Prentice Hall
AP HUMAN GEOGRAPHY	Human Geography: People, Place & Culture, 8th ed.	Peoples Education
WORLD HISTORY	Glencoe World History.	Glencoe
A/P WORLD HISTORY	The Earth and Its People.	McDougal Littell
AMERICAN HISTORY	The Americans.	McDougal Littell
AP U.S. HISTORY	The American Pageant.	McDougal Littell
GRADE 11		
ECONOMICS	Contemporary Economics.	South-Western
AP ECONOMICS	Economics.	Glencoe
AP U.S. GOVERNMENT	Government.	Prentice Hall
AP EUROPEAN HISTORY	Western Civilization.	Wadsworth/Cengage
GRADE 12		
COMPARATIVE POLITICS	Introduction to Comparative Politics.	Houghton Mifflin
PSYCHOLOGY	Understanding Psychology.	Glencoe
AP PSYCHOLOGY	Psychology.	Bedford, Freeman, Worth
SOCIOLOGY	Sociology and You.	Glencoe
WORLD GEOGRAPHY	World Geography.	McDougal Littell

Students will be required to successfully complete three credits of Social Studies in fulfillment of graduation requirements. After the completion of the core courses, the School will encourage and recommend that students continue to take at least one social studies course per year, as applicable, as an elective.

The following is a list of the Social Sciences courses that may be offered at the School:

COURSE TITLE	GRADE LEVEL	CREDIT
World History	9	1
World History Honors	9	1
AP World History	9-12	1
American History	11	1
American History Honors	11	1
AP American History	11-12	1
American Government	12	0.5
American Government Honors	12	0.5
AP US Government and Politic	12	0.5
AP Comparative Government and Politic	12	0.5
Economics	12	0.5
Economics Honors	12	0.5
AP Macroeconomics	12	0.5
AP Microeconomics	12	0.5
AP European History	9-12	1
World Cultural Geography	10-12	1
Latin American History	10-12	0.5
Psychology I	9-12	0.5
Psychology II	9-12	0.5
AP Psychology	10-12	1

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

The School will use Next Generation Sunshine-Common Core State Standards as a guide when developing the curriculum. The School's curriculum and materials is research based as described in the above section. The School's curriculum described above have been designed with the Schools mission in mind. These research based curriculum and approaches create the appropriate environment to enable students to become confident, self-directed, and responsible life-long learners. Research based exemplary curricula have shown that these programs are effective and accessible to "all levels of students," not only high performing students. See "Appendix A" for more detail explanation of instructional methods and approaches.

4.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 set for students who are reading below grade level

The school ensures that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level.

The School reading program will be consistent with the Broward County Schools K-12 Comprehensive Reading Plan. However, The School will not be restricted to the content of the reading program offered by the district, in that, extra elements will be introduced to the reading program. The School is aware that reading is not only important to achieve success but also a requisite skill to achieve life-time success. To this end, the School will implement an effective reading program, which aims at developing proficient reading skills for all students at all grade levels and meets the requirements outlined in Florida Statue 1002.33. The School believes that high-quality instruction, reading text materials and resources are major factors playing prominent roles in development of students reading and comprehension for both middle and high school level. These factors serve as a framework for making wise decisions in designing a reading program that is comprehensive and cohesive.

An effective reading program includes regular use of a wide variety of reading materials that match students' independent reading levels. Content-area learning incorporates alternative texts that students can read and comprehend independently. Therefore, the School will provide adequate reading material for varying reading levels to accommodate different independent reading levels and interests of individual students in the school library media center. Reading materials will include children's literature, novels, magazines, informational text, student published writing, Internet, handbooks as well as textbooks and other supplementary materials.

Throughout the school year the following procedures will shape the reading program. First, students will be screened at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Second, comprehensive diagnostic measures will be used to investigate the nature of reading problems for students with detected reading difficulties. Third, progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress. A reading coach and highly qualified reading teacher(s) will be hired in order to implement and monitor scientifically based reading program.

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 Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction.

As discussed in Language Art curriculum sections above 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:

In Elementary, the School will use Macmillian/McGraw-Hill Treasures and Imagine It series; This series is a research-based, developmental reading program for kindergarten through fifth grades.

In Middle, state-approved Holt McDougal Series or other state-adopted text will be used. These are research-based Reading/Language Arts programs designed to assist with differentiating teaching using intensive reading and writing instruction and interventions that help all students succeed. The series are state adopted and aligned with *Just Read Florida.* This series provide a

full continuum of reading instruction complete with vocabulary development, fluency techniques and practice, comprehensive strategy checks and a variety of readings and literature

In High School, Holt McDougal series for standard, and Bedford, Freeman & Worth series for AP classes, or other State adopted textbooks will be used.

In addition Read XL, Jamestown Reading Navigator, Accelerated Reader (AR), Imagine It are the programs to be implemented as Supplemental Intervention Reading Programs (SIRP) and Comprehensive Intervention Reading Programs (CIRP) for those who are reading below level.

The Response to Intervention (RtI) model will guide the school with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tier levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

As part of Tier I universal core instruction, all elementary students must participate in a dedicated, daily, minimal 90-minute uninterrupted initial instruction reading block, which includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP), small group differentiated initial instruction, and independent and peer collaborative application of skills/strategies in literacy centers. This initial instruction must explicit, systematic, scaffolded, differentiated, guided by data analysis, and focused on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension). Elementary students identified as struggling readers (Tier II and Tier III) must participate in additional daily immediate intensive intervention (iii) instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered. This intervention must continue until the reading deficiency is remedied.

Daily reading intervention (Tier II and Tier III) for secondary students must include on a daily basis: whole group explicit instruction from the Comprehensive Intensive Reading Program (CIRP), small group differentiated instruction, independent reading practice monitored by the teacher, an infusion of Common Core State Standards and benchmarks specific to the subject area, and a focus on informational text at a ratio matching FCAT 2.0 and PARCC. Students that are reading below level have a variety of intervention needs and teachers must recognize that no single program or strategy can be successful for the remediation of all students and draw from a variety of effective reading strategies that are grounded in scientifically based reading research and proven to have been successful in the remediation of struggling adolescent literacy learners.

Florida Formula for Effective and Powerful Instruction:
3Fs + 1S + Data + PD = Effective and Powerful Instruction

• Frequency and duration of meeting in small groups – once daily, twice daily, etc.
• Focus of instruction (the WHAT) work in vocabulary, phonics, comprehension, etc.
• Format of lesson (the HOW) determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
• Size of instructional group – 1, 3, 4, 6, or 8 students, etc.
• Analysis of Data to determine the 3 Fs and 1 S (the WHY)
• Provide Professional Development that focuses on the collection and analysis of data, the 3 Fs, and 1 S

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 word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall activities to practice recognizing words quickly and accurately. In addition, these word walls will display interesting and relevant content area words, and more challenging words. Word walls will be used in all classrooms, and in the content area classrooms will assist with content area vocabulary comprehension and acquisition.

Silent Sustained 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.

To encourage students and increase motivation, the School will have book fairs and reading days where special guests, parents, and volunteers visit the school and read. The School will conduct book talks, reader's theater, read alouds, poetry readings, storytelling contests, book clubs, author visits, and Distance Learning opportunities. The Schools may also participate in book battles with the Sunshine State Young Readers Books and incentive programs that offer awards for certain numbers of books read. Classroom teachers may also implement additional reading motivation programs, such as Pizza Hut's Book IT!, daily reading log challenges, and various incentive programs.

Writing activities are incorporated into the 90-minute reading block to provide students with the opportunity to apply skills, strategies, and techniques relating to the six components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension). The School's reading programs include lessons where writing is used to specifically aid comprehension before, during, and after reading. Before reading, teachers can build background by having students write what they already know about a topic, draw pictures and label to support visualization, collect words with concept maps in word journals to enhance vocabulary, and/or write a prediction about what might happen in the reading. During reading, writing is used to help students stay actively engaged with the text. Students can confirm predictions, summarize what has happened so far, create questions about parts they may find confusing, write opinions about characters or actions, or take notes to support question/ answer relationships. Students can create responses after reading by writing to create visual displays of their understanding with graphic organizers, writing to support or revise their predictions, writing to explain their thinking, writing to use new vocabulary words in a different context, and writing to make connections with the text. Literacy workstations and center ideas in both programs include writing activities such as innovations on the core student text, extensions that cross genres, research writing to build background and vocabulary, and additional support for the reading/writing connection.

Read XL

Read XL is a reading intervention program designed for struggling readers in grades 6-10. The program can be adapted for 45-minute, 60-minute, or 90-minute sessions, including whole group instruction (for 2/3 of the time) and supported, independent reading (1/3 of the time). An anthology of 24 lessons for each grade provides high-interest fiction and non-fiction (60% of materials) beginning with reading levels three years below grade level and gradually progressing up to grade level. Each anthology lesson provides explicit instruction in vocabulary and word study, comprehension strategies, self-monitoring strategies, writing, fluency practice, and real-world reading using authentic text. Additional reading practice is provided through three shared novels for each level, an independent library, an audiobook library, and an electronic text collection on CD-ROM. Read XL suggests that shared reading requires the teacher to read aloud as students follow along in their own copies of the book, modeling strategies used by good

readers such as applying comprehension strategies, thinking aloud, using context clues, making inferences, predicting, questioning the author's purpose, and reading fluently with expression. An independent library of 12 books includes fiction and biography in a range of reading levels from 1.5 to 8.0. The audio-book library provides modeled reading through a cassette with two voices: a narrator who reads the text and a reading coach who models strategies that good readers use. Students follow along with the narrator in a print version of the book. The electronic CD-ROM presents high-interest, non-fiction reading selections with 'clickable' vocabulary words and graphics.

Student materials include the Read XL student anthology, shared novels, an independent library, an audio book library, a practice book, and an electronic text collection on CD-Rom. A Teacher's Guide provides detailed instructional plans for each lesson including explicit pre-, during-, and after-reading strategies, vocabulary and word study guidelines, suggestions for ESL support, self-monitoring hints, writing prompts, and comprehension questions. Blackline masters of graphic organizers are included within the resources section along with extra-support lessons on a variety of comprehension, fluency, vocabulary, and test-taking topics. Separate Teacher Guides accompany the independent library, audio books, and shared novels, and provide summaries, discussion questions, reproducible practice pages, and teaching suggestions. Read XL can be used in combination with Scholastic Reading Inventory (purchased separately) since all student materials are leveled using Lexile measures. Student progress is measured informally through selection wrap-up questions, practice book answers, and written work. An assessment book provides 12 multiple choice questions for each lesson.

How is Read XL aligned with Current Reading Research?

Read XL incorporates four of the five elements essential to reading in various levels of concentration. Typical of a program designed for older readers, phonological awareness is not addressed. Phonics instruction is not based on the traditional progression from easier word analysis activities to more difficult, but instead a phonics-based instructional activity (referred to as word analysis) in each lesson is specific to words contained within that lesson. Vocabulary development in each lesson (referred to as vocabulary in context) begins with an instructional routine which introduces 3 concept words and 5 high utility words. Definitions, context clues, and teacher-led discussion with these words are provided throughout the lesson and the student practice book provides a follow-up worksheet. Teacher read-aloud and listening to books on tape provide repeated exposure
to vocabulary and additional opportunities to read independently allow students to apply word learning strategies to text. Each lesson also includes a word study section, focusing on the study of word structures including affixes, roots, synonyms, antonyms, multiple meanings, and multi-syllabic words. A specific instructional routine targeting vocabulary instruction for ESL students includes topics such as cognates, colloquial language, idioms, time words, etc.

Fluency is supported in each lesson through structured routines which emphasize phrasing, natural and consistent pace, expression, and self-correction. Teacher read-aloud and narrated books on tape present models of fluent reading and each week's lesson contains a fluency practice such as peer assisted oral reading, reader's theater, choral reading, or repeated reading. Practice materials and opportunities to practice reading at appropriate reading levels are provided

through shared novels and the independent library. However, fluency building routines that include goal setting to measure and increase reading rate are not included, fluency building is not a part of each day's lesson, and fluency is not regularly assessed.
Comprehension instruction in Read XL is explicit and provides many opportunities for students to engage in teacher-led discussions relating to text meaning. Most Read XL lessons consist of two connected readings that expand on an idea, providing students with the opportunity to make connections between texts. Each week's lesson begins with background building activities called create interest, build a mental model, and unlock text structure. These activities guide students to make predictions about the text, visualize the setting, and understand the organization of the lesson's genre. Frequent teacher-directed questions embedded throughout the text encourage students to monitor understanding. Specific strategies such as character analysis, sequence, fact/conclusion, main idea, summary, compare/contrast, and story grammar are introduced in a lesson and then applied as appropriate in subsequent lessons. A final wrap up of the reading activity provides literal and inferential questions for class discussion. Unique to Read XL is an activity following each lesson called real-world reading which includes authentic text presentations of maps, movie reviews, medicine bottle labels, menus, pie charts, bar graphs and other relevant and meaningful examples. The instructional routines built in to Read XL are consistent and teacher friendly, and include direct instruction, modeling, guided practice, student practice, and application with feedback.

Professional development is available in a 3 hour or 1/2 day session with an emphasis on program implementation. An additional all-day training is available for a fee to schools who wish more in-depth training in the reading strategies specific to the program.

Research Support for Read XL

Read XL is a relatively new program, published in 2001, and does not have any research that is specific to the intervention. The content, strategies, and instructional design of Read XL's comprehension and vocabulary instruction are consistent with current reading research. Future studies that employ control groups and have sound experimental designs will help determine the effectiveness of Read XL.

Jamestown Reading Navigator

Jamestown Reading Navigator is a reading intervention program designed specifically for students in grades 6–12 who are reading two or more reading levels below their grade in school. The program provides direct, explicit instruction and modeling of good reading practices, together with opportunities for students to practice and apply these reading strategies—with a specific focus on comprehension skills and strategies, designed for application to content-area reading, vocabulary, writing, fluency, and decoding/phonics (for students with a particular need in this area).

Jamestown Reading Navigator combines online multimedia activities and text selections; printed resources for students to read; and teacher support materials, including professional development, lesson plans, instructional recommendations, and reteaching skills support.

Jamestown Reading Navigator provides decoding instruction targeted specifically to readers who are likely to need help in this area. This instruction aligns with research and expert opinion related to focus of decoding instruction, recommended instructional features and approaches, and opportunities for practice.

Decoding instruction in Jamestown Reading Navigator is directed toward students at the lowest reading levels—those who are most likely to have skill deficits in this specific area—with a content focus that is supported by research and expert opinion.
• Phonemic awareness instruction in Trek 1 (level 1) of Jamestown Reading Navigator teaches students to relate sounds to specific letters and letter combinations.
• Trek 1 in Jamestown Reading Navigator provides students with systematic and explicit instruction in phonics.
• Instruction focuses on high-frequency sound-spelling relationships and word elements.

Instructional Features and Approaches

Jamestown Reading Navigator incorporates specific research-based instructional features and approaches to help students improve their decoding skills.
• Jamestown Reading Navigator uses computer technology to provide needed support for struggling readers in the area of decoding instruction.
• Decoding instruction combines approaches that stress both mastery of specific phonetic patterns and implicit understanding of phonic generalizations.
• Decoding instruction is reflective, guiding students to recognize patterns and make generalizations instead of memorizing rules.
• Lessons are fast paced, multisensory, lively, and brief; incorporate explanation, modeling, demonstration, and application; and include explanations of why skills are important.
• Instruction incorporates strategies that use word identification by analogy.
• The program provides teacher resources and guidance in tutoring students who can benefit from intense, individualized decoding instruction.

Jamestown Reading Navigator incorporates a variety of research-based practices to help students improve their reading fluency. These practices align with research and expert opinion regarding focus of fluency instruction, recommended instructional features and approaches, opportunities for less structured reading practice, and assessment resources.

Jamestown Reading Navigator includes an appropriate research-based focus on improving student fluency.
• Each online journey (lesson) includes an oral reading fluency activity in which students read and record text passages.
• Trek 1 teaches 100 common "instant words" that students must learn to recognize by sight.
• Fluency instruction and practice in Jamestown Reading Navigator represent one facet of a broad-based literacy program.

Jamestown Reading Navigator incorporates instructional features and approaches for improving fluency that are supported by research and expert opinion.

• Jamestown Reading Navigator uses computer technology to help students develop fluency through modeling and guided practice. Fluent oral reading is modeled by the expert online recordings of the fluency passages.
• Additionally, teachers are encouraged to model fluent reading in the Jamestown Reading Navigator teacher materials and professional development.
• The program supports a combination of modeling fluent reading and monitoring student growth in fluency.
• Throughout Jamestown Reading Navigator, fluency skills are always practiced in context.
• Teacher materials and professional development encourage teachers to use a variety of formats for guided oral reading fluency activities, including choral reading, echo reading, and reading for performance.
• Recommendations are provided in the on-site Jamestown Reading Navigator implementation training for tutoring students who can benefit from intense, individualized fluency instruction.

Jamestown Reading Navigator includes research-based features that help students gain vocabulary knowledge through wide reading and broad language exposure.
• The program incorporates opportunities for students to read extensively to develop vocabulary knowledge.
• Within Jamestown Reading Navigator, students are exposed to a variety of potential vocabulary words, including but not limited to words that are directly taught. Professional development encourages teachers to develop a word-rich environment in which students are immersed in words, including engaging word play and games.
• Teachers have the option to allow English language learners (ELLs) and other students to listen to spoken text while following along with printed text.

Direct vocabulary teaching in Jamestown Reading Navigator focuses on words that are most likely to be valuable to students, based on recommendations drawn from research and expert opinion.
• Jamestown Reading Navigator's approach to vocabulary instruction is planned, systematic, and sustained, based on specific learning goals for students to learn specific targeted vocabulary words.
• Vocabulary words that are selected for direct instruction are high frequency for mature language users, are found across a variety of domains, and are generally one to two years above the readability level of the text selection where they are used. This helps ensure that the words will be useful to students and are words that students are not likely already to know.
• Direct instruction in vocabulary includes words that will help students process content-area texts.
• Critical vocabulary is pretaught to help students understand instructional text passages.
Jamestown Reading Navigator incorporates a variety of research-based instructional approaches, focused on teaching specific comprehension skills and providing practice in their use.

Jamestown Reading Navigator focuses on helping students develop comprehension skills and strategies that are supported by research and expert opinion.
• Each journey in Treks 2–4 has a specific comprehension skill/strategy focus. Jamestown Reading Navigator provides explicit instruction in 32 comprehension skills/strategies.

• Students are provided with ample practice in answering questions both during and after reading, based on the online and print selections.
• Instruction in several reading skills incorporates teaching students how to generate questions related to texts for specific purposes.
• Students are taught summarizing.
• Students are taught a variety of skills related to story structure.
• Students are guided in using different types of graphic organizers in a variety of contexts.
• Students are taught to visualize what they are reading.
• Prereading activities for each online selection prompt students to activate their prior knowledge about the selection's topic. Additionally, teacher materials and optional professional development encourage teachers to help students use strategies for activating prior knowledge.
• Students are taught to read and interpret texts critically.
• As described under Vocabulary, Jamestown Reading Navigator includes an extensive framework for developing students' vocabulary knowledge to improve their text comprehension, focusing in particular on vocabulary that is used in the text selections.

Literacy instruction provided by Jamestown Reading Navigator incorporates a variety of features that are supported by research and/or expert opinion for improving students' content-associated literacy skills.
• Texts used for teaching comprehension skills and strategies include content-area selections from a variety of subject areas, including science, social studies, literature, math, geography, music, art, health, and history.
• Activities provide extensive guidance to reinforce students' understanding before reading content-area texts, while reading content-area texts, and after reading content-area texts.
• Instruction in literacy strategies includes modeling of the strategies using content-area texts.
• The program incorporates a broad array of methods for assessing students' use of reading strategies with content-area texts and providing feedback to students on their performance.
• Teaching of reading skills and strategies is scaffolded, using the gradual release of responsibility model, consisting of focus lessons, guided instruction, collaborative learning, and independent learning.
• Students have multiple opportunities to work collaboratively in a variety of processes related to the content- area texts.

Assessment Characteristics
Jamestown Reading Navigator aligns with research-based instructional recommendations relating to variety of assessments, frequency of assessments, and student self-assessment.
• Jamestown Reading Navigator provides a wide range of assessments, including both informal measures as students are carrying out learning activities and more formal assessments.
• Assessment is ongoing and frequent. A student who works daily in the program will likely encounter multiple assessments on a daily basis.
• At several points in the program, students are provided with opportunities to assess their own learning.

The School leadership team will monitor results and analysis of progress monitoring in reading.

- 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 Coach or Curriculum Coordinator or APC 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 Next Generation Sunshine-Common Core 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:

Screening: Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) and Internal Benchmarks.
Progress Monitoring: Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) and Internal Benchmarks.

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.

Diagnostic Assessment: Florida Assessments for Instruction in Reading (FAIR), and Internal Benchmarks.
Outcome Measures: FCAT and FAIR and Internal Benchmarks.
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.

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:

- 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 or Curriculum Coordinator, in conjunction with the Literacy Leadership Team, will design workshops to address the needs of classroom instruction. There will be meeting with 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.

Teachers will be provided 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, Content-Area Classroom Libraries, Vocabulary Strategies/ Word Walls.

Strategies for Students Reading Above and Below Grade Level

Because students come to school with different levels of readiness, the reading program will be structured in a manner that will serve all students well. The reading program will accommodate those students who are on-grade-level and above and readers-at-risk. The latter requires more instruction, intervention, and curriculum differentiation than the other.

Strategies for above grade level students will include but not be limited to: the study of high level, high interest novels; projects requiring reading and research; i.e., book reports, skits, group projects; a "Literary Circle" to discuss novels; and competitive reading games. The objective is that all students, including advanced readers, receive instruction and materials commensurate with their abilities. Advanced readers must progress at their appropriate rate, which is typically more than one grade level per year. By eliminating work on skills already mastered and progressing through the reading curriculum at an accelerated pace, student will generally continue to expand their reading proficiency, Advanced readers must be challenged through instruction at their highest readiness level and appropriate pace. Pre-instruction assessments must be used to accurately determine the students' instructional and independent levels of reading. Assessments must be varied beyond the standardized test to document progress and guide instruction. Other recommendations for advanced learners include incorporating rich inviting tasks that require spatial as well as analytical and abstract thinking; encouraging students to develop more complex, enrolling students advance level classes, high level comprehension and reach advanced interpretations; promote student research using technology to generate original investigations and advanced products; and provide examples of superior work to challenge students to ever-increasing levels of excellence.

Students will be identified by screening, diagnostic and/or progress monitoring assessments (e.g., FAIR and Internal Benchmarks) and placed in an appropriate intervention program described above. The intervention program will be designed to meet the specific diagnosed needs of each individual student. Students will be scheduled to attend a small group for immediate intensive intervention for 90 minute reading block during the regular school day. Continual progress monitoring data, using FAIR and Internal Benchmarks, will be utilized to adjust the intervention

schedules, rosters and strategies as well as monitor fidelity of implementation.

Strategies for low level students will include but not be limited to: high interest novels; reading practice utilizing phonics for reading comprehension and speed; reading centers to focus on individual skills; use of FCAT practice materials; after-school reading tutorials; extended day program for reading; and nightly reading homework. Students reading below grade level lack the skills that enable them to organize text, to understand what they are reading, and to stay on task. To acquire these skills, students need careful, systematic instruction that will help them overcome these problems. Teachers will implement instructional strategies such as;
Graphic Organizers - By visually representing the meaning they construct from reading, students improve their ability to comprehend.
Reciprocal Teaching - uses four strategies for constructing meaning: predict, summarize, question, and clarify. Each of these strategies aids students in constructing meaning from text, and provides a means of monitoring their reading to ensure that they, in fact, understand what they read.
Scaffolding- The process of providing strong teacher support and gradually removing it until students are working independently, scaffolding is effective in helping students accelerate their learning.
Daily, fast-paced, structured lessons- Fast-paced, structured lessons help to move students along and keep them focused on the task at hand.
Modeling good work habits - Students reading below grade level usually lack structure in their schoolwork. An effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

Other Supporting strategies in general for attaining the benchmarks on the Florida Comprehensive Assessment Test at each grade level will be implemented based on the needs of the students. Below is a listing of strategies which will be utilized at the School:

- Reading Aloud
- Teacher-Directed Interactive Reading
- Structured Independent Reading
- Reciprocal Teaching
- Questions and Discussions
- Read and Retell
- Cooperative Groups
- Graphic Organizers
- Marginal Note-taking
- Learning to Write – Writing to Learn
- Vocabulary Development
- Accelerated Reader Program
- CRISS (Creating Independence through Student-owned Strategies)
- Book Sharing

If the child has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired

levels of performance. If the core instruction is both effective and equitable, then Tier 2 (Supplemental) interventions are provided to those students identified as "at-risk." The primary characteristics of Tier 2 interventions are:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions must be provided in addition to core instruction
3. Interventions focus on particular skill areas that need strengthening.

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use diagnostic assessment to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2. Characteristics of Tier 3 interventions are:

1. Interventions are delivered to very small groups of students or to students individually.
2. Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.
3. Interventions focus more narrowly on defined skill areas.

The goal for these students is:

- Instruction with a structured delivery based on a 90-minute class session. This model assures daily direct instruction in whole group (20 min.), direct instruction and intervention in a small group setting (20 min), experience with modeled and independent reading (20 min), use of research-proven software (20 min), whole group direct instruction, and closure (10 min);
- Use of reading materials of various levels of difficulty and interest;
- Maintenance of a print-rich classroom learning environment which includes trade books, high interest fiction and non-fiction titles, and books that connect to other subject areas;
- Strong vocabulary emphasis across the curriculum through practice with definitions in context, dictionary definitions, understanding of word parts, analogies, and etymologies;
- Use of predictable language materials for students who are lagging behind three grade levels in reading. These materials are based on rhyme, rhythm, and repetition of patterns. Materials will be high interest to motivate the reluctant reader. Reading will be further enriched via visual formats in building conceptual models. This results in dynamic, visual, and spatial images that promote the formation of vivid mental models that are especially beneficial for students with little knowledge;
- Use of computer-assisted instruction for students to practice reading skills;
- Organization of a parent intervention program to serve as volunteers for Reading Buddies, an after-school program;
- One-on-One tutoring both in class and after school;
- Before and after-school mentoring opportunity;
- Weekend school.

<u>On-Grade-Level and Above Grade Level Structure</u>

The goal of instruction for this group of students is to keep them motivated and excited about reading and to improve their reading level. Strategies for this group include:

- Sustained silent reading requiring a written assignment;
- Independent reading assignments requiring book reports, literary analysis, oral reports, debates, etc.;
- Timed readings to increase speed, accuracy, & comprehension across the content areas;
- Emphasis on reading strategies such as skimming, scanning, predicting and generalizing to assist students in comprehending materials of increasing difficulty and to vary reading strategies inherent in diverse content areas;
- Use of computer assisted instruction to augment classroom programs and provide skilled practice for acceleration. (Examples of computer programs with excellent assessment in each of the five skills identified by research as critical to successful readers are Jamestown Navigator or Accelerated Reader.);
- Teacher directed lessons focusing on skills to be learned and applied by students;
- Promotion of reading in the home and with parents reading to and with their child.

The School will conduct a gifted education program in the same manner as other special education programs insofar as special programs exist to address special needs of students not typically met by mainstream instruction. The program will use teachers who are trained in meeting the needs of the special population with an endorsement in gifted education. The School will begin in grades 2 & 3 and subsequently expand grade-by-grade until it becomes a school-wide effort. Depending upon the number of students meeting gifted standards, a Gifted Students Resource Room may be created for all students.

In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, and using specific instructional strategies. The following have been established as effective strategies (Johnson & Ryser, 1996):

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decision-making and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors

Gifted second language learners deserve an optimal learning environment in which to develop talent. Multiple criteria in screening ELL students may include, among other items, (a) ethnographic assessment procedures (the student is observed in multiple contexts over time), (b) dynamic assessment (the student is given the opportunity to transfer newly acquired skills to novel situations), (c) portfolio assessment, (d) the use of test scores (performance based and/or nonverbal) in the native or English language (depending on the child's level of fluency), (e) teacher observation, (f) behavioral checklists, (g) past school performance, (h) parent interview,

(i) writing samples and other samples of creativity and/or achievement, and (j) input from the cultural group with which the student identifies in the local school community..

Low Level Student Placement:
The School will utilize appropriate instruction for all struggling readers, and give instruction that best addresses the learner's needs as specified by district established criteria for placing students into different levels of intensity for reading intervention classes, using the criteria identified on the appropriate Student Placement Charts or Decision Tree by the Broward County Schools. The decision for which Intensive Reading Class each student will be placed in will be determined by performance on the prior year's Reading FCAT (e.g. FCAT level) and all relevant data on other District suggested and/or mandated diagnostic assessments, data from screenings, progress monitoring, and teacher recommendations and in accordance with the District's CRRP. Students at the School who score at Level 1 on FCAT Reading will complete an intensive reading course. Similarly, those students who score at Level 2 will be placed in an intensive reading course or a content area reading intervention course. Passing scores on FCAT and concordant scores on other assessments will not be used to exempt students from required intervention. That is to say, students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention, either through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time will be taught by the same teacher, and said teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification). Furthermore, the reading intervention course will include daily:

- whole group explicit instruction;
- small group differentiated instruction;
- independent reading practice monitored by the teacher;
- infusion of SSS benchmarks specific to the subject area blocked with the intensive;
- reading cross curricular (biology, world history, etc.); and
- a focus on informational text at a ratio matching FCAT.

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

As mentioned above research on these programs (the school's curriculum) has shown that these programs are effective and accessible to "all levels of students," not only high performing students but also below level students. Results consistently show that students who are engaged in these programs perform as well as or better than other students.
BMSS recognizes importance of implementation of the school curriculum for students who enter the school below grade level. All students entering the school will benefit from the implementation of school curriculum, including meeting the needs of exceptional students, and students who enter the School below grade level.
The school will provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all state and federal guidelines, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to ensure that the educational goals for each student are addressed.

The school curriculum is aligned to specific state standards and grade-level expectations and has the framework of what is taught at each grade level and allows for modifications to the instruction in the classroom to meet the students' needs. Students will be engaged by our innovative K-8 curriculum, which is designed to introduce core concepts that are further developed and expanded as student's progress through each grade level. In addition, students who enter the school below grade level will have own course schedule and extracurricular activities like after school tutoring to become at level end of the school year.

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. 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 understating 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) to be implemented in order for the student to achieve the specified goals. Students identified below grade level in any given area will have targeted tutoring. Individualized Supplemental Instruction and/or Computer-Based Programs may also be used for remediation, instruction, and progress monitoring, as appropriate. Student performance will also be continuously assessed using the classroom observations and school-wide and district-based assessment instruments.

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

The School will offer variety of electives and extracurricular programs in addition to core academic areas. The followings summarize some of them.

TECHNOLOGY

The School will equip its classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access. In addition to technology utilized in elective courses listed below, the School will utilize SMART boards, along with the purchase of document cameras, various integrated learning systems and professional development related to such systems, plus other hardware and peripherals to increase staff, teacher, parent and student access to a wide range of advanced equipment that facilitates operations, improves instruction, and encourages the use of 21st Century technology.

Florida's Department of Education has adopted the National Educational Technology Standards for Students for Primary (K-2), Intermediate (3-5) and Middle Grades (6-8). The School will follow these standards and the use of technology will play a major roll in the education of every student. The power of information technology has had more impact on today's world than any other recent technology. It is transforming economies and creating a demand for new skills in which imagination, knowledge, intellect, and higher-order thinking are essential ingredients. The internet and the union of information and communication technologies are changing the way we all live, work, play and, most relevantly, the way we learn.

In addition to becoming a way of life, technology has particular effectiveness with all levels of learners. Enrichment and remediation are equally enhanced through the use of appropriate technological experiences and presentations. Our approach is to integrate technology throughout the curriculum and to establish at each grade a stronger foundation for future growth.

To facilitate the effective use of technology at the School:

- Regular, specific training for teachers will be conducted regarding technology integration into all aspects of the whole curriculum;
- There will be networked computers with Internet access and other multimedia equipment;
- Technology as a specific curricular element will be implemented at the earliest point in K and spiral throughout each succeeding year with increasingly complex tasks and activities. The goal of the technology curriculum is to provide our students with the technology tools and competencies they need to become independent and effective users of technology.

Primary (K - 2) level students will:

- Learn basic computer terms;
- Become familiar with computer hardware;
- Learn proper use and care of computer equipment;
- Learn beginning keyboarding skills and simple file management;
- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use multimedia programs to produce a simple product;
- Be exposed to websites on the Internet with teacher use to support curricular content;
- Be familiar with email through classroom collaborations with other classes or schools;
- Discuss ethical/legal use of online resources;
- Participate in at least one class multimedia project during the year.

Intermediate (3 - 5) level students will:

- Learn intermediate computer terms;
- Demonstrate familiarity with computer hardware;
- Lear proper use and care of equipment;
- Learn to use computer peripherals and other multi-media hardware;
- Learn keyboarding skills and file management;
- Use appropriate school-wide networked programs in a computer lab or the classroom;
- Use word processing programs in a real world context to write stories, poems and type reports;
- Create news reports;
- Use multimedia-authoring programs to produce a product;
- Access multimedia and online resources for research;
- Use email to collaborate with other students or classes;
- Demonstrate an understanding of ethical/legal conduct in using online resources;
- Complete at least one multimedia project per year (done in a small group, with a partner, or individually, as appropriate).

Middle School students, grades 6-8, will have the opportunity to enroll in courses such as M/J Keyboarding, Introduction to Technology, M/J Computer Applications, etc. in accordance with the FLDOE Course Code Directory.

In high school level, the following is a list of technology courses that may be offered in accordance with the FLDOE Course Code Directory:
Business Systems and Technology, Business Software Applications 1, Business Software Applications 2, Web Design 1, Web Design 2, Web Design 3, Programming, etc.

Additional elective courses may be offered under this heading to address student's curricular needs.

FOREIGN LANGUAGES

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 implement Spanish and/or another language as a foreign language program for both non-speaking and Spanish-speaking students.

Foreign Language K - 5 – The School will focus on developing students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as a foreign language program for both nonspeaking and Spanish-speaking students in grades K-5.

Grades 6-8 – Middle School Spanish for Spanish Speakers - The school will implement the Spanish for 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.

Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language. High school credit will be offered to Middle School Students who complete the appropriate course work.

The following is a list of some of the courses that may be offered in high school:
Spanish I - (Non-Speakers), Spanish II - (Non-Speakers), Spanish for Spanish Sp I, Spanish for Spanish Sp II, Spanish for Spanish Sp III Honors, Spanish for Spanish Sp IV, AP Spanish Language, AP Spanish Literature.

PHYSICAL EDUCATION

The Physical Education program will consist of the required 150 minutes of PE per week for grades K-5, will incorporate these components and will communicate knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The program will strive to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students.

The physical education program will follow the Next Generation Sunshine State Standards including prescribed times for engagement in physical education, the course code guidelines and the National Standards for Physical Education instruction. Governor Charlie Crist signed the Don Davis Physical Education Act requiring Florida elementary schools to provide 30 minutes of continuous exercise daily for their students. Some examples of Standards are presented in Appendix F.

Middle school students will take Physical Education class as required for one semester. The program will include many components including team sports, health education, instruction regarding appropriate dietary habits. Fitness assessments will be a regular component of these classes. All students will participate in physical education classes, and all students will be encouraged to participate in after school athletic programs.

This requirement may 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 enrolled 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.

Grades 6-8 Courses for Physical Education;

- M/J Comp PE I (0.5) Sem 1 and 2
- M/J Comp PE II (0.5) Sem. 1 and 2
- M/J Comp PE III (0.5) Sem. 1 and 2

The School's physical education program in high school will meet the graduation requirements. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork. The following is a list of courses that may be offered:
Personal Fitness, Team Sports I, Team Sports II, Health I-Life Management Skills, HOPE, etc.

THE ARTS and MUSIC

Visual and performing arts will be integrated into all areas of the curriculum. Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage. The School will present shows and displays for parents and community

members to celebrate the rich cultural diversity of the community as expressed by the creativity and talent of the students.

Often the Arts will be integrated and used to demonstrate mastery of core subject Benchmarks. Students' use of these art forms will be encouraged as means to discover, enhance and demonstrate mastery of other core subject Benchmarks. The teaching and study of the Arts will be developmentally appropriate for each student. The emphasis will be on increasing awareness and appreciation of art, their individual talents, and interest in the talents others. The Arts' curriculum will also emphasize discovery of the intrinsic value of art and music through *active learning*.

Middle school students will have the opportunity to choose a fine arts component as an elective during the regular school day. The courses that may be offered include music, art, band, chorus etc.

In high school level, the School may offer the followings to meet the graduation requirements;

Drama I, Drama II, Drama III, Drawing and Painting I, Drawing and Painting II, Drawing and Painting III, Art Appreciation, Chorus I, Chorus II, etc.

EXTRACURRICULAR ACTIVITIES

In addition to afterschool and/or weekend tutoring, the School will offer variety of extracurricular activities to support its core curriculum. The programs will be open to all students. There will be academic, athletic, social, cultural, leadership community service, recreation, etc. activities based on student and teachers interests. Some of the offerings may be:

Academic Math Olympiad Science Olympiad Science Fair Club History Fair Club Technology Club Academic Bowl Club Odyssey of the Mind Debate Club/Team National Honor Society	Athletics Baseball Basketball Cheer/Spirit Squad Softball Soccer Volleyball Table Tennis	Campus-Related Dance Club School Newspaper/Journalism Student Government/Council Yearbook
Community Service/ Awareness/Activism Animal Club Canned Food Fundraising Environmental Boy/Girl Scouts Service Learning Club Model Union Student Government/Council	Cultural/Artistic Arts and Crafts Photography Club Spanish Club Music Choir/Band Folk Dance	

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

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in Section 5 below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. The level of effectiveness of the curriculum is monitored through review of the role of the school leadership team, goals of the School Improvement Plan, and progress of all students as part of the Response to Intervention (RtI) model. Data will be collected through classroom walkthroughs and analysis of FCAT-PARCC scores, Benchmark Tests, Florida Assessments for Instruction in Reading (FAIR) data, Progress Monitoring Data, and Ongoing Progress Monitoring data.

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

Ongoing monitoring and analysis of school-wide assessment data (as described in Section 5 below) will assist the School in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing student progress monitoring, such as progress reports, report cards, beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

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

Ultimately, the effectiveness of the Curriculum will be evaluated by the attained curriculum, primarily measured by students' performance on the FCAT 2.0 and PARCC. The School will focus on meeting and exceeding the rigorous goals outlined in this application, particularly those that articulate those students make annual learning gains—a year's worth of learning for each year enrolled.

5. Student Performance, Assessment and Evaluation

5.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.

The primary learning objective of the School will be to demonstrate continuous improvement among its students. The following objectives are presented with the caveat that the school has not opened and therefore has no baseline data for its students. More importantly, the school will use the School Improvement Planning process to develop subsequent learning objectives based upon the experience(s) and learning results obtained in the first year.

The following will be the School's goals and objectives:

The FLDOE will implement PARCC in ELA and Math starting from 2014-15 school year. Since the proposed school will be opening in 2014-15 school year, the goals and objectives refer to PARCC assessment.

- Given instruction using the Common Core State Standards, the percentage of students in grade 3-10 achieving proficiency on PARCC ELA Test will be at a rate of equal or exceeding the county average percentage.

- Given instruction using the Common Core State Standards, the percentage of students in grade 3-10 achieving proficiency on the PARCC Mathematics Test will be at a rate of equal or exceeding the county average percentage.

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

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

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

- Given a school-wide emphasis on instruction for proficiency of the CCSS, at least 60 percent of students in grades 3-8 will make annual learning gain on the PARCC ELA Test..

- Given a school-wide emphasis on instruction for proficiency of the CCSS, at least 60 percent of students in grades 3-8 will make annual learning gains on PARCC Mathematics Test.

- In grades K-2 the mean growth from fall to spring in reading and mathematics will be at least 1 yr as evidenced by the outcomes from the fall and spring administrations of FAIR, MAP and student portfolios.

- Given a school-wide emphasis on instruction for mastery of NGSSS-CCSS, at least 90 percent of students will meet the requirements for graduation, upon completion of grade twelve.

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

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

Students are expected to make annual learning gains toward achieving the Common Core State Standards appropriate for the student's grade level. The annual gains will be measured by the student's score on the PARCC and on internal pre and posttests to be administered at the beginning and end of each school year.

In addition to the FCAT 2.0, PARCC, SAT, or ACT standardized tests, the School will also conduct other methods of assessing students' mastery of performance outcomes, such as facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. Ongoing Progress Reports and Report Cards of student performance will be utilized as reflective and guidance tools.

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

Promotion from grade to grade will be in accordance with the requirements set forth in the Broward County Public Schools Student Progression Plan.

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 school-wide 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 to determine a student's eligibility for promotion.

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.

State Test Performance – Currently, in compliance with Section 1008.25, F.S., and the specific levels of performance on the FCAT 2.0 required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT 2.0 SSS Reading portion must be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation. When the PARCC assessment in place, this requirement will be revisited according to the corresponding Statute.
Reading and Mathematics - For each year in which a student scores at Level 1 on FCAT 2.0 Reading (for the first year), PARCC ELA (for the second year and on), the student must be enrolled in and complete an intensive reading course 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 2.0 (for the first year), PARCC Mathematics (for the second year and on), the student must receive remediation the following year, which may be integrated into the student's required mathematics course.
English Language Learners - ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee. The courses M/J Language Arts (1, 2, and 3) Through ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELL students, i.e., ESOL Levels I-IV are required to take a second period of Developmental Language Arts through ESOL.

Middle School Promotion – Promotion to senior high school requires that the student successfully complete the following academic courses:

- Three middle school annual courses in English.
- Three middle school annual courses in mathematics.
- Three middle school annual courses in science.
- Three middle school annual courses in social studies.
- One semester course, Career Exploration and Decision Making, to be completed in 7th or 8th grade, which can be a stand-alone course or instruction integrated into an existing course or courses.

To be promoted, students in grades six and seven must pass a minimum of four subjects, two of which must be in English, Mathematics, Science or Social Studies. Students who are failing and/or fail up to two of the 4 core courses (i.e., English, Mathematics, Science, Social Studies) will be given the opportunity to meet the requirements of the course(s) through school day or

extended learning opportunities. Students who pass less than 4 courses are retained in the same grade, interventions are continued, and progress must be monitored as specified in the school-wide PMP.

In High School;

Promotion from grade to grade will be in accordance with the requirements set forth in the Student Progression Plan, wherein grade designation for high school students will be determined as follows:

- Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- Following completion of one year as an 11th grader, the student will be designated as a 12^{th} grader.

The graduation criteria is presented in related sections.

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

The School will use the same graduation requirements as the School Board of Broward County to ensure a smooth transition of the students in and out of the school at any grade. Table 3 describes the credit requirements. Any amendment of these requirements by State Board of Education and/or the School Board of Broward County is going to be ratified by the School Governing Board before it is adopted.

In order to receive a standard diploma from the School, students must meet all the graduation requirements specified by the state of Florida, as set forth in Section 1003.43, Florida Statutes. Those requirements include 24 credits, students will also earn a qualifying score on the Reading, Florida Comprehensive Assessment Tests (FCAT 2.0) (and /or achieve an approved concordant score as allowed by State), demonstrate computer literacy as indicated below, complete 40 hours of service learning hours, and earn an un-weighted, cumulative grade point average (GPA) of at least 2.0., as is specified below:

Based on recent legislation, the use of Florida's End-of-Course Assessments for graduation or course credit are being revised. Some information has been redacted, and an updated version will be posted to the department's website soon. See Senate Bill 1076 for more details on the changes passed by the Legislature.

Overview
According to Florida law, students must meet all academic requirements in order to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who meet these requirements but do not pass the

required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements
FCAT 2.0 and Florida EOC Assessments—Students who entered grade 9 in the 2009-10 school year and thereafter must pass Grade 10 FCAT 2.0 Reading in order to graduate. Credit in these courses is required for high school graduation. This requirement also applies to middle school students seeking high school course credit for Algebra 1. Table 1 provides the school year when these requirements began for students entering grade 9 and for middle school students enrolled in these courses.

Concordant Scores - A student can also graduate by receiving a score comparable to the FCAT or FCAT 2.0 passing score on either the ACT or SAT. FCAT concordant scores were set in 2003 and revised in 2009. FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013.

The new law deletes the requirement that everyone pass the biology and geometry end-of-course exams, making it easier for some students to graduate. And it removes rules that everyone take classes such as Algebra 2 and chemistry. The new "Career and Professional Education" act also encourages all students to learn high-tech skills and pass "industry certification" tests, with the goal that they leave high school able to land a decent-paying job. The law kicks in July 1 and mostly affects students who will start ninth grade in August or in later years. But some provisions affect current ninth-graders.

The law creates a new "standard" diploma plus "scholar" and "merit" designations. For a standard diploma, students do not have to take all the math and science courses detailed in the 2010 law or pass all the state exams. But they must take Algebra 1, biology and geometry.
The "scholar" designation-- Students must meet the "standard" diploma requirements, plus take Algebra 2 and statistics or an "equally rigorous" course, chemistry or physics and another "equally rigorous" science course. They also must take at least one Advanced Placement, International Baccalaureate or dual-enrollment course.

Testing requirements for a "standard" and "merit" diploma--Students must pass Florida's end-of-course Algebra 1 exam and the 10th-grade reading section of the Florida Comprehensive Assessment. They also must take the biology, geometry and U.S. history exams, which count as 30 percent of their final course grade.

The "scholar" designation--Students must pass 10th-grade FCAT reading and must pass end-of-course exams, when available, in Algebra 1, Algebra 2, biology and U.S history. They must take the geometry exam, which counts as 30 percent of their final course grade.

The School will advise students and parents once they have a handle on the new requirements.

Special Diploma for Students with Disabilities:

According to BCPS requirements, two options are provided for earning a special diploma. Option I is based primarily upon mastering state standards and earning credits. Option II is based primarily on demonstrating competency in employment. A student with disabilities who was working towards a Special Diploma – Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the Next Generation Sunshine-Common Core State Standards for a Sponsor's procedures identified in the BCPS Pupil Progression Plan.

A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
a. Passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).
b. Cumulative unweight grade point average of 2.0.

A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year in order to receive continued instruction for the purpose of meeting state graduation requirements (FS 1003.43(10)(b)).
A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

5.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.

Student records from previous schools will be collected and reviewed for baseline data on each student. More specifically, the School will be established using multiple measures of student's academic performance on the School and the Florida Assessment Programs.
The specific assessments to be utilized will include the following:

- FCAT 2.0 in the first year and PARCC in the following years in ELA, Math
- FCAT-SSS in Science
- FCAT Writing
- Portfolio Assessments (whenever applicable)
- FAIR Test in Reading
- PSAT/NMSQT
- SAT I, SAT II
- EOC
- ACT
- AP Test

Students who have not previously taken the FCAT will be assessed in the core subject areas using such instruments as the placement assessments provided by the text, baseline benchmark

assessments scored by Internal Benchmarks, previous standardized test scores and report card grades.

In order to establish baseline data for ELL students, Comprehensive English Language Learning Assessment (CELLA) will be used. Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school.
CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students; charting progress over the first year.
- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from ELL programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.)

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels of the same student in the following years, when data is available in order to assess rates of academic progress.

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

Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of the learning process at the School. Students will come to an understanding of assessment as a part of the process of continuous improvement. Continuous assessment of student performance is an integral component of the individual learning. Individual learning is the mechanism for implementing the core mission of the School that each and every student at the school be given ample opportunity to reach their highest potential on a daily basis. Completing an examination or a term paper is not the focal point of the student's day. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous, that errors or mistakes are not red marks on a paper signifying failure, but are check-in points to show the way toward continuous improvement. Each student will be challenged to reach to and then beyond what they believe themselves capable.

The School will comply with all mandated assessment requirements as specified in F.S. 1003.43. (7)(a)(4). (i.e. FCAT 2.0. PARCC, EOC) and will implement various teacher-made classroom assessments to determine mastery of Sunshine State Standard's content for earning specific class credit requirements, as discussed above.

The School also commits to implement all State mandated and/or Sponsor-required assessments as appropriate to the grade level students and as presented in the BCPS Assessment Calendar http://www.broward.k12.fl.us/studentassessment/AssessmentCal.htm. Some of the specific instruments that will be used to assess student performance, as well as those utilized for diagnostic and/or other placement purposes, are presented below. The presented dates may also be revised in each year according to the States and the Sponsor's assessment calendar:

DATE	EVENT
AUGUST 23 - OCTOBER 5	FLORIDA KINDERGARTEN READINESS SCREENER (FLKRS)
SEPTEMBER TBA	FLORIDA ASSESSMENT FOR INSTRUCTION IN READING (FAIR)
SEPTEMBER 13 - 16	DISTRICT BENCHMARK ASSESSMENT (SEPTEMBER BAT)
OCTOBER 11 - 15	FALL FCAT READING AND MATHEMATICS SSS RETAKE ADMINISTRATION (GRADES 11 - ADULT)
OCTOBER 13	PSAT/NMSQT [FOR MORE INFORMATION, PLEASE VISIT WWW.COLLEGEBOARD.COM]
OCTOBER 27 - 28	HIGH SCHOOL SEMESTER FINAL EXAMS (BLOCK SCHOOLS ONLY, IF APPLICABLE)
NOVEMBER 29 - DECEMBER 2	DISTRICT BENCHMARK ASSESSMENT (NOVEMBER BAT)
JANUARY 18 - 21	HIGH SCHOOL SEMESTER FINAL EXAMS
JANUARY TBA	FLORIDA ASSESSMENT FOR INSTRUCTION IN READING (FAIR)
TBA	FLORIDA ALTERNATE ASSESSMENT ADMINISTRATION (ESE, IF APPLICABLE)
JANUARY- MAY	PORTFOLIO ASSESSMENT READING COMPREHENSION, GRADE 3 (ALTERNATIVE ASSESSMENT FOR PROMOTION)
MARCH 1 - 3	FCAT WRITING+ ASSESSMENT GRADES 4, 8, & 10
MARCH 31 - APRIL 1	HIGH SCHOOL SEMESTER FINAL EXAMS (BLOCK SCHOOLS ONLY, IF APPLICABLE)
APRIL TBA	FLORIDA ASSESSMENT FOR INSTRUCTION IN READING (FAIR)
MARCH 7 - APRIL 8	COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)
MAY TBA	STANFORD ACHIEVEMENT TEST – TENTH EDITION (SAT-10) READING COMPREHENSION, GRADE 3 ALTERNATE FOR PROMOTION
MAY 2 - 13	ADVANCED PLACEMENT EXAMS [SCHEDULING INFORMATION AVAILABLE AT WWW.COLLEGEBOARD.COM]
TBA	PRIMARY READING AND MATHEMATICS END-OF-YEAR ASSESSMENT (GRADES 1 AND 2)
MAY 1 - 20	STATE EOC EXAMS

MAY 24 - 27	GRADE 12 SEMESTER FINAL EXAMS
JUNE 6 - 9	GRADES 9-11 SEMESTER FINAL EXAMS

In addition, the School will utilize following school measures to assess student performance in the Table 4.

Table 2 – Additional Specific instruments to assess the student performance in core subject areas

Subject Matter	ASSESSMENT
Language Art/ Reading	Portfolios, various writing assignments, exhibitions, standardized tests, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Social Sciences	Essays, multiple-choice exams, portfolios, exhibitions, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Science	Projects, portfolios, exhibitions, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Mathematics	Projects, portfolios, exhibitions, standardized tests, teacher-made tests, Text/Publisher's supported assessments, observations, quarterly progress summaries
Electives	Portfolios, exhibitions, exams, teacher-made tests, performances, projects, observations, quarterly progress summaries
Foreign Languages	Oral and written examinations, cultural performances, standardized tests, teacher-made tests, observations, quarterly progress summaries

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

In order to achieve the School's yearly goals and objectives the School will institute the periodic assessment program throughout the year. The School' assessment procedure will provide valid, reliable, and timely information to teachers in order to modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results effectively. The purpose is to inform teachers about the effectiveness of their teaching and progress made by students in order to assure continuous progress. Grade level chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of FCAT 2.0-PARCC benchmarks and chapter tests will be used to re-teach questions that students missed most frequently. Response to Intervention (RtI) model will guide the School in implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on students' needs. Teachers play an active role in the RtI problem solving approach to use the data to define the problem, analyze the data to determine why it is occurring, implement a plan and then evaluate to see if the plan is working. As part of the RtI model, making informed instructional decisions based on data is a dynamic on-going process and may occur as frequently as weekly or biweekly, or after each Progress Monitoring period, depending on need. Minimally,

it must occur after the results of each progress monitoring period and when any Benchmark Assessment Test data is available. Classroom teachers need to understand and be trained in the process of daily progress monitoring analysis, using informal data, such as student work maintained in folders or portfolios in their classrooms, and classroom based assessments that demonstrate whether students are progressing towards mastery of benchmarks aligned to their Instructional Focus Calendars.

The educational strengths and needs of students will be monitored on an individual and school-wide basis. As mentioned above, the school assessment procedures will serve as a feedback system to guide teachers in lesson planning and individualizing instruction, and inform students, teachers and parents about where a student is succeeding and what needs strengthening. It will keep not only school but also parents informed about student progress. The results of prior-year standardized tests and student records will be used to determine the best educational setting for the students (e.g. appropriate course selection, tutoring, services, etc.).

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

All the results of administered tests like state and district wide exams, standardized tests, diagnostics tests, and classroom assessment will be stored and maintained through on-line reporting system. The data will be accessible online with a secure Internet connection. Parents and students who have Internet connection will be able to see them through on-line. The results will also be shared with students in their classroom. Parents who do not have an Internet connection will see the results with quarterly report cards. Quarterly report cards with detailed information about the students' progress provided to parents and students. The report cards will include classroom assessment results, attendance, student conduct, and teachers' narrative comments that will help parents and students to improve towards students' yearly goals. The school administrators will also monitor students' progress through on-line reporting system. In addition, parents will be informed through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable utilizing. The School's web-based tool, BMSS Connect, will assist in the daily communication and information maintenance. The BMSS Connect is currently designed to be a tool for administrators, faculty members, parents and students. Each different type of school community member can be given access to the tool and what they are able to view will change depending upon their authorization level. Parents can view their child's assignments, behavior and cumulative grades, and can communicate via electronic mail with the classroom teacher.

At any time of the year teachers and/or administrators will contact parents to inform them of low progress of students' learning and ask for a parent conference. A student interim progress report will be utilized to communicate the students' current performance. Teachers, an administrator, parent and the student will be present in the conference. The goal of the conference will be to use problem solving strategies to isolate the problem and lay out a working plan that will eventually ensure the students' success to achieve the expected outcomes.

6. Exceptional Students

6.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 student 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.

6.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.

The School will have an open enrollment and application period for all students who live in Broward County. Any student who submits a timely application will be eligible for enrollment.

The School recognizes that services to students with disabilities are governed by Federal, state and local policies and procedures (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). The School will use procedure, guidelines and resources of Broward County Schools' guidelines for meeting the needs of exceptional student education. The educational program for exceptional students will include the following:
A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process
Free appropriate public education (FAPE) will be provided to every exceptional student enrolled in the School
Child Find Services – Child Find is the entry point for ESE services for birth-to-five-year old children and their families in Broward County. The School will use ChildFind Services to assure that all children who need special education and related services receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs. Child Find also provides free screenings for children ages 3-5 who may have special needs to determine if they need to be formally evaluated.
Individual Education Plans (IEP) and Educational Plans (EP) for gifted and meetings
Extended Year Services (EYS)– for students needing specialized services as required by student's IEP
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.

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.

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

Each student with a disability has an IEP. Each IEP consists of written statements that include the following:
a. a statement of the student's present levels of educational performance including, how the student's disability affects the student's involvement and progress in the general curriculum. For students with disabilities who participate in the general statewide assessment program, consistent with the provisions of Rule 6A-1.0943, FAC, a statement of the remediation needed for the student to achieve a passing score on the statewide assessment;
b. a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability, in order to enable the student to be involved and progress in the general curriculum and meeting each of the student's other educational needs that result from the student's disability;
c. a statement of the specially designed instruction and related services, and supplementary aids and services to be provided to the student, or on behalf of the student;
d. a statement of the classroom accommodations, modifications, or supports for school personnel that will be provided for the student in order to: (1) advance appropriately toward attaining annual goals; (2) be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and, (3) be educated and participate with other students with disabilities and nondisabled students in activities;
e. an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class or activities;
f. a statement of any individual accommodations in the administration of state or district wide assessments of student achievement that are needed in order for the student to participate in these assessments. In accordance with s. 1008.22(3)(c)6., F.S., parents must provide signed consent for a student to receive instructional modifications that would not be permitted on statewide assessments; this consent may be included on the IEP or on a separate document;
g. if the IEP team determines, in accordance with Rule 6A-1.0943, FAC, that the student will not participate in a particular state or district-wide assessment (or part of such an assessment), a statement of why that assessment is not appropriate, and how the student will be assessed; parents are notified of such nonparticipation and provided with information regarding the implications of the nonparticipation;
h. the projected date for the beginning of the specially designed instruction and related services, accommodations, and modifications described and the anticipated frequency, location, and duration of those services and modifications;
i. beginning at age 14 (or younger if determined appropriate by the IEP team), and updated annually, a statement of the student's desired post-school outcome to be developed through a student-centered process, a statement of the transition service needs of the student related to applicable components of the IEP that focuses on the student's courses of study (such as

participation in a vocational education program or advanced placement courses), and consideration of training or the provision of information in the area of self-determination so that the student may actively and effectively participate in IEP meetings and self-advocate;
j. during the student's eighth grade year or during the school year of the student's fourteenth birthday, whichever comes first, a statement of whether the student is pursuing a course of study leading to a standard diploma or a special diploma;
k. beginning at age 16 (or younger if determined by the IEP team), a statement of needed transition services including, when appropriate, a statement of the interagency responsibilities or any needed linkages;
l. beginning at least one year before the student reaches the age of majority, a statement that the student has been informed of his or her rights that will transfer to the student on reaching the age of majority; and,
m. a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed at least as often as parents are informed of their nondisabled student's progress. Parents are informed of their student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

Based on the set goals and objectives on the IEP, the School will check its resources, support level, reasonable supplementary supports and services and/or modifications and accommodations that would be provided for the student. In this process ESE teacher and IEP team and school administrators will be reviewing IEP to determine if the School can provide the best service to the student. After the school has attempted to service the needs of the student, but if determined that placement is not appropriate, and whereby the student cannot be served by the School, then the School will meet with District personnel to review the child's IEP (if one is in place) to discuss placement options with the parent. The School understands and committed to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.

6.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.

The School will utilize the regular school facilities and adapt them to the needs of exceptional student by adhering to Section 504, IDEA, and ADA to ensure that schools provide free and appropriate education within the least restricted environment. The School will implement the Universal design model, accommodating to the maximum extent possible for individuals with special needs.

The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the school. The design of the School will respect the distance student's travel throughout the building. Elevators will be centrally located and never placed at the far ends of the building. The School's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare

surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking should be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

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

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP and EP. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School's effectiveness in serving special education students can also be evaluated in its' ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP and EP. Additionally, at conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the students' progress towards goals identified in the students' IEP/EP as well as overall success with current courses. The success of students in the gifted program will also be evaluated by a review of their grades and progress evaluations from the gifted teacher.

It is expected that students with disabilities will be totally integrated into the school program through an inclusive instructional model. The school will support the education of students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. If extraordinary support for teachers or students is necessary, it will be provided through personnel or contracted services. The school will ensure that it complies with federal/state and local regulations/policies regarding students with disabilities.

IEP team participants;
The IEP team will include the following:

- ◊ The parent or legal guardian of the student,
- ◊ Special education teacher,
- ◊ At least one of the general education teachers of the student,
- ◊ Administrator or designee
- ◊ An individual who can interpret the instructional implications of the evaluations such as a certified psychologist if needed,
- ◊ District representative if needed
- ◊ Others by recommendations of the parents and/or the school such as private counselor of the student or a business representative, and
- ◊ Student (when appropriate as decided by mutual agreement of the parent and the school)

Funding for ESE services is generated by the student's level of services as documented on the Matrix of Services form and the school shall utilize this supplemental funding to provide for each exceptional student's education needs. However, in cases of extreme impairment or disability, after the school has attempted to service the needs of the student, but if determined that placement is not appropriate, and whereby the student cannot be served by the School, then the School will meet with District personnel to review the child's IEP (if one is in place) to discuss placement options with the parent.

The following is a list of services that could be provided to serve the needs of the exceptional student population:

- Academic pullout – All students will be included in regular education classes. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for the services mandated on their IEP by a certified ESE teacher. The amount of time and the specific content area to be remediated will be determined in the IEP;
- Speech Therapy, Physical Therapy & Occupational Therapy – These services will be contracted out and services provided according to each student's IEP;
- Age/Grade Appropriate Classroom – Students are served with same age/grade peers
- Consultation – General Education teachers, ESE teachers and/or related services personnel meet regularly to plan, implement and monitor instructional alternatives designated to ensure that the student with disabilities is successful in the general education classroom. Students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring;
- Co-teaching – General Education teachers, ESE teacher share responsibility for planning, delivering, and evaluating instruction. The ESE teacher must be in the general education classroom each day for a designated period of instructional time. The number of students with disabilities in each class may be up to one third. This service may be provide based on school's available resources and funding.
- External Supports – Commonly known as consultation. General Education teachers, ESE teachers, and/or related services personnel meet regularly to plan, implement and monitor instructional alternatives designated to ensure that the student with disabilities is successful in the general education classroom. The ESE teacher does not provide hands on support directly the ESE student(s) in the general education classroom.
- Inclusion – Students with disabilities are equal members of the school community and should have the opportunity to participate fully in all school-based activities with non-disabled peers. Students are educated in their general education classroom to the greatest extent appropriate.
- Support Facilitation – The school may offer this service in a way that a ESE teacher and/or related services personnel provide support for students with disabilities in the general classroom. The frequency and intensity of support varies based upon students' and/or general educators' need for assistance. ESE teachers and/or related service personnel may utilize a variety of instructional grouping models (small group, pull-out, one-on-one) to meet the needs of the student.

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

As mentioned in the core curriculum descriptions above, research on these programs (the school's curriculum) has shown that these programs are effective and accessible to "all levels of students," not only high performing students. Results consistently show that students who are engaged in these programs perform as well as or better than other students. The level of implementation of the K-12 Reading Plan at the school and classroom level is monitored through goals of the School Improvement Plan, and progress of all students as part of the Response to Intervention (RtI) model. Data will be collected through classroom walkthroughs and analysis of FCAT 2.0 and PARCC scores, Internal Benchmark Tests, Florida Assessments for Instruction in Reading data, Progress Monitoring Data, and Ongoing Progress Monitoring data, as needed. All students will be engaged in and benefit from the curriculum including exceptional students or students who enter the school below grade level. Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary and is committed to offer the students tutoring services or other such assistance to ensure they remain successful. Since it is anticipated that a majority of students will matriculate from the elementary to the, the School has a vantage point for monitoring and ensuring continuous improvement of all students, including those who may have fallen below grade level, those who meet, and/or those who exceed grade level requirements and expectations. The School will hire a certified ESE teacher to make sure it uses procedures, guidelines and resources of Broward County Schools for meeting the needs of exceptional student education. The ESE teacher will work collaboratively with the teachers to ensure appropriate accommodations and modifications are provided towards meeting the goals on students' IEPs.

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. 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 understating 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) to be implemented in order for the student to achieve the specified goals. Students identified below grade level in any given area will have targeted tutoring. Individualized Supplemental Instruction and/or Computer-Based Programs may also be used for remediation, instruction, and progress monitoring, as appropriate.

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

The School is projecting population of students with disabilities at 10% of its total population based on the county and state rates.

6.H. Identify the staffing plan for the school's special education program, including the number and qualifications of staff

The School will hire a certified ESE teacher/coordinator who meets all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The ESE teacher/coordinator will attend the district's ESE professional development program. The number of special education staff will be based on the number of ESE students identified upon student enrollment. While the school is growing, if the school needs more than one ESE teacher, additional certified ESE teachers will be hired.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will be contracted and those will meet all required licensure and/or certification requirements pertaining to their area of related service. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services.

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

The School recognizes that gifted students possess superior abilities and/or potential and are, therefore, a unique segment of the school's student population. If gifted students are to develop their abilities and/or potential, they need ongoing and varied educational opportunities to extend their learning. In accordance with State Board Rule 6A6.03019, the school will implement the following procedures for meeting the needs of gifted students:
Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. a need for a special program
    - In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community. The following criteria will be used in identifying students:
        - high present levels of performance on test scores (FCAT 2.0-PARCC)
        - referrals from teachers for gifted eligibility based on classroom performance, student's portfolio
        - recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
        - recommendation from parents about student's academic areas of strength and individual interests

2. a majority of characteristics of gifted students according to a standard scale or checklist and
3. superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence

.

Educational Plans (EP) for students who are identified solely as gifted will be developed. The procedures for the development of EPs for students identified as gifted are as follows:

a. The EP includes:

- a statement of the student's present levels of educational performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- a statement of goals, including benchmarks or short term objectives;
- a statement of the specially designed instruction to be provided to the student;
- a statement of how the student's progress toward the goals will be measured and reported to the parents; and,
- the projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

b. The EP team considers the following during development, review, and revision of the EP:
- the strengths of the student and the needs resulting from the student's giftedness;
- the results of recent evaluations, including class work and state or district assessments;
- in the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

c. Timelines for development of the EP include the following:
- an EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program;
- an EP is developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services;
- meetings are held to develop and revise the EP at least once every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12;
- EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.

d. EP participants include:
- the parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the School will provide to the child and in what setting;
- at least one teacher of the gifted program;
- one regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP. Involvement may include the provision of written documentation of a student's strengths and needs for review and revision of subsequent EPs;
- a representative of the school district as needed;
- School administrator or designee;
- an individual who can interpret the instructional implications of the evaluation results.
- at the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the student, including related services personnel;
- whenever appropriate, the student.

An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting. The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.

To provide appropriate and challenging educational experiences for Gifted and Talented students, differentiation may include but not limited to:

- acceleration of instruction;
- in-depth study;
- a high degree of complexity
- advanced content; and/or
- variety in content, processes and products
- ability grouping
- differentiation
- specialized gifted courses

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP and EP. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School's effectiveness in serving special education students can also be evaluated in its' ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP and EP. Similarly, the school's ability to meet annual gains for the students with disabilities subgroup, would also serve to demonstrate effectiveness in serving the School's special education population. Additionally, at conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the students progress towards goals identified in the students IEP/EP as well as overall success with current courses. The success of students in the gifted program will also be evaluated by a review of their grades and progress evaluations from the gifted teacher.

7. English Language Learners

7.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 providing support services

The School will meet the requirements of the Consent Decree entered in Lulac, et al. vs. State Board of Education. English Language Learners (ELLs) enrolled at the school will be served by ESOL certified personnel who will follow the Sponsor's District Plan for English Language Learners. Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Common Core State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL.

All students who are classified as ELLs are required to participate in a program of English for Speakers of Other Languages (ESOL). To comply with the requirements of the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, and corresponding Florida State Board of Education rules on ELL services, all schools with students classified as ELLs must provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration.

Identifying English Language Learner (ELL) Students:
The school will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). The HLS will be a required form of the registration packet for every child who seeks enrollment at the School. The Home Language Survey includes three questions and is given at the time of registration.

The questions are as follows:
1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers "yes" to one or more of the three HLS questions, and/or meets the definition of ELL, they will be advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the school's ESOL Program. The parents are informed orally of the need of a language assessment by the school registrar, ESOL contact/designee, or by the guidance counselor. The student is then referred to a trained language assessor or assistance is requested from the District. In that case, the students will be tested using Idea Oral Language Proficiency Test (code: IPT) in the areas of speaking and listening and Kaufman Test of Educational Achievement II (KTEA) (code: KEA) in English reading and writing as implemented by the District.

K-2 students who score at Non- English Speaking (NES) and Limited English-Speaking (LES) levels based on the IPT-I are assigned Broward County Language Classifications ranging from A1-C1 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-C1) students qualify for ESOL Program Placement.
K-2 students who score at Fluent English- Speaking (FES) levels based on the IPT-I are generally assigned a Broward County Language Classification of C2 using the aforementioned charts. These FES (C2) students do not qualify for ESOL Program Placement [Exception: FES K-2 students can be given a Broward County Language Classification of C1, qualifying them for ESOL Program placement, if recommended by an ELL Committee because of a lack of English proficiency in readiness (K) or academic skills (Grades 1-2).]

Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement. For FES (C1-C2) students in grades 3-12, test scores in reading and writing are considered for ESOL Program entry and the following criteria are used to determine student eligibility for the ESOL Program:

- If both reading and writing test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic program.

The school ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District trained school-based language assessors will be available to test at school site. In addition, The School may request language assessors from the district Multicultural, ESOL and Program Services Department.

To ensure that the Reading/Writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by the School ESOL Program staff to Grades 3-12 students identified as FES.
- This testing is completed within 20 days of the identification of the student as FES.
- The District ESOL Program staff informs the school ESOL Contact or designee of the results so appropriate student placement is made and TERMS database can be done by school staff.

For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. For students in grades K-12, the ELL Committee may determine a

student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test) and/or reading and writing:

- extent and nature of prior educational and social experiences; and/or student interview;
- written recommendations and observations by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion referenced standards;
- grades from the current or previous years;
- test results other than those from the district assessment of listening/speaking/reading/writing.

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes.

The ELL Committee:

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student (program placement recommendations can also be made through the ELL committee). It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. Parent(s) are invited to attend any meeting of the ELL Committee. All decisions regarding ELL programmatic assessment and academic placement are documented in the appropriate section of the student's English Language Learner Student Educational Plan (ELLSEP) folder.

The Individual ELL Student Education Plan (ELLSEP):

All students classified as ELL will have an Individual ELL Student Education Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The ESOL contact/designee will be responsible for overseeing the development and updating of the English Language Learner Student Education Plan (ELLSEP) by the ELL committee. The ELLSEP is updated as follows:

- whenever an ELL Committee is held
- annually at the end of each school year
- on the anniversary date of student's entry into the ESOL Program,
- any other time when there is a change in the student's educational plan.

All ELLSEPs are reviewed annually, at the end of each school year, to determine the appropriate educational placement and instructional options of the student. Assessment data (ie. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations are part of the student ELLSEP folder. The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELLSEP folder. In addition, the Principal/designee or the ESOL contact person informs the

teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the exit criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELLSEP Folder by the school ESOL contact person or designee.

Exit procedures:
The School ESOL contact person, in coordination with its teachers, will follow the following procedures to exit students from the ESOL program:

- Identify students who are eligible to exit the ESOL program based on the exit criteria.
- Update the exit information on the ELLSEP folder for exiting students.
- Complete the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents will be invited and all members of the committee will sign as appropriate.
- Provide the school data processor with required exit data. The required information in entered in the State Database (TERMS).
- Notify the parent(s) that the student is exiting the ESOL program.
- Monitor the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

Students in K-2 are eligible for exit from the ESOL program upon scoring at FES level (E) on the IPT-I. Students in grades 3-12 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test. In addition students must score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing. Students in grades 3-12 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test. In addition, those students must score a level of proficient on the Comprehensive English Language Learning Assessment (CELLA) in listening and speaking, and writing. The Comprehensive English Language Learning Assessment (CELLA) will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking.

The school ESOL contact/designee at the school site is responsible for updating the ELLs exit data in the ELLSEP Folder. The school principal/designee is responsible for ensuring this process is completed.

The Student ELL plans will be updated annually by the principal's designee/ESOL coordinator. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. The school will monitor the student's progress:

- report cards
- test scores
- classroom performance

- Standardized tests (as applicable)

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

Dependent upon the number of students who qualify for ESOL instruction the school will hire an ESOL teacher(s) who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year. Highly qualified teachers who are implementing and documenting the required ESOL strategies and using appropriate instructional materials will be hired. Teachers will complete their ESOL endorsement to serve the ELL students. All instructional members will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students.

If there are fifteen or more students of a particular language enrolled in the school, a bilingual teacher or assistant will be available to assist students in understanding content instruction (LULAC et al vs. School Board of Education Consent Decree).

Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program. Bilingual paraprofessionals will assist students through the use of the following:
☐ working in small groups
☐ translating information
☐ interpreting test questions and homework assignments as appropriate
☐ helping students comprehend textbooks and other written materials.

Additionally, the School will ensure that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework) documentation. Staff members will be provided with training and opportunities for ESOL endorsement. All instructional members will be expected to appropriately identify any ESOL students and levels in their grade books and use ESOL strategies when instructing ELL students.

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

As mentioned above, the school curriculum has components for ELL population. In order to promote both literacy and proficiency, the curriculum will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking, reading, and writing skills, but also a cross cultural understanding during classroom instruction. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers. The School offers the English Language Learner (ELL) instructional services through mainstream/inclusion instructional delivery models.

Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. Instruction is supported through the use of ESOL instructional strategies, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students are comparable to those used by native English speakers. The School will also utilize State adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources, ELL students will work with their teachers on creating and maintaining a progress plan to track the students' progress. The plan will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students will be referred to Tier 2 of RtI, where the Problem Solving/Response to Intervention Team will meet to discuss interventions and strategies to support the ELL student continued academic success. The ESOL strategies will be documented in the teachers' lesson plan and in the student's plan and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk through, data summits, site visits, and district fidelity checks.

8. School Climate and Discipline

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

The School recognize importance of establishing and maintaining a safe and disciplined learning environment at all time for healthy and successful education. In order to provide criteria for addressing discipline issues that will ensure health, safety, and welfare of all the students, the school will take the School Board of Broward County student code of conduct as a base, discipline code and matrix ("Appendix C - The School Tentative Student and Parent Handbook" reserving the right to amend as needed). The School's philosophy regarding student behavior ensures its commitment to the School's mission on a daily basis. Its founders are of the opinion that both teachers and students need to be provided with a consistent behavior management system so that maximum time can be spent teaching and learning. Student safety and an orderly environment is vital component of the instructional program. Inappropriate behaviors that interfere with the learning process and the expectations set for character development can be reduced and ultimately extinguished through consistent, best practice behavior management techniques. All staff will be trained on school wide classroom management plan which will be based on *CHAMPs*, a Proactive and Positive Approach to *Classroom Management* and Harry Wong's approaches.

All the students at the School are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student, who exhibits any of the unacceptable student behaviors or Conduct Violations listed in the Student and Parent Handbook. In all instances, the School's policies and procedures governing due process for suspensions and dismissal will follow Broward County School District Policies. All students at the School have the right to feel physically, emotionally, and intellectually safe. Therefore, if at any time students feel they are the subject of harassment, hazing, threats, or other intimidating behavior, students should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential. The ultimate goal is provide safe and secure learning environment for students. Safety and security of students will be one of the top priorities at the school.

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

The School will employ Broward County Schools' Student Code of Conduct[17], the Discipline Code, and Discipline Matrix as its primary policy guides in these areas. In addition, The School will use a Student and Parent Handbook, which lays out specific details that take into account the School's idiosyncrasies, such as standards for the uniform and parent and student agreement. The tentative Student and Parent Handbook can be found in "Appendix C - The School Tentative

[17] The current Code of Conduct can be found at http:// http://www.browardschools.com/schools/code.htm.

Student and Parent Handbook". Policies and Administrative Procedures of Broward County Schools as well as State Board Rules and Florida School Laws override the Tentative Student and Parent Handbook of the School.

This information will be made available to parents and students upon registration. Parents are expected to read and discuss the policies with their child/children and return the appropriate form(s) with signatures for the students' portfolio records.

Minor infractions would include items such as dress code violations, horseplay, tardiness, misuse of equipment, or failure to do homework. In order to resolve minor infraction discipline problems, the following options are available:
. Conference with teacher
. Parent Contact
. Conference with teacher and parent(s)
. Conference with Principal or designee
. Conference with counselor
. Behavioral Contract
. Detention (lunch)

Some of the disciplinary actions that may be utilized (in accordance with the district's Code of Student Conduct) include:
☐ Removal from Class
☐ Student Work Assignment
☐ Peer Mediation
☐ Other Alternatives (e.g. after-school detention)

The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.
Outdoor Suspension may be utilized by the School under the following conditions:
☐ The student's presence in school presents a physical danger to the student or others;
☐ A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
☐ The student and/or parent refuses an alternative to suspension.

In accordance with the SB Policy 5006, the School's Principal may request that the Superintendent recommend to the School Board that a student be expelled. The Principal of the School may take this action when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation. The details of the school's policies for discipline, suspension, dismissal and recommendation for expulsion are presented in the "Appendix C - The School Tentative Student and Parent Handbook".

II. ORGANIZATIONAL PLAN

9. Governance

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

The legal entity that will organize and/or operate the school is Riverside Science, Inc., a Florida nonprofit corporation doing business as Broward Math and Science Schools which already received 501(c) 3 status. Riverside Science Inc., has five board of directors and those directors are governing board members of Broward Math and Science Schools. The officer positions will be president, vice president and secretary. The certificate of the Incorporation is attached. By Laws of the entity is included as "Appendix E - By Laws of The Riverside Science, Inc.

The corporation is managed by its board of directors ("Governing Board"). The Governing Board has the responsibility for all of the affairs and management of the School and will provide continuing oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds.

The School will comply with S. 119.011(2), Florida Statutes, relating to Public Records, and 286.011, Florida Statutes, relating to Public Meetings, unless exempted by law. All the financial, business, and membership records shall be public records and subject to the provisions of S.119.07, Florida Statutes. Furthermore, board meetings shall be open to the public as per S. 286.011, Florida Statutes. The parents/guardians of the students are expected to participate in the decision-making and planning procedures of the school through the channels such as surveys, voicing opinions at the regular board meetings, and subcommittees. A notice of compliance will be posted at the school, in an area that is visible to all parents. In addition, a list of the dates for the Board meetings will be posted in a visible area. Notification of the meetings will be sent home via school newsletters with all students prior to the date of the meeting. The dates might also be posted on the school's web page.

Within two business days after the adjournment of a meeting, the principal shall make available to the public a summary of the subjects acted upon at the meeting and the names of the Board members present at the meeting.

Board meetings are held to conduct the affairs and business of the board in the presence of the public. The Board welcomes and encourages citizens to attend its meetings so that the public may become better acquainted with the operation and programs of the school and the board.

All official records of the board shall be kept and safeguarded by the principal as ex-officio Board Secretary. The principal shall also be responsible for the safekeeping of all official papers, including, the official minutes of the Board, its written policies, financial records, titles, contracts, obligations and other documents that belong to the Board or pertain to its business.

Records deemed "public records" and made subject to public inspection by law shall be open for the inspection of any citizen desiring to examine them during hours when the office of the Principal is open.

9.B. Provide an organizational chart for 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.

Figure 1. shows the organizational structure of the school. Note that this chart can vary according to budget report. It is designed to show administrative functions rather than individual positions. In other words, multi-tasks can be performed by the same person, if need arises. The organizational chart is submitted for the first five-year proposal term.

The Board of Directors of Riverside Science, Inc. will serve as the Founding Governing Board for the School. After the approval of the charter proposal, Founding Governing Board may become Governing Board. The Board of Directors is responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Founding Board is responsible primarily for the planning, development and implementation stages of the charter school project. This would include the time period beginning with the submission of the application through approximately the first year of the school's operation. As stated in this section the founding board members may remain on the permanent governing board to ensure continuity of vision. The Governing Board is the ultimate policy-making body that will have the responsibility for the affairs and management of the School and will provide continuing oversight of School operations. They are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds. The Board Members direct the policies of the school and hire a Principal to implement those policies. The Board Members work directly with the Principal to advise and consult on matters including the school development process and the establishment of necessary procedures to ensure a smooth and successful start to the school.

The principal will be the core of the administration. The day to day management of the school will be the responsibility of the school principal. The principal must be an integral member of the learning community comprised of students, staff, and families. The school principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board The principal must support shared decision-making, promote collaborative leadership, and require accountability from all parties. The School's faculty and staff will report directly to the principal, who reports to the Governing Board. The School's on site administration will consist of the principal, an assistant principal or lead teacher, and secretarial staff. 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 administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

In addition to serving as the educational leader of the school, the principal is responsible for planning, budgeting, facilities management, scheduling staff development, and supervision and evaluation of staff. The principal will establish and maintain regular communication with local board of education, superintendent, and county administrators. Ultimately, the principal is responsible for maintaining positive relationships with students, parents and board members.

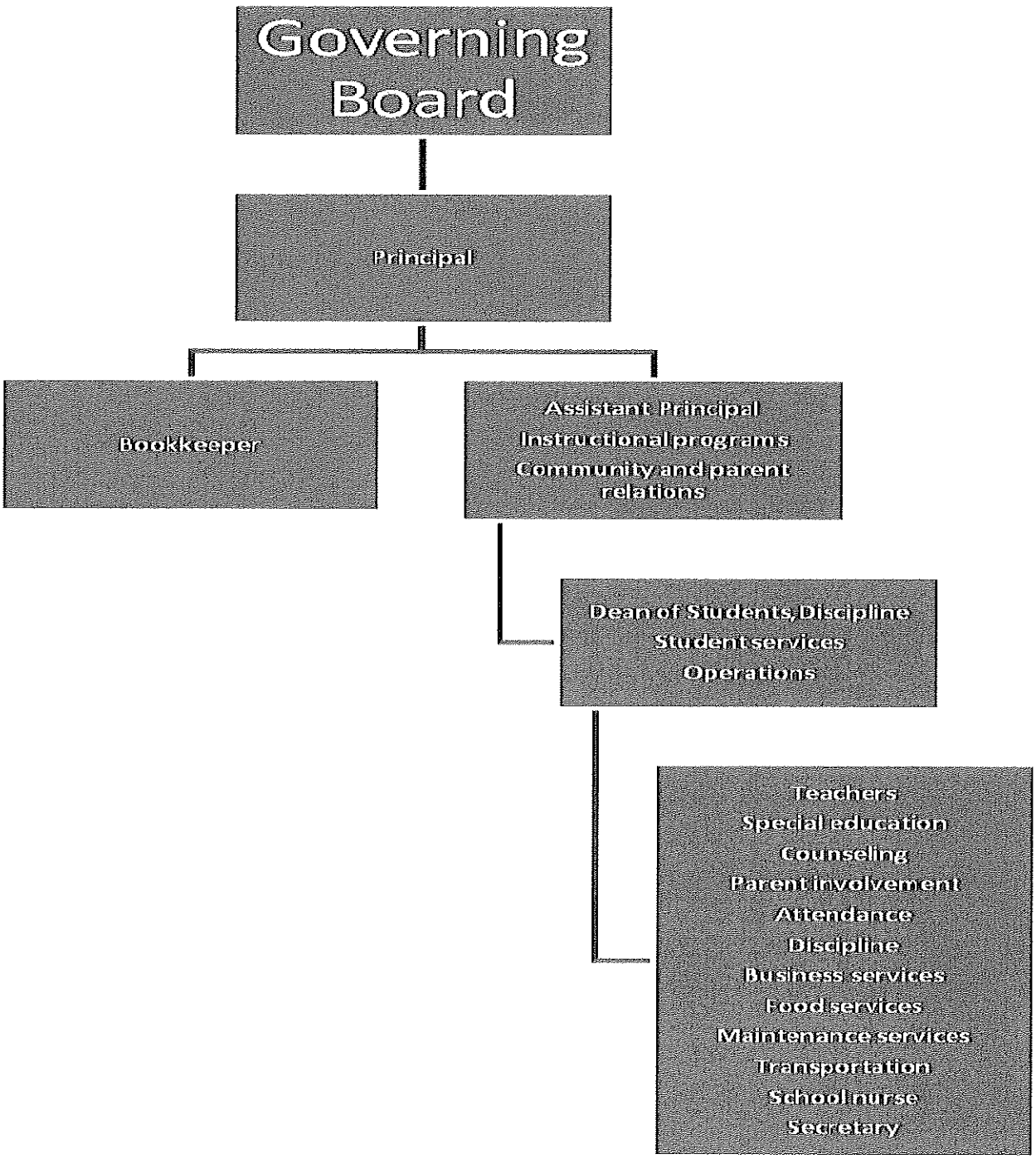


Figure 1 – Tentative Organizational Structure of the School

The following chart compares the roles of the board and the School Leader for developing and sustaining academic excellence in the charter school.

Board	The School Leader
- Establishes the mission and program direction for the charter school - Approves goals and objectives designed to achieve those ends.	- Participates in establishing mission and program direction for the charter school. - Contributes to the charter school's vision and assists the board in maintaining focus and momentum for the school.
- Reviews and approves Accountability and Implementation Plans.	- Implements program goals and objectives based on the board's specific targets. - Provides board performance data on specific targets.
- Reviews performance data and identifies academic areas that need corrective action.	- Develops and implements corrective action plan.
- Assess compliance/progress in achieving educational and other outcomes agreed to in the charter.	- Develops reports to demonstrate program progress.
- Evaluates the performance of the School Leader.	- Evaluates the performance of the instructional staff.

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

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

The Board has full responsibility to adopt an annual budget, monitor the budget in each board meeting and amend the budget as needed basis. The board shall oversight the financial activities of the school and review monthly financials in its governing board meeting.

Continuing oversight over charter school operation as given an example for financial oversight above will be provided. The Board will be the sole policy making body for the school.

Each board member will take on proactive roles in specific areas that reflect his/her areas of expertise. Officers of the Board shall include a President, Vice President, and Secretary. The Board will have a minimum of three members at all times and any one officer may fulfill the duties of a second office, such as Vice President will act as treasurer with the exception of the

Chairman. The Chairman may only serve as the Chair and may not simultaneously hold another office on the Board.

The Board shall be responsible for hiring, evaluating and terminating the School Principal. The Board shall be responsible for final approval of employment of persons recommended by the Principal. The Board shall establish salaries and benefits to facilitate the Mission and Vision of the School and the Board shall annually adopt a budget that provides sufficient resources and control of costs to foster the mission and objectives of the school. The Board shall also be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Florida Auditor General's office.

Key Responsibilities of the Board

- Governing board will ensure that the school's operations continue to focus on serving its students and achieving the academic performance goals of its charter.
- While many decisions can be delegated to the school's management, the board has final say in all policy, financial and operational decisions and for setting the overall direction of the school. Therefore, the charter school board is one of the most critical element in the school's success.

The primary responsibilities of the board include:
Provide oversight functions. The board's ability to remain objective, and not be directly involved in the school's operational activities, is critical to its effectiveness in guiding the charter school.
Promote the charter school's mission. The board should be comprised of individuals who support and promote the charter school's mission and educational philosophy.
Lead planning and policymaking. The board must initiate the strategic planning process and develop policies and procedures consistent with the education laws of Florida State.
Raise funds. Board members should be proactive in building a group of private and business financial supporters who regularly donate money to the school and provide other resources to help implement the school's educational program.
Achieve charter requirements. The board is responsible for ensuring that school's programs and operation comply with the terms of its charter, and that the school:
- Is financially solvent
- Complies with statutory and regulatory requirements'
- Has competent professional staff
- Has a successful academic program, as measured by internal and external assessments

Additionally, the Board's specific policy and direction goals are:

- To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process;
- To manage the school in accordance with federal and state laws;
- To provide leadership in school in order that the goals and objectives of the school can be effectively carried out;
- To maintain two-way communication with the various persons served by the school in order to understand public attitudes and encourage community involvement with an understanding of the schools;

- To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board is responsible to the people and therefore should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board will not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the students.

The chair of the Board shall preside at Board meetings and shall perform all duties as may be prescribed by law or by action of the Board. The duties of the chair include the following:

The board chair ensures that the board fulfills its governance responsibilities and works with the school leader to achieve the mission of the charter school. It is a challenging role that requires collaboration, people skills and a lot of patience.

The following steps will help the board chair prevent the board from "micromanaging" the school's leader and staff, and minimize conflicts within the board itself:

- Have clearly written and approved procedures for evaluating the school leader.
- Have regular board training sessions that include an overview of the roles of the school leader and the board.
- Meet with the school leader to discuss how to work together as a team.
- Have the school board and leader mutually develop agendas for board meetings.
- Consult with the school leader for appointments or recommendations for various board committee chairs.
- Have clear written guidelines about the roles of staff as it relates to board support.
- Develop the frequency and nature of meetings to be held between the school leader and the board chair, and share the highlights of these meetings with the entire board.
- Ensure all board members understand the roles of the board, the chair and committees.
- Maintain an open communication policy to ensure that important information is never concealed by and from the board chair, the school's leader or the entire board.
- Celebrate accomplishments and acknowledge the key people involved

The Vice President shall have the powers and duties of the President when the President is absent or disabled, and shall have such other powers and duties as the Board may from time to time determine.

In the absence of both the President and Vice President, the attending members shall elect one of their members to preside.

The Secretary shall be responsible for preparing the minutes of each Board meeting. The minutes shall, at a minimum, include the names of the Board members present at the meeting, a description of each motion or other proposal made, and a record of all votes. For roll-call votes or votes to close a meeting to the public, the name of each person voting for or against the

proposal shall be recorded. For all other votes, it shall be presumed that the action taken was approved by each member in attendance unless the minutes reflect the names of any members voting against the proposal or abstaining.

The minutes shall be submitted to the Board for approval at its next regular meeting. Once approved and signed by the Principal and Board President, Board minutes shall be available for public inspection upon request.

The duties and obligations of an individual Board member may be enumerated as follows:

- To become familiar with the state school laws, regulations of the Florida Department of Education, School policies, rules and regulations;
- To have a general knowledge of educational aims and objectives of the school;
- To work harmoniously with other Board members without trying either to dominate the Board or neglect a share of the work;
- To vote and act in the Board meetings impartially for the good of the school;
- To accept the will of the majority vote in all cases and give wholehearted support to the resulting policy;
- To represent the Board and the school in the public in such a way as to promote both interest and support; and
- To refer complaints to the proper school authorities and to abstain from individual counsel and action.

Sample Charter School Board Member Job Description
1. Attend regular meetings of the charter school board, which are approximately two hours in duration. Be accessible for personal contact in between board meetings.
2. Provide leadership to board committees. Each board member is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Present committees include educational policy, resource development, strategic planning, board development, personnel, finance, and executive.
3. Commit time to developing financial resources for the charter school. This includes making a personally meaningful financial gift as well as supporting other fund development activities of the charter school in a manner appropriate for board members.
4. Responsibly review and act upon committee recommendations brought to the board for action.
5. Prepare in advance for decision-making and policy formation at board meetings and take responsibility for self-education on the major issues before the board.
6. Participate in the annual board member self-review process.
7. Participate in the annual board training each year.
8. In general, utilize personal and professional skills, relationships and knowledge for the advancement of the charter school.

The Board believes that the legislation of policies is the most important function of a school board and that the execution of the policies should be the function of the Principal.

Delegation by the Board of its executive powers to the Principal provides freedom for the Principal to manage the school within the Board's policies, and frees the Board to devote its time to policy making and appraisal functions.

The Board holds the Principal responsible for carrying out its policies within established guidelines and for keeping the Board informed about school operations. In the budget development process, the Board conducts pre-budgeting discussions with the Principal to establish informal understandings about perceived budget opportunities, challenges and/or restrictions, and provides guidance for budget development. The Principal prepares a draft budget for review by the Board. The Board gives careful study to the budget and holds public hearings to allow for public review and reaction prior to formal approval of the budget.

In an effort to keep the Board informed, the Principal will notify Board members as promptly as possible of any happenings of an emergency nature which occur in schools.

Any Board vote on the employment or promotion of a member of a Board member's immediate family will be conducted in public and separate from any other personnel matter. The vote on such action will be recorded, and the Board member whose family member is the subject of the vote will not participate in the vote. As used in this policy, "immediate family" means a Board member's spouse, child, stepchild, sibling, parent, grandparent, grandchild, aunt, uncle, niece, nephew or first cousin, or the spouse of the Board member's parent, child, or sibling, or any relative living in the household of a Board member.

In addition;

- Board president should not make the decisions without consulting others
- Board members should not conduct illegal board meetings without posting, in secret, and on the telephone
- School funds should not be mismanaged
- The Board should not hold meetings that are too long and not focused on overall policies
- The Board should not fail to keep minutes that are open to the public
- The Board should not micromanage the school's operations
- The Board should not agree to financial obligations without studying the overall cost picture (enrollment predictions, facility insurance costs, class size reduction, reserves)
- The Board should not carry out the school mission and vision and terms of the bylaws
- The Board should not allow the principal to continue in his/her position without a formal evaluation by a committee of board members including the chair person
- The Board should not allow the executive director and/or principal to be a voting member

Best Practices of Charter School Governing Boards

1. The board has clearly defined bylaws that it reviews on a regular basis
2. Yearly board training is provided to all members
3. Board meetings and a standard calendar of meeting dates are posted well in advance
4. No email or telephone discussions on board agenda items are conducted among board members prior to the next open meeting

5. Board minutes, financial updates and agenda are received by members at least a week in advance of the upcoming meeting
6. The board evaluates itself yearly
7. Financial checks and balances are in place and followed
8. The Principal reports at each meeting to give updates and asks for policy making when necessary
9. The Board conducts an annual evaluation of the principal
10. The Board follows a clearly written conflict of interest policy

Compliance with new provisions described in SB 278
The Governing Board stays abreast of school operations including its oversight of the School and the school's financial performance. The Governing Board is also aware of the recent legislative changes described in SB 278.

1. The Governing Board has adopted a Conflict of Interest Policy that ensures compliance with the provisions of SB 278 and the IRS Code governing exempt (501c3) entities (see attached Conflict of Interest Statement). A copy of the exempt status certificate is also attached.
2. The Governing Board shall direct its contractor to prepare monthly financial reports in the format required by the Florida Department of Education and distribute same monthly to members of the Governing Board and the Sponsor.
3. The Governing Board will ensure compliance with the provision of the employment of relatives.

9.D. Describe the 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, conflicts of interests, 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 operate according to its by-laws including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflicts of interests The Board will comply with the recently adopted State Board of Education Rule 6A-6.0784, FAC regarding Charter School Governance Training. Each governing board member must 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 is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

The governing board shall also meet the requirements of Senate Bill 1712, Ethics in Education Act, by developing and adopting policies that establish standards of ethical conduct for instructional personnel and school administrators, including the requirement of training on the standards, responsibilities and procedures for reporting misconduct affecting the health, safety, and welfare of students by instructional personnel and school administrators, and liability protections.

Senate Bill 278 incorporates the provisions of several public official ethics laws. It now prohibits governing board members from accepting anything of value based upon any understanding that any vote or official board action would be influenced.

More importantly, governing board members and any business entity in which they or their immediate family have a material interest, are now prohibited from contracting with the charter school they govern for the purchase, rent or leasing of any realty, goods or services. This prohibition is subject to several exceptions set forth in s. 112.313(12), F.S., including if the contract was subject to competitive bidding. Finally, governing board members are prohibited from voting on any matter that would benefit any relative, business associate, or entity for whom that individual has been retained. In addition to recusing him/herself from any such vote, the board member must publicly disclose the interest prior to the vote being taken and must provide a written memorandum within 15 days after the vote explaining the nature of the interest which must be included in the minutes of the governing board meeting. (Section 112.3143(3), F.S.)

The permanent Governing Board will be responsible for the School's operations, policies, and performance. The Board will act to assure compliance with Florida's Charter School Law, the Sponsor's written policies, and the terms of the Charter entered into between the Governing Board and the Sponsor. The permanent governing Board of Riverside Science, Inc. shall consist of no less than three (3) and no more than five (5) members.

The following chart compares the roles of the board and the School Leader for developing and sustaining academic excellence in the charter school.

Please see "Appendix E - By Laws of The Riverside Science, Inc." for details for duties, board member selection and removal procedures and term limits, code of ethics, conflicts of interests, and meeting schedule.

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

Members of the Founding Board may continue on their position on the Governing Board to ensure continuity between the Founding Member's vision and the permanent Governing Board. The Board is committed to ensuring that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future. Newly elected members will agree to

support the founding organization's vision in order to maintain continuity between the founders and subsequent board members.

To ensure continuity between the founding board members and the governing board members, the founding members will nominate and select the members of the governing board members by majority vote

.

The Founding Board of the School includes:

- Mr. Ferhat Erkan
- Dr. Renat Shaykhutdinov
- Dr. Dogan Tozoglu
- Mr. Hasan Kaya
- Mr. Rasim Cinar

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

The founding board of directors of the Riverside Science, Inc. will become the Governing Board Members of the school initially. Vacancies in the board will be filled by individuals (parents, community members, and private entrepreneurs) who are nominated and elected by a majority vote of the Board according to Bylaws of the Riverside Science, Inc. Bylaws are attached in "Appendix E - By Laws of The Riverside Science, Inc."

New board members will go through an orientation process that includes the distribution and discussion regarding all of the planning and development documents including, but not limited to, the charter application, the Articles of Incorporation, Bylaws, charter laws, the Sponsor's charter policies and any contracts or Agreements entered into by the Board. Ongoing professional development will be pursued through activities presented by the Florida Department of Education, the Sponsor, The Florida Consortium of Public Charter Schools and through activities at the annual Florida Charter School Conference.

The Board will comply with the recently adopted State Board of Education Rule 6A-6.0784, FAC regarding Charter School Governance Training. Each governing board member must 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 is required, within the subsequent three (3) years and for each three (3) year period thereafter, to complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period must take the four (4) hours of instruction again in order to remain eligible as a charter school board member. Any new member will go through the same training within 90 days of election.

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

This application is submitted by Riverside Science, Inc. a non-profit corporation under the laws of the State of Florida. Riverside Science, Inc. is established to open a charter school that implements STEM focused education in Broward County. There are no Ex-Officio members. All members of the board subsequent to these founding board members shall be voted by majority vote of the Board Members.

The Board comprises the following professionals:

Ferhat Erkan: Mr. Erkan is the founder and President of Riverside Science, Inc. and responsible for the project overall. In addition to leading the project, Mr. Erkan is in charge of public and business relations on behalf of Riverside Science Inc. Currently, he occupies a position of Finance and Marketing Manager. He is responsible for managing a sales and marketing team and oversees business operations with an annual worth of 3 million dollars. He started his career as a finance manager and held several key positions, including Sales Team Leader, Finance Manager, and Project Manager. Mr. Erkan's financial advisory career began in 2000 with business consulting work as an employee of AVIVA. During his career, he has been with several multinational companies in different parts of the world. He is currently working at a Florida-based company as a Finance Manager. He earned a Bachelor's of Arts degree in Business and holds of MBA from Palm Beach Atlantic University.

Dr. Renat Shaykhutdinov: Dr. Shaykhutdinov is serving in the Governing Board of Broward Math and Science Schools in the position of Vice President. His responsibilities are establishment and development of school policies, procedures, oversight of professional development of school administrators and teachers and compliance with generally accepted ethical norms and standards, finance, as well as liaison with institutes of higher education, including Florida Atlantic University (FAU) and Nova Southeastern University. Dr. Shaykhutdinov is an Assist. Prof. of Political Science at FAU. He joined the faculty at FAU after receiving his PhD from Texas A&M University (TAMU) in 2007. He is currently teaching Comparative Politics and Introduction to World Politics classes at FAU. His research interests include ethnic conflict, comparative and international politics, research methods, power-sharing arrangements, decentralization, and the politics of the former Soviet Union and Central and Eastern Europe.

Mr. Hasan Kaya: Mr. Kaya serves as a member of the Board. He ensures financial responsibility of the Board and the School and oversees financial health of the school. Mr. Kaya compiles financial data, prepares and presents reports at the Board meetings along with his recommendations on a monthly basis. Mr. Kaya is the President & CEO of KAYA Import Export International Trade, Inc. located in Miami, Florida. Mr. Kaya is a successful and passionate entrepreneur. He has spent much of his life managing and directing businesses, setting

up new operational strategies and marketing plans. As a businessman, he has been developing solutions to business-related obstacles in to ensure sustained and responsible growth. As an investor, he investigates new business opportunities in a globalized world. Mr. Kaya has a degree Business Administration degree from Miami-Dade College.

Rasim Cinar: Mr. Cinar, member, of Riverside Science, Inc and currently works as a design engineer and a project manager at Boca Development & Construction Corporation, Inc. He has been running multiple construction and engineering projects at South Florida. He is responsible of managing, subcontractors, office clerks, and a construction crew of about 10 skilled labors. Rasim has a civil engineering degree and MBA degree. His expertise areas are,

- Steel structures
- Concrete structures
- Wood structures
- Pre-cast systems
- Metal and wood truss systems
- Cast-in place systems
- Shell construction

He registered to Florida Board of Engineers in 2006 and became a member of American Society of Civil Engineers in 2007.

Dr. Dogan Tozoglu: Dr. Tozoglu received his Master and Ph.D. degrees from the Department of Educational Psychology and Learning Systems, Instructional Systems Program at the Florida State University (FSU). After graduation, he worked at Program Monitoring and Evaluation, Division of Teaching and Learning, Leon County Schools, as a program evaluator. He was responsible for planning, conducting, and implementing evaluations for educational programs currently in use in the School District and presenting reports to the School Board and administrators and creating Databook for the School District. In addition during his doctoral program, he worked at Learning System Institute, Florida State University, as a Research Assistant. He was involved in identifying and designing tools and/or processes for analyzing or evaluating online courses and providing academic review and comparative analysis; designing guidelines and instructor tips that will assist course developers in revising existing instructor-led training courses or redesigning them to be Web-delivered.

He is currently serves as the Executive Director of River City Science Academy (RCSA), in Jacksonville, Florida since the school has started in operation for six years. He is the chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member; to establish, implement and evaluate procedures used to carry out the daily routine of the school. Since the opening, the School has doubled its enrollment reaching 600 students and shaping a waiting list in such a short time.

Under Dr. Tozoglu's leadership, the RCSA extended to Elementary School and K-12 campus; and the School will serve around 1100 elementary, middle and high school students for upcoming school year. The School has been awarded with the Start-up grant by the FLDOE. River City Science Academy has been awarded the grade of "A" from the Florida Department of

Education. The School is the first ever "A" graded charter school in the district's charter history. The School's Science Olympiad team received the first place two years in a row in the Regional Science Olympiad Competition, which was held in Lake City. In addition, the school has completed its accreditation process and accredited by SACS-CASI. Dr. Tozoglu has several publications and conference presentations. As a founding board member, Dr. Tozoglu has completed required governing training requirements. He regularly participates annual Florida and National Charter School Conferences. He is a member of Florida Charter School Consortium. He is very actively involved in and volunteered dissemination of best practices and replication of high quality charter schools.

Advisory Board Member: The Board will seek individuals from parents, and professionals for advisory. Michael Starzinski will share his expertise on management, administration, finance, and business expertise with the Board. He has extensive background in education and worked at FLDOE and other counties providing services and training to district personnel in transportation areas.

The resumes/CVs of the founding governing board members are available in "Appendix H - Resumes/CVs of the Governing Board Members".

9.H. Outline the methods that will be used for resolving disputes between parents and the school

Parents' grievance with the school will be addressed through a direct dialogue, which, if necessary, may involve a series of meetings and discussions. As a first step, the parent will make an appointment with the student's teacher to redress the issue. If results of the meeting with the teacher are not satisfactory, the parent will then make an arrangement to see the school administration. The parent will meet either assistant principal or principal. If the meeting with the principal does not assuage the parent's concerns, the issue will be communicated to the School Governing Board Chairperson in writing. The Chair will attempt to resolve the issue in person. However, if this resolution is unsatisfactory to the parent, this concern will further be taken to a scheduled Governing Board meeting. The parent can attend and articulate his/her concern to the Board.

10. Management

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

Principal of the school will be the core of the administration. The day-to-day management of the school will be the responsibility of the school principal. The principal must be an integral member of the learning community comprised of students, staff, and families. The principal must support shared decision-making, promote collaborative leadership, and require accountability from all parties. The Principal will hire instructional and non-instructional staff. The employees of the School hired by the Principal report to and are evaluated by the Principal or his/her designee.

The School's on-site administration consists of the Principal and Assistant Principal(s), and they receive assistance from the administrative support staff. The administration are responsible for instructional delivery, curriculum development, faculty and staff oversight, student-related issues, concerns and activities, parental involvement and assistance, community relations, to name a few. The administration will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School, and as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The administrative support staff (e.g. principal's secretary, etc.) will be responsible to assist the administration to carry out these procedures and serve as ambassadors, in their daily activities, maintaining positive interactions with students, teachers, and parents of the School.

Job descriptions of administrative positions and teachers can be found in Appendix B which is tentative Employee Handbook of The School, Section 2.8, page 131. Job descriptions may be modified by the Board.

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

The School governing board will actively search highly qualified leaders by placing advertisements on online job search platforms, charter schools network and newspaper(s). The job opening will also be posted on the school's website. A minimum of bachelor degree will be required. Administrative experience and leadership experience/certificate are desired especially in public/charter schools. The School Principal, will be interview and hired by the Board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board

will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

The Board will adopt a research based evaluation tool to evaluate the Principal annually.

10.C. Provide a staffing plan for each year of the charter term.

There will be an 18:1 student/teacher ratio in Grades K-3 and 22:1 in Grades 4-8, and 25:1 in Grades 9-12. All teachers will be certified in their area of instruction and will abide by all rules set forth by the School and BCPS. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public and charter schools.

The staffing plan and the School's projected operating budget, (Appendix D) will be adjusted in accordance with actual student enrollment numbers. Please see Appendix B for job description of each position. Below table outlines the staffing plan for each year of the term.

Staffing Plan					
Positions	Year 1	Year 2	Year 3	Year 4	Year 5
# of Students	400	640	850	1038	1200
Teachers including ESE and ESOL	25, FT	40, FT	62, FT	70, FT	76, FT
Counselor	1, FT	1, FT	1, FT	1, FT	1, FT
Nurse	1, PT	1, FT	1, FT	1, FT	1, FT
Media Specialist	-	1, FT	1, FT	1, FT	1, FT
Principal	1, FT	1, FT	1, FT	1, FT	1, FT
Assistant Principal	1, FT	1, FT	1, FT	1, FT	1, FT
Dean of Student	-	1, FT	1, FT	1, FT	1, FT
Secretary	1, FT	1, FT	1, FT	1, FT	1, FT
Data Clerk	-	1, FT	1, FT	1, FT	1, FT
Bookkeeper	1, FT	1, FT	1, FT	1, FT	1, FT
Food Service Workers	2, PT	2, PT	2, PT	2, PT	2, PT

FT= Fulltime
PT= Part-time

The School proposes that the above staffing plan will be appropriate for each year but recognizes that adjustments to this staffing model may be necessary to respond to changes in law, rule or other factors.

10.D. Explain school's plan for recruitment, selection, development.

Recruitment process will begin by advertising the positions for highly qualified administrators, teachers and school staff using the following ways after securing the school facility.

1. Placing classified ads in Broward, Miami-Dade, and West Palm Beach metro area major newspapers in paper and online
2. Posting the openings on Florida online teacher recruitment platform
3. Participating teacher job fairs in the Broward County and local colleges
4. Placing ads on online recruitment portals like www.career.com,
5. Word of mouth

The principal will hire certified teachers with a clear commitment and dedication to propelling high student achievement. If necessary, teacher recruiting strategies will include hiring bonuses, payment of fees associated with the DOE subject area exam (if required by the individual to gain certification), or payment of bonuses or incentives to teachers who complete highly qualified requirements. 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. Teachers' experience may affect the salary range, which would reward experienced teachers. After reviewing the qualifications of candidates, the appropriate number of qualified candidates will be narrowed down to be invited to interviews. The decision of employment is generally determined by these interviews. Furthermore, reference checks can be done such as making phone calls to former employers and other references. The job descriptions can be seen in Attachment B (Employee Handbook) section 2.8.

If the candidate is being accepted, s/he will be asked to complete paperwork, criminal check and fingerprinting. Employment will be offered by the school administrator who may revoke employment if the candidate fails to get criminal, drug, and other clearances in the application form. Once the clearance has been obtained, by the school administrator asks the candidate to complete employment agreement. The contract will include employment details such as duties, salary, start and end date of employment.

The following standards and potential strategies will be used to recruit, hire, train, and retain qualified staff:

- The teachers of the School will be certified as required by Chapter 1012, F.S. The school may employ skilled selected non-certified personnel to provide instructional services and to assist instructional staff members as educational professionals as permitted by Chapter 1012, F.S.

- All administrative staff will be hired to ensure relevant educational and experiential background and that they will share the school vision.

- The School will practice non-sectarian employment practices. The school will not employ an individual to provide instructional services if his/her certificate or license is suspended or revoked by this or any other state.

- The school will require fingerprints, and background checks of its employees as

required by the applicable law in section 1012.32 F.S. in the spirit of ensuring the safety of all students.

- The school holds the rights to require drug test from its employees if needed.

- The school will not violate the anti-discrimination provisions of the Florida Education Equity Act (section 1000.05, F.S.).

- The teachers will be encouraged to participate in opportunities for professional development in the district, at the local universities, and to maintain continuous certification. The principal will use the forms available at the Broward County Schools' Training and Development Office to observe and give feedback to the teachers. The school's library will support teacher professional development by subscribing to education-oriented journals.

- Similarly, the support staff will be hired from among individuals who share the school vision.

Certification requirements will be monitored via the Florida Department of Education's website and with the resources available from the District (Charter School Operations, District Certification Office, Student Information System, etc.).

Staff Development:
Before School starts, all teachers and staff will have preplanning training and an orientation about the School's Mission, Vision, Purpose and Goals. First year training will include school policies, procedures, curriculum and RtI. Because the School's focus is on Math and Science additional training will take place to expose staff to preferred strategies for instructional delivery including training from experts in the teaching of mathematics, science and reading. Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals. The School administration will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held 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. Faculty members will be requested to have a road map for their professional growth as a means to document and identify areas for personal targeted needs, including the identification of strategies for obtaining specified goals, and a timeframe in which it can occur. Self-evaluations will be done by all staff, as well. Observation of new and challenged teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. Mentoring program will be established for struggling and/or beginning teachers. The principal will ensure that professional development is an integral part of the school improvement process, following the Florida Formula for Effective and Powerful instruction: 3 Fs + 1 S + Data + PD = Effective and Powerful Instruction where the 3Fs are Frequency, Focus, and Format of instruction; 1 S is size of instructional group; plus data and Professional Development = Effective and Powerful Instruction.

11. Education Service Providers

This section is not applicable to The School at this time, since the school does not intend to enter into a contract with an ESP.

12. Employment

12.A. Explain the schools compensation plan, including whether staff will be publicly or privately employed.

The School will be a private employer, and will not participate in the Florida Retirement System. The School will implement performance based salary schedule and value added model which is part of the S.B. 736. The school also implement statewide teacher pay increase if the program still funded by Florida Legislators. The School will provide based upon its budget the following benefits like health insurance, life insurance, long term/short term disability insurance, dental and vision, and the option of using pre-tax income, etc.

12.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

A successful implementation of a school curriculum can only be accomplished with highly qualified professional educators and staff. The teachers of the School will be certified as required by Chapter 1012, F.S. and "highly qualified" standards by *No Child Left Behind* (NCLB).

Qualified personnel preferably experienced and infield will be sought in different parts of surrounding counties, states and a nationwide search respectively. The national online network and statewide portals such as TeachinFlorida.com, along with Broward, Miami-Dade, and West Palm Beach area major newspapers and online web sites, including *Sun-Sentinel*, *Miami Herald*, and *Palm Beach Post* job posting sites will be used for finding highly qualified personnel. Further, the principal will participate in teacher job fairs in the Broward County School District and visit local colleges to find and hire qualified personnel.

All administrators and the teachers of the school will possess the necessary knowledge, skills, personal characteristics required by and consistent with the vision of this charter school. For all its potential employees, the school will look for the individual's ability to work as a team member and the commitment and the enthusiasm to make the school successful in its mission.

The School reserves the right to discharge employees with or without cause provided that state and federal laws are not violated. The school will use thorough, consistent, and fair termination procedures. The School will seek to deal openly and directly with its employees and believes that good communication between the employees and management is critical to solving problems. Co-workers that have a problem with one another will be encouraged to resolve the problem themselves. If a resolution cannot be agreed upon, both employees will meet with the principal, who will work with the employees to determine a resolution. In these instances, the decision of the principal is final. Employees that have a problem with a supervisor should first go to the

supervisor and state the problem. If a resolution cannot be agreed upon, the employee should present his or her problem in writing to the principal. The decision of the principal will be final. The School's policy will be to attempt to deal constructively with employee performance problems and employee errors. The disciplinary process will be determined by The School administration in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the discipline applied to the employee may include oral or written warnings, probation, suspension without pay, or immediate discharge. Each situation will be considered in light of a variety of factors, including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Corrective action will be taken against an employee in response to a rule infraction or a violation of the school policies. Correction action will continue until the violation or infraction is corrected. Corrective action begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action is required, the employee may be put on probation, or have his or her employment terminated. The School considers some violations as grounds for immediate dismissal, including, but not limited to: insubordinate behavior, theft, destruction of company property, breach of the confidentiality agreement, untruthfulness about his or her personal background, drug or alcohol abuse, or threats of violence. Employees of the School who are absent for more than two consecutive days without notifying a direct supervisor are considered to have voluntarily abandoned their employment with the school. The effective date of termination will be the last day the employee reported for work.

The School does not have tenure or guaranteed employment. The employee or The School may terminate the employment at any time after giving notices, (employees 60 days and the school 30 days) with or without a reason. Termination may result from any of the following: (i) corrective action measures, which include infractions for violation of company policies, (ii) layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction, and (iii) involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

Full-time teacher salaries will depend on the individual's degree and years of teaching experience. Part-time employee salaries will be determined individually. The employees' benefits package will include medical insurance, with paid sick leave (up to 5 days). If employees do not use sick days, they may be able to cash unused sick days for $50 per day. Medical insurance is available for eligible employees and their qualified dependents. The School will offer $50,000 life insurance to full time employees.

The School requires that all employees report job-related accidents or injuries to a supervisor immediately, whether the accident occurred on or off the school premises. Failure to report an injury, regardless of how minor, could result in difficulty with the employee's claim. All workers' compensation claims will be paid directly to the employee, and the employee is expected to return to work immediately upon release by his or her doctor.

The governing board will hire a principal and the principal will hire and fire qualified individuals for staff and faculty positions on behalf of the governing board. The School will be an equal opportunity employer.

Teacher Professional Development training will be offered throughout the school year in a variety of forms. Selected teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held biweekly, 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. The principal will ensure that professional development is an integral part of the school improvement process, following the Florida Formula for Effective and Powerful instruction: 3 Fs + 1 S + Data + PD = Effective and Powerful Instruction where the 3Fs are Frequency, Focus, and Format of instruction; 1 S is size of instructional group; plus data and Professional Development = Effective and Powerful Instruction.

For more details please refer to "Appendix B - Employee Handbook".

13. Student Recruitment and Enrollment

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

The School will prepare public service announcements to inform general public for enrollment season and open house dates of the school. The announcements, flyers, brochures may be prepared in Spanish as well. Local radio, TV stations and a press release for dissemination of all the major print media in the Broward County will be used to reach parents. The School will conduct general information meetings/open house to educate prospective parents and students about the school vision, mission and curriculum. The school will utilize its website for public announcements and will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The School will also provide copies of its promotional materials and announcements to local community organizations and direct mail advertising to the area where its "targeted student" population resides, or that area within a four mile radius of the school.

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

The School will provide copies of its promotional materials and announcements to local community organizations to make sure that minority population are aware of the School and their eligibility to apply for enrollment. One of the goals of the charter school will be to reach these parents to inform them of the educational opportunities which are available for their children.

All applicants will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of Broward County, the school is expected to achieve demographic diversity reflective of the community it serves.

The school will be promoted and publicized reaching the entire community and to all of its racial/ethnic groups. By publicizing the school throughout Broward County, the racial/ethnic balance of the School is aimed to be similar to other area public schools. 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.

13.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 any students residing in Broward County who submits a timely application and are eligible to attend Broward County Public Schools. The School will admit students of any race, color, national origin, religion or gender. The school will have an enrollment season. The deadlines for applications, lottery date, and registrations and waiting-list enrollment will be publicly announced on school website and in the front office. During the lottery process, all applicants who applied by the deadline will have equal opportunity in the drawing. After the capacity is filled, a waiting list will be formed based on the application date and time.

As provided for in Florida's Charter School Legislation, the School will give enrollment priority to the following student populations:

- Students who are the sibling of a student enrolled in the charter school, and
- Students who are the children of an employee or board member of the charter school.

Students in these categories will be admitted automatically. If the applicants in the above priority groups exceed vacancies, a lottery will be held.

Any premature vacancies due to student withdrawals will be filled in the same way described above. Students may withdraw from the charter school at any time and enroll in another public school as determined by policy set by the School Board of Broward County, Florida.

A public lottery will be held before a committee that includes a public notary, an administrator, and a parent.

Table 3 – Tentative timetable for registration and admission of the students and the admission lottery.

Time	Task
January 1 - March 1	Announce information about the school's educational program, application procedure, and admission process through a number of sources, including: Local newspapers Lottery is held if the number of applicants is larger than the targeted number of students. Local radio stations Local public television Open Houses at the Charter School facility Direct mail to parents
February 1 - April 1	Applications are accepted. Review applications for completeness and eligibility of students (e.g. appropriate grade levels, non-district applications etc.).
April	Advise parents of the status of their application, student eligibility, date of lottery (if needed), and date of final notification. Lottery is held if the number of applicants is larger than the targeted number of students.

May	Registrations are completed for lottery winners (within two weeks).
June-July	Invitations are extended to students until all available slots are filled.

13.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 maintain a safe learning environment at all times. In order to provide criteria for addressing issues that will ensure the health, safety, and welfare of all students, school will implement student code of conduct attached in "Appendix C - The School Tentative Student and Parent Handbook" reserving the right to amendment as needed.

The Parents are required to read and understand the content of the handbook and to sign the parental contract in the handbook. 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.

Students are expected to read and discuss the Code of Conduct and Discipline Plan with their parents/guardians and indicate both understanding and acceptance of it by returning this contract as completed and signed.

Family Contract (Tentative Example)

Student's Name _____ Grade _____ Homeroom _____

I/we,_____, the parent(s)/guardian(s) of the above-named student, in consideration of the enrollment of my/our child in the Broward Math and Science Schools do hereby agree to the following:

- I will help the school to make learning a primary occupation for my child.
- I will supervise my child's homework to ensure that all assignments are on schedule.
- I will ensure that my child is dressed according to the dress code of the academy.
- I will meet with my child's teacher as requested.
- I will volunteer to spend some time to help the Governing Board to discuss the needs of the academy.
- I will encourage my child to participate in the school-organized volunteer community activities since these kinds of activities are an important part of learning experience.
- I understand that this contract is an agreement with all other parents in the school to support the faculty, staff, and the volunteers as they work to help my child be a productive member of the community.
- I understand that the Governing Board has the authority to suspend, recommend the student to the Broward County School Board to be expelled or withdraw from the academy if the student's behavior violates the Broward County Schools' Discipline Code and/or the parents, guardian or the mentor fails to take responsibility for the conduct of the student or fails to cooperate with the academy to help in correcting the student's behavior.

- I understand that the policy of the Broward Math and Science Schools is to promote students on academic performance.
- I will take responsibility for the behavior of my child in the school.
- I will keep the academy informed of a phone number and address given below where I can be reached during day and or evening time hours.
- I will send my child to school healthy, clean and prepared to learn.

Directions: After thoroughly reviewing this document, parent and student both must sign, date, and return this handbook agreement form to the student's homeroom teacher.

STUDENT

I, _____& _____ have thoroughly reviewed and agree to abide by each of the policies, procedures and expectations outlined in the Riverside Science, Inc. Student and Parent Handbook. I understand that failure to do so may result in me being recommended to School Board of Broward County for expulsion.

Signature (s): _____ Date: _____

PARENT (S)

I, _____ (and) _____, parent (s) of _____, have reviewed the Parent/Student Handbook with my child. I agree to support the Broward Math and Science Schools by volunteering at the school to the degree possible, communicating regularly with my child's teacher (s), and promoting positive educational practices at home with my child by providing ongoing supervision and guidance with homework and school related projects. Additionally, I agree to adhere to each of the policies, procedures and expectations outlined in the Broward Math and Science Schools Student and Parent Handbook and Family Contract.

Signature:_____ Date: _____

Address:_____

Home Phone: _____ Work: _____ Alt:_____

DO NOT MARK BELOW THIS LINE

Date Received: _____

Homeroom Teacher Signature: _____

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

Parental involvement in school matters is an integral and a required part of the philosophy and operation of the School. The School will establish a school organization that will include parents, teachers, students and the community members involved in the school. This organization will function to assist, suggest, recommend, inform, and consult in the preparation and implementation of the school's improvement plan. This organization will also elect the members to serve on the school advisory committee.

The following areas represent a sampling of parental involvement:

- Parents will be encouraged to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Programs will be set up and information will be shared with parents about how they can assist their own children to learn;
- Parents will be encouraged to become involved in instructional and support roles at the school and at home;
- Parents will serve on various committees such as the school beautification committee, academic enrichment committees, public relations committee, etc.;
- Through their membership in the School Advisory Committee, parents will participate in curriculum decisions and provide ideas for academic enrichment;
- Parents will attend parent conferences and "open houses" designed to keep communication and active involvement ongoing;
- Parents will be surveyed annually, using parent satisfaction or school climate surveys; and
- Parents' remarks, comments, and suggestions will be heard during regular board meetings.
- Lines of communication between the school's governing board or management team and parents will always be kept open.

The board recognizes and values the parents' rights to information concerning board actions, district policies, and the educational and business operations of the school. Individual board members will be encouraged to maintain contact with the general public and parents for the purpose of keeping the community informed and receiving input in regard to school policies, programs, and needs. Board members' and admin teams' contact information will be available whenever needed and publicized on the school website, and the principal will have an open door policy.

Parental involvement in education is complex and multifaceted. Joyce Epstein, an expert in this area, categorizes parental involvement into five types;

- Basic obligations of the parents, such as providing for their children's health and safety and creating a home environment that supports learning.
- Basic obligations of the schools, such as communicating with parents about school programs and their children's progress.
- Parental involvement at the school site, for example, by attending sports events and student performances, or by working as volunteers.

- Parental involvement in learning activities at home.
- Parental involvement in school governance and advocacy.

In the School, all five types of family involvement will be promoted whenever possible. For example, The School will organize meetings, seminars, and educational activities for parents in order to accomplish the goals mentioned in the second involvement type above.

To develop parental involvement and make it as productive as possible, the School will implement a variety of strategies. These will be classified as policy, organizational, personnel, teacher-specific, and parent-specific strategies.

The parents, guardians or mentors of each student attending the School will be asked to sign an School Family Contract which will ensure their awareness of the importance of the relationships between the family, the students, and the School for the success of the educational process.

The School Parents as Educators project will be put into practice. The goal of this project is to help parents enhance their children's learning at home. Whenever possible the following techniques will be utilized:

- Encourage parents to read to their children regularly or listen to their children read aloud;
- Suggest (and demonstrate) how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects;
- Lend books, workbooks, and other materials to parents;
- Ask parents to take their children to the public library; (Provide the necessary information about how to get there and how to get a library card, etc. as needed.)
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks;
- Ask parents to get their children to describe (in detail) what they did in school that day;
- Give an assignment that requires children to ask their parents questions;
- Ask parents to watch a specific television program with their children and discuss it afterwards;
- Suggest ways for parents to include their children in any of their own educationally enriching activities (these could be as commonplace as shopping for groceries, working on the car, taking care of the house, making minor repairs, working in the yard and garden, tending animals, and so forth);
- Suggest (and demonstrate in person whenever possible) games or group activities related to their child's schoolwork that either the parent and the child or the child and the siblings can participate in;
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on the children's school performance and behavior;
- Ask parents to come to The School and observe their child's class and eat lunch with their child's teacher;
- Provide a method (online, questionnaire, etc.) whereby parents can provide feedback about their child's progress;
- Provide parents with certain techniques for teaching, preparing materials, making learning materials, or correcting mistakes appropriately;

- Ask parents to sign and supervise homework to ensure its completion; and
- Ask parents to provide spelling practice, math drills, or other practice.

Faculty will be assigned to work closely with the parents using one-on-one settings and group activities. Working with the parents in this way will be the responsibility of each faculty member. The principal and/or the School board will supervise these activities. If concrete actions are taken on the part of the school personnel, the School will be a place where parents can expect a welcoming environment.

The School will undertake the following actions to improve effective communication and partnerships with parents:

- Attempt to exceed parents expectations at all times;
- Publish a clear policy welcoming parental involvement, publicize it, and post it at the school in an obvious place for all to see;
- Assign the staff so that at least one member knows each student well: how he or she is doing in all subjects, whether he or she is making friends, whether he or she is anxious, afraid of failing, and so forth;
- Sponsor parent-to-parent events, so that the parents can get to know one another and develop common standards for their children's behavior and social life;
- Provide a lobby and equip it with comfortable places to sit, a telephone, books about the needs of school age-children, and access to a copying machine; and
- Provide a contact person for parents whose primary language is not English and be sure that translators are involved in all parent-teacher interaction (as needed).

The School teachers must encourage parents to be intimately involved in their children's education. This requires an understanding on the teacher's part, of what it is like to be a parent. Teachers will attend seminars and meetings to achieve this goal. To build trust with parents, the School will use specific strategies. This will help involve parents in their children's education, including academics and the development of positive self-esteem. Strategies to be used will include:

- Accept parents for who they are and to not try to produce fundamental changes in them;
- Listen carefully and with empathy for the cognitive and emotional content of a parent's message;
- Focus on the parents' hopes, aspirations, concerns, and needs.
- Be available for the parents when needed, even if it creates inconvenience for the staff.

At The School we believe that keeping parents productively involved requires changing the major location of parental involvement from the school to the home, changing the major emphasis from general policies to specific skills, and shifting attention from the general population of students and the school staff to the individual child at home. This is why we value specific behavior and organizational skills rather than the traditional parents' day or teacher-parent conferences.

III. BUSINESS PLAN

14. Facilities

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

The school facility has already been acquired in the City of Margate. It is a 30,000 SF building. Please see a snapshot of the layout of space below. The original file is included in the CD with electronic copy of the proposal.

CORRIDOR RATING:
BEDROOM OCCUPANCY NOTE:
OCCUPANCY INFO:
SITE INFORMATION:
OVERALL FLOOR PLAN
SCOPE OF WORK
KEY PLAN
AREA 'A'
AREA 'B'
AREA 'C'
AREA 'D'
AREA 'E'
INTERIOR ALTERATIONS FOR
BROWARD MATH AND SCIENCE SCHOOLS
6501 NW 88ST STREET
MARGATE, FL. 33068
A-1.0

14.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

Currently the facility has certificate of occupancy as a public charter school building. However, before the occupancy start, all the permits including but not limited Health Permit, Fire Inspection and traffic study will be brought up to date. The facility related items in the pre-opening check list will be submitted to the Broward County Schools timely manner. Please find the CO for the building below.

CITY OF MARGATE
901 NW 66TH AVENUE
MARGATE FL 33063

CERTIFICATE OF OCCUPANCY

PERMANENT

Issue Date 8/23/12

Parcel Number 8124-09-0010
Property Address . . . 6101 NW 31ST ST
MARGATE FL 330637015
Subdivision Name . . . CRL PTE
Legal Description . . .
Property Zoning . . . . NOT APPLICABLE

Owner . . . . . DAI LLC

Contractor . . . . . BLUE OCEAN CONSTRUCTION, LLC
904 469-6010

Application number . . 12-00000809 000 000
Description of Work . . COMMERCIAL ADDITIONS, ALTERATIONS/CONV
Construction type . . . TYPE III-B
Occupancy type . . . . A-3 ASSEMBLY WORSHIP/REC
Flood Zone . . . . . .
Special conditions . .
CERTIFICATE OF OCCPANCY ISSUED TO BROWARD MATH & SCIENCE
FOR INTERIOR RENOVATIONS FOR CHARTER SCHOOL 30,000 SQ.FT
ASSEMBLY 3 OCCUPANCY TYPE 111 A CONSTRUCTION
FBC 2010 EDITION
THIS STRUCTURE HAS BEEN INSPECTED FOR COMPLIANCE WITH THE
REQUIREMENTS OF THIS CODE FOR THIS OCCUPANCY AND DIVISION
OF OCCUPANCY AND USE FOR WHICH THE PROPOSED OCCUPANCY IS
CLASSIFIED.

Approved . . . . . _____
Building Official

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

The actual enrollment of the school will be adjusted according to the building maximum capacity.

14.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.*

The current facility doesn't require any renovation other than fixing of normal wear and tear. Utilities and maintenance is budgeted in the budget section. The school is expecting to receive additional Capital Outlay Funds which will be applied to facilities-related cost in its 4th year of operation or earlier if the school obtains AdvancED accreditation within 3 years of operation. However, the capital outlay funds are not budgeted since the accreditation is not guaranteed.

14.E. Describe the back-up facilities plan.

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

The governing board will identify alternative facilities in case the one may fail. In case the school needs to utilize a back-up educational facility, the alternative building will also comply with the same safety standards, codes, and requirements as the permanent educational facility. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to locate short-term alternative facilities options at the earliest possible time. Any such alternate facility shall be suitable for school use, until such time as the School is able to open.

If the site is not acquired; N/A

15. Transportation

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

The School will have a transportation plan which will be consistent with the requirements of Sections 1002.20 (21), 1002.33(20)(c), and 1006.21, Florida Statutes. The governing board will work with the sponsor making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes). Reasonable distance is defined as the area located between two and four miles of distance when measured from a student's home to the nearest school property entrance. Transportation will be funded with a combination of funds allocated by the state for student transportation and funds allocated from the operating budget of the school. The design and implementation of a successful transportation plan will be dependent upon the actual location of the school and the home addresses of all students who are transported.

The School will work with the district for possible transportation services. Alternatively, surplus district busses may be utilized or the School may provide transportation through an agreement or contract with an approved private provider. The specific transportation plan will be finalized after a facility is secured and student enrollment is well underway.

In the case of parents provide the majority of students with transportation, the School will encourage carpooling and alternate means of transportation. However, the School will include a transportation survey with its registration materials to determine the number of children requiring school bus transportation. If enrolled students will require school bus transportation then the School will contract with a vendor or provide transportation using its own buses with appropriately trained and certified/licensed drivers.

ESE students that need transportation as stipulated in their IEP will receive appropriate accommodations. This includes assisting students in participating in public transportation services, and working with contract services.

16. Food Service

16.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 communicate with the Sponsor to see possibility of contracting food services with the district. The mean time the school will check approved private provider s (caterer) to prepare school breakfast and lunch meals. The School will make sure that every student in the school has access to food, and free/reduced lunch students are served according to their status. The School intents to work with Broward County Food and Nutrition Department to provide lunch and/or breakfast services and will participate in the National School Lunch Program (NSLP). http://www.fldoe.org/FNM/natlschoollunch/. The school will comply with Broward County Public School Wellness policy, 5314.

The school will sign a Food Service Agreement and will adhere to the food service attachments in order to participate in the District's National School Lunch Program.

- The School will contract with approved vendor or the Broward County Food and Nutrition Department to sponsor the program. The school will designate a sanitary and organized area.

- The District or approved vendor will provide food in compliance with the requirements of the National School Lunch program. The School will do the necessary paperwork to satisfy the expectations of the annual sanitary certification.

- At the time of enrollment, the school will hand out or mail copies of the free and reduced lunch application forms to the parents.

- The students from households with incomes that are less than or equal to the benchmark income levels for free or reduced meals will be provided meals in accordance with the National School Lunch program requirements.

- The students' families that satisfy direct certification (receiving food stamps or temporary aid to needy families –TANF) will not be required to fill out the application forms.

Students will be required to fill out new applications at the beginning of each school year; each eligible student will be qualified through the end of the first twenty days of the next school year. The School will implement a record-keeping system to monitor this program.

Meals will be provided in accordance with the National School Lunch and School Breakfast Programs. The School will adhere to all the reporting requirements and document the necessary

paperwork to meet the specifications of the annual sanitation certification. The School will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. Furthermore, the School will contact the DOE for all information on applying for the free/reduced lunch for eligible students. The School will process all necessary applications and enter the appropriate data into the system. Children from households with incomes of less than or equal to the income criteria may be eligible for free or reduced priced meals. The School will provide the National School Lunch and Breakfast Programs and will provide free and reduced priced meals for children unable to pay the full price.

17. Budget

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

Budget is based on 2013-2014 Revised FEFP Calculation, please see Appendix D,

A. 17.B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

The School will apply for a $25,000 planning and design Charter School Start-up Grant. If the grant is awarded, the grant will assist the School with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the Sponsor. In the event that the start-up grant is not awarded, the School's Governing Board will assist the school by providing a zero interest start-up loan.

February- June, 30 2014	
Revenue, Federal Grant	$25,000
Professional Service: Training and workshops for admin and Teachers; consultant services.	$3,700
Marketing and Advertising: To recruit students marketing plan will be development, school flyer will be printed and mailed to students, to hire faculty and staff advertisement will be placed in local newspapers and online.	$6,154
Administrator/Personnel with benefits: Salary for 3 months to prepare the school for opening, recruiting students and hiring faculty and staff, organizing professional training and program development, and overseeing facility development	$12,046
Professional Service for bookkeeping	$500
Board Training	$1300
Computer	$750

Office and Misc	$550
Total Expenses	**$25,000**

Please see Appendix D for details of the operating budget.

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

The school's budget forecast has been developed using a budget template that has the statistical revenue and expense data for charter schools. The revenue forecast is based upon data provided by the Florida Department of Education and the school district at informational meetings held by sponsors for new charter school applicants. The revenue forecast is conservative and includes WFTE revenue. Expenses are forecast using the budget template.

Revenues: The net updated FTE revenues per students for 2013--2014 were provided to the School in the workshop. It is known that DOE might change FTEs in each year. As seen from the budget the majority of the revenue comes from FEFP based on projected student numbers. The FTE calculation worksheet is also added to budget section. Estimated revenue from General funds comes from following items:

FEFP Basic Gross
Instructional Materials
Discretionary Lottery Funds
Class Size Reduction
Discretionary Local Effort
Before/After School Care

For Special revenue funds, the followings are included;

- Food Services,
- Capital Outlay Fund
- Implementation Grant (first 2 years; if awarded)

If the School is awarded the Start-up grant, the School is very well aware of the guidelines for allowable expenses under planning and implementation grant.
http://www.floridaschoolchoice.org/information/charter_schools/charter_general_Info_and_forms.asp

The revenue forecast is based upon data provided by the Florida Department of Education and the school district at informational meetings held by sponsors for new charter school applicants.

Number of ESE and ELL students was projected around %10 of the student population. At this moment it is really hard for us to know exact number of ESE and ELL students. Start-up planning grant, first year program design and second year implementation revenues were calculated based upon the information that provided by FL DOE. For lunch fees, it was assumed that 40 % of our student will be eligible for reduced and free lunch; and The School will participate National Schools Lunch Program. Average $0.25 loss per student is projected for lunches, since it's high likely that the reimbursement from DOE NSLP will not zero out the total lunch cost for each free and reduced lunch participant.
As can be seen in budget, as the number of students increases, the number of staff, the materials and supply as well as building size, etc. increases and reflected in the budget.

The major expense in the budget is allocated to Staff Salary and facility lease. Based on budget template each expenses are itemized as seen in the budget section. All the expense rates are based on the suggested numbers in the workshop.

Staff: A principal will be hired at a $65,000 base salary. There will be 2 assistant principal in the second year and after. The projection includes secretaries, bookkeeper, and counselor. The Staffing is based on the class size requirements rate. There will be an ESOL and ESE teacher in the first year and forward. The School will hire one guidance counselor and one reading coach, There will be a media specialist.

Teachers' Salary: The School determined an average teacher salary as $38,000 in the first year; then increases 1000. The total number of teachers is 25 including ESE and ESOL teachers. .

Benefits: Benefits are included based on the budget worksheet at 19% and include health insurance, FICA, unemployment taxes and workers compensation rates.

Instructional Cost & Classroom Supp.: Cost of instruction and classroom supply per student estimated at $40, which would include any testing materials.

Textbook: Cost of textbook per student is projected $175; second year $250; and third year $300 as we add upper grade levels.

Transportation: The Transportation will be contracted out with a district approved vendor. It is assumed that 40% of the School students would ride the bus. DOE reimbursement is estimated around 30% of the cost. The bus net cost is estimated around $600 per student yearly.

Food: 40% of students is expected to be eligible for free-reduced lunch; and 30% is expected to join paid lunch program. It is budgeted that the School would lose $0.25 per lunch since the reimbursement from NSLP would not cover the whole cost.

Office Supplies: $3000 is budgeted for office supplies.

Audit: An audit will be completed end of the first fiscal year and projected at $5000.
Payroll: The School intends to work with PayDay USA for the school's payroll.
Legal Services: The School will hire a legal consultant for reviewing contracts and other legal issues. $5,000 is budgeted for legal services.

Furniture & Computers: Each teacher classroom and staff offices and computer lab will have a computer. Total 60 computers budgeted and the cost of each desktop would be around $750.00. Furniture for admin offices and teacher stations will also be purchased under related categories. The School will work with the district's surplus to obtain office furniture and student desks. In the case of not finding, every item in the surpluses, the School has contingency for furniture.

Phone: Monthly phone and high-speed Internet bills will be paid under this category.

Facility Rent: $15 per square feet in the first year; then increases as the school grows. In addition, maintenance and cleaning services added to the budget for the facility.

Insurance: General liability and property insurances will be purchased for the school. Estimated cost is $15,000.

The annual and cumulative surplus will be saved as contingencies and emergency funds.

The School reserved budget for contracted services, such as speech, counseling, therapy, etc.

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

The governing board will be adopting an annual operational budget based upon the realistic enrollment numbers and expenses. The board will be reviewing monthly financial data in each governing board meetings and amending the budget with actual revenue and expenditures as needed. The board will have in place Fiscal Policies and Procedures in place to monitor over all the school's fiscal activities and the budget. The board will identify spending priorities and work with financial institutions to bring long term loans or line of credit to address revenue shortfalls due to lower than expected enrollment. The school will be hiring teachers and staff according to actual enrollment numbers. The board strongly believes that two major expenditures of a school's operation should be controlled and monitored which are lease amount of the school facility and salary of teachers and staff.

The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team. The School spending priority will be first on recruiting, hiring and retaining quality teachers, since quality instruction begins with quality instructors. The School recognizes that hiring highly qualified teachers and providing them continuous professional development are very important for students' success. Then, the followings: the purchase of quality and proven curriculum and assessment materials; professional development and teacher training activities; safe suitable school facility; comfortable and durable furniture and equipment; media and technology. The School also believes importance of physical quality of learning environment on education. Students should feel safe and secure while they are in the school.

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

The cash flow for the start-up period as follow. The details of the cash flow for each year are presented in the Appendix D, budget section.

	Feb	March	April	May	June	Total
Professional Service			1000	1000	17000	3700
Marketing and Advertising	3000		3154			6154
Admin with benefits; for three months			4015	4015	4015	12,046
Professional services for bookkeeping	100	100	100	100	100	500
Board Training				1300		1300
Computer	750					750
Office and Misc	150	100	100	100	100	550
Total						25,000

The School will apply for a $25,000 planning and design grant Charter School Start-up grant. If the grant is awarded, the funds will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor.

17.F. 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 governing board will develop a fund raising plan and actively work on it to reach the goals after the charter has been approved by Broward County School Board. Additionally, the principal and School Parent Volunteer Organization (PVO), similar to PTA, will work together to set fundraising activities in first year of the school. Examples of fundraising activities include Book Fairs, Yearbook Sales, Bake Sales, Parent Socials, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants, Gate Foundation and Walton Foundation. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board. Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and material donations that will promote the educational program from the benefit of the community.

18. Financial Management and Oversight

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

The Governing Board will adopt and maintain an annual operating budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school budget, which will include anticipated revenues and expenditures based on student enrollment. The Principal will manage the day to day operations and school finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Governing Board has the ultimate responsibility of overseeing and ensuring that the school's finances are managed properly. An experienced bookkeeper who is knowledgeable in QuickBooks will be hired to keep the records and prepared monthly and quarterly reports in accordance with standards and generally accepted accounting principles. Bookkeeper will work closely with the Principal. They will be responsible for recording, tracking and reporting all financial transactions such as; receivable/payable, payroll processing, employee benefits, bank record reconciliation, monthly & quarterly reports, Sponsor & DOE reporting, insurance requirements, audit preparation, and financial management. The board will make sure the financial resources are properly managed based on yearly approved annual budget. Financial data will be shared with the District regularly. The Governing Board of the School will review and monitor the financial statements of the School on a standard basis during regularly scheduled Board Meetings. The Principal will report to the Governing Board on the progress of the school budget and make recommendations and seek approval for large expenses.

According to the new rule, 6A-1.0081, the following provisions have been established to prescribe the format for a charter school monthly financial statement required by Sections 1002.33(9)(g) and 1002.34(11)(f), Florida Statutes, respectively, and to administer the requirements of Section 1002.345(4), Florida Statutes for Monthly financial statements;

A charter school shall provide a monthly financial statement to the sponsor in accordance with Sections 1002.33(9)(g) and 1002.34(11)(f), Florida Statutes, respectively, that contains the following information:

1. Projected enrollment for current school year upon which the school's budget is based.
2. Actual enrollment at time statement is submitted.
3. A balance sheet with assets, liabilities, and fund balances.
4. Year-to-date comparison of budgeted versus actual revenues and expenditures.
5. Notes to the monthly financial statement to include other information material to the monthly financial statement. Material is defined as when the magnitude of an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would have been changed or influenced by the omission or misstatement.

Monthly financial statements shall be formatted in accordance with the accounts and codes prescribed in the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools," which is adopted in Rule 6A-1.001, F.A.C.

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

The School shall establish financial procedures to further safeguard its finances. The Governing Board shall 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 of the School on during regularly scheduled Board Meetings.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

Internal control is defined as a process affected by an organization's structure, work and authority flows, people and management information systems, designed to help the organization accomplish specific goals or objectives. It is a means by the School's resources are directed, monitored, and measured. It plays an important role in preventing and detecting fraud and protecting the School's resources, both physical (e.g., machinery and property) and intangible (e.g., reputation or intellectual property such as trademarks). At the organizational level, internal control objectives relate to the reliability of financial reporting, timely feedback on the achievement of operational or strategic goals, and compliance with laws and regulations. All employees of the School are responsible for managing internal controls. The School Board and School Administration is specifically responsible for ensuring that internal controls are established, properly documented, and maintained in the school. The School, under the direction of the Board will establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Control Activities - Approvals

- Written policies and procedures
- Limits to authority
- Supporting documentation
- Question unusual items
- No "rubber stamps"
- No blank signed forms/checks

An important control activity is authorization/approval. Authorization is the delegation of authority; it may be general or specific. Giving the school principal permission to expend funds from an approved budget is an example of general authorization. Specific authorization relates to individual transactions; it requires the signature or electronic approval of a transaction by a

person with approval authority. Approval of a transaction means that the approver has reviewed the supporting documentation and is satisfied that the transaction is appropriate, accurate and complies with applicable laws, regulations, policies, and procedures. Approvers, the School principal or the Board should review supporting documentation, question unusual items, and make sure that necessary information is present to justify the transaction-before they sign it. Signing blank forms will never be allowed. Approval authority, the Principal and the Board may be linked to specific dollar levels. Transactions that exceed the specified dollar level would require approval at a higher level, the Board. Under no circumstance should an approver tell someone that they could sign the approver's name on behalf of the approver. Similarly, under no circumstance should an approver with electronic approval authority share his password with another person.

To ensure proper segregation of duties, the person initiating a transaction should not be the person who approves the transaction.

Control Activities - Reconciliations

- A reconciliation is a comparison of different sets of data to one another, identifying and investigating differences, AND taking corrective action, when necessary.
- For example, verifying charges in the general ledger to file copies of approved invoices.

Broadly defined, a reconciliation is a comparison of different sets of data to one another, identifying and investigating differences, and taking corrective action, when necessary, to resolve differences. Reconciling monthly financial reports from the QuickBooks (e.g., Statement of Accounts, Ledger Sheets, etc.) to file copies of supporting documentation is an example of reconciling one set of data to another. This control activity helps to ensure the accuracy and completeness of transactions that have been charged to the School. To ensure proper segregation of duties, the person who approves transactions or handles cash receipts should not be the person who performs the reconciliation. Reconciliation will be done by the School admin and/or the School Board member. The School Board will review all of the financial statements in each of their meetings. Another example of a reconciliation is comparing vacation and sick leave balances per departmental records to vacation and sick leave balances per the payroll system. A critical element of the reconciliation process is to resolve differences. It does no good to note differences and do nothing about it. Differences should be identified, investigated, and explained--corrective action must be taken by the Principal and the Board. If an expenditure is incorrectly charged to the School, then the approver, in daily operation the Principal, should request a correcting journal entry; the reconciler should ascertain that the correcting journal entry was posted. Reconciliations should be documented and approved by the School Board.

Control Activities - Reviews

- Budget to actual comparison
- Current to prior period comparison
- Performance indicators
- Follow-up on unexpected results or unusual items

Reviewing reports, statements, reconciliations, and other information by the Board and Administration is an important control activity; the school admin and the Board will review such

information for consistency and reasonableness. Reviews of performance provide a basis for detecting problems. The school admin and the Board will compare information about current performance to budgets, forecasts, prior periods or other benchmarks to measure the extent to which goals and objectives are being achieved and to identify unexpected results or unusual conditions which require follow-up. The Board and Administration review of reports, statements, reconciliations, and other information should be documented as well as the resolution of items noted for follow-up.

Control Activities – Asset Security

- Security of physical and intellectual assets
- Physical safeguards
- Perpetual records are maintained
- Periodic counts/physical inventories
- Compare counts to perpetual records
- Investigate/correct differences

Liquid assets, assets with alternative uses, dangerous assets, vital documents, critical systems, and confidential information must be safeguarded against unauthorized acquisition, use, or disposition. Typically, access controls are the best way to safeguard these assets.

The School for capital assets or significant inventories will establish perpetual inventory control over these items by recording purchases and issuances. Periodically, the items will be physically counted by a person who is independent of the purchase, authorization and asset custody functions, and the counts should be compared to balances per the perpetual records. Missing items will be investigated, resolved, and analyzed for possible control deficiencies; perpetual records should be adjusted to physical counts if missing items are not located.

Control Activities – Segregation of Duties

No one person should...

- Initiate the transaction
- Approve the transaction
- Record the transaction
- Reconcile balances
- Handle assets
- Review reports

At least two sets of eyes

Segregation of duties is critical to effective internal control; it reduces the risk of both erroneous and inappropriate actions. In general, the approval function, the accounting/reconciling function, and the asset custody function should be separated among employees, the accountant, admin and the Board. When these functions cannot be separated, due to small department size, a detailed supervisory review of related activities will be required as a compensating control activity. Segregation of duties is a deterrent to fraud because it requires collusion with another person to perpetrate a fraudulent act. Specific examples of segregation of duties are as follows:

- The person who requisitions the purchase of goods or services should not be the person who approves the purchase.
- The person who approves the purchase of goods or services should not be the person who reconciles the monthly financial reports.
- The person who approves the purchase of goods or services should not be able to obtain custody of checks.
- The person who maintains and reconciles the accounting records should not be able to obtain custody of checks.
- The person who opens the mail and prepares a listing of checks received should not be the person who makes the deposit.
- The person who opens the mail and prepares a listing of checks received should not be the person who maintains the accounts receivable records.

Monitoring

Monitoring is the assessment of internal control performance over time; it is accomplished by ongoing monitoring activities and by separate evaluations of internal control such as self-assessments, peer reviews, and internal audits. The Board will be overseeing the financial activities monitoring them closely. The purpose of monitoring is to determine whether internal control is adequately designed, properly executed, and effective. Internal control is effective if the school and interested stakeholders have reasonable assurance that:

- They understand the extent to which operations objectives are being achieved.
- Published financial statements are being prepared reliably.
- Applicable laws and regulations are being compiled.

Just as control activities help to ensure that actions to manage risks are carried out, monitoring helps to ensure that control activities and other planned actions to affect internal control are carried out properly and in a timely manner and that the end result is effective internal control. Separate evaluations, on the other hand, such as self-assessments and internal audits, are periodic evaluations of internal control components resulting in a formal report on internal control. Administration and Board role in the internal control system is critical to its effectiveness. The use of spot checks of transactions or basic sampling techniques can provide a reasonable level of confidence that the controls are functioning as intended.

Purchasing

The School will develop cost-effective and efficient purchase requirements in order to achieve full and open competition, meet delivery schedules, control inventory and material, and expedite purchases.

The School selects the most responsive and responsible vendor to provide required materials and services, and promotes competition in order to obtain fair and reasonable prices.

After approval of the annual budget, the School Principal reviews the School's needs to uncover patterns of orders, and opportunities for clustering orders, to achieve volume discounts. In preparing purchase requisitions, the School Principal or designee identifies minimum needs.

Processing Purchase Requisitions

1. Purchase Requisitions are forwarded to the School Administrative Assistant or Receptionist. The School Administrative Assistant or Receptionist prepares a spreadsheet by vendor for the items requisitioned.
2. The Purchase Requisitions includes the following:
   (i) A description of items ordered
   (ii) A cost estimate
   (iii) The required delivery information
   (iv) A statement of the nature and purpose of the procurement
3. Purchase Requisitions are approved by the School Principal, after review of the remaining budget.
4. The Administrative Assistant presents Purchase Requisitions to the School Principal for review and approval.
5. Approved Purchase Requisitions are forwarded to the School Bookkeeper or School Principal.

Processing Purchase Orders

1. A Purchase Order is prepared by the School Principal or approves the information that was input by the Bookkeeper.
2. Before a Purchase Order is sent to a supplier, it is reviewed by the School Principal for accuracy of the dates, account coding, quantities listed, and arithmetic extensions.
3. Purchase Orders are approved by the School Principal.
4. Two copies of the Purchase Order are prepared. One copy is forwarded to the vendor, and the other copy is filed alphabetically by vendor in the business office and entered in the Purchase Order Log by pre-assigned number to track outstanding commitments.

In all purchases, the school will use the State Sales Tax exempt form, which is currently in place.

The School may not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the School or members of its management, unless the private benefit is considered merely incidental. The School will follow Florida statute of Director conflicts of interest (607.0832) (http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=conflict+of+interest&URL=CH0607/Sec0832.HTM) conflict of interest laws and disclosures which restrict public officials and employees from taking advantage of their position to gain improper benefits for themselves, relatives, their associates, or their friends. The law also restricts board members from voting on matters affecting their financial interest and limits the circumstances under which they can receive anything of value because of their official position. A board member may not vote or enter into any discussion if one of the following groups will receive financial benefit:

A. The Trustee, his/her immediate family, or his/her business partner;
B. A business organization in which the Trustee is serving as an officer, director, trustee, partner or employee; or

C. Any person or organization with which the Trustee is negotiating or has any arrangement concerning prospective employment.(Florida Statute of Restriction on employment of relatives 112.3135) (http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=employment+of+relative&URL=CH0112/Sec3135.HTM)

The private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the school and an affiliated or unaffiliated organization or a private or related individual.

B. Lending of money or other extension of credit between the school and an affiliated organization (excluding component units) or unaffiliated organization or a private or related individual.

C. Furnishing of goods, services or facilities between the school and an affiliated organization (excluding component units) or unaffiliated organization or a private or related individual.

D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the school to an affiliated or unaffiliated organization or a private or related individual.

E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the school.

Thus, the School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother in law, sister-in-law and brother-in-law of a board member or school employee.

The School follows the policy of capitalizing all fixed assets purchased greater than $750 per unit. The School will inventory, register, and tag all tangible personal property purchased with public funds and implement a fixed asset management system recording such inventory as registered and tagged. The school will develop guidelines for the inclusion and exclusion of items from the fixed asset inventory system and identify the district the person responsible for maintaining the fixed asset inventory system. Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software. The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.

2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the School Principal.

Depreciation

Procedures

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, depreciation expense must be recorded in the general ledger at the end of each year. The School will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Useful life or life of lease, whichever is less
Building Improvements	20 years
Building	40 years

To ensure that all recorded assets exist and are in use;

(i) All property and equipment is tagged when received.

(ii) Physical inventories are performed bi-annually.

(iii) Differences between physical inventories and amounts recorded in the control account are analyzed and reconciled monthly.

Disposal of Property & Equipment

To ensure that assets no longer in use are disposed of in accordance with existing policies.

(i) Use of fixed asset disposal authorization forms.

(ii) Disposal or transfer of fixed assets only with proper authorization.

(ii) Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

Procedures

1. A determination is made by the School personnel as to the usefulness of a fixed asset.
2. An Asset Disposal Form, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the School Principal.
3. The Asset Disposal Form is reviewed and signed by the School Principal.
4. A copy of the Asset Disposal Form is routed to the School Principal, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the general ledger. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is recorded in the general ledger.

All depreciation related to the maintaining of these assets will be calculated by the database. At least annually, a physical inventory of the School will be performed by the Board and Principal. All requests for removal of surplus property, deletions and discards must be approved by the Principal and the Board. In no case should equipment be removed or discarded without prior authorization from the Principal.

The School Principal is responsible for the monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget. All approved employment contracts, which will be approved by the Board, and other required employee data is entered into the payroll system. A payroll company (i.e. Payday or ADP) will do the payroll, provide personnel benefits and payroll tax services.

The Board will review all the financials in each Board meeting and approve it. The Board will hold Principal accountable for implementing accounting, bookkeeping, payroll, auditing, and financial management functions. Bookkeepers will be accountable to perform payroll and accounts payable as well as other accounting duties with control of Principal. The School will have a contract with an external payroll company for the payroll. The School bookkeeper will provide approved information by the principal to the payroll company.

Audit

Fiscal year will start July 1st of current year through June 30th of the following year. The School Board contracts annually with a qualified independent certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A-133. The selected audit firm must be familiar with these standards, related Florida State and Charter School regulations, in order to properly conduct the audit engagement.
The qualifications for the Auditor will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board in carrying out its responsibility to assure that its financial resources are properly managed.

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 auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered.

If the auditor determines that a deteriorating financial condition as defined by Section 1002.345(1) (a)3., Florida Statutes, exists based on an annual audit performed pursuant to Section 218.39, Florida Statutes, the auditor shall notify each member of the charter school governing board in accordance with Section 218.39(5), Florida Statutes. Upon receipt of

notification, the governing board shall notify the sponsor of the deteriorating financial condition in writing within seven (7) business days.
(b) Upon determination under subparagraph (2)(a)1., of this rule or receipt of notification under subparagraph (2)(a)2., of this rule that a deteriorating financial condition exists, the sponsor shall notify the governing board of an expedited review, and both parties shall develop a corrective action plan pursuant to Section 1002.345(1)(c), Florida Statutes.
The corrective action plan shall include the following components:

- A statement of the condition in Section 1002.345(1), Florida Statutes that initiated the development of a corrective action plan. If the corrective action plan is required due to a deteriorating financial condition, the plan must include the three (3) most recent monthly financial statements submitted to the sponsor pursuant to subsection (1) of this rule and the most recent annual financial audit.
- A description of actions that will be taken to resolve the condition, including a timeline.
- A summary of the governing board's procedures for monitoring implementation of the plan.
- A schedule for the governing board to provide progress reports to the sponsor.
- Any additional components deemed necessary and agreed upon by the charter school governing board and the sponsor.

Financial Reporting

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. In addition, the School will provide the Sponsor with reports showing balance sheet, income statements, bank reconciliations, and the like as agreed to and provided in the Charter.

The board will make sure the financial resources are properly managed based on yearly approved annual budget. Financial data will be shared with the District regularly. The Governing Board of the School will review and monitor the financial statements of the School on a standard basis during regularly scheduled Board Meetings. The Principal will report to the Governing Board on the progress of the school budget and make recommendations and seek approval for large expenses.

According to the new rule, 6A-1.0081, the following provisions have been established to prescribe the format for a charter school monthly financial statement required by Sections 1002.33(9)(g) and 1002.34(11)(f), Florida Statutes, respectively, and to administer the requirements of Section 1002.345(4), Florida Statutes for Monthly financial statements;

A charter school shall provide a monthly financial statement to the sponsor in accordance with Sections 1002.33(9)(g) and 1002.34(11)(f), Florida Statutes, respectively, that contains the following information:

1. Projected enrollment for current school year upon which the school's budget is based.
2. Actual enrollment at time statement is submitted.
3. A balance sheet with assets, liabilities, and fund balances.
4. Year-to-date comparison of budgeted versus actual revenues and expenditures.

5. Notes to the monthly financial statement to include other information material to the monthly financial statement. Material is defined as when the magnitude of an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would have been changed or influenced by the omission or misstatement.

Monthly financial statements shall be formatted in accordance with the accounts and codes prescribed in the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools," which is adopted in Rule 6A-1.001, F.A.C.

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

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. Accounting and maintaining will be in accordance with Governmental Accounting and Financial Reporting Standards using the "Redbook." The financial reports and records will reflect the Governmental Accounting Standards Board (GASB) Statement 34 guidelines, applicable for state and local governments and their units. These reports will contain reports showing in detail the revenues, expenditures, and changes in the fund balance. The statements will be prepared based on Generally Accepted Accounting Principles and will abide by the conventions of Financial and Program Cost Accounting and Reporting for Florida Schools, Rule 6A-1.087, Florida Administrative Code (the Redbook).

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

The School will maintain the students' and financial records in accordance with Chapter 119 of the Florida Statutes. The files containing cumulative folders on students enrolled in a public school will be the principal's responsibility and will be housed in a location where they are secure from general scrutiny, in locked file cabinets or a locked location, and, so far as possible, secured from fire and vandalism, but where they are accessible to authorized school personnel. The school will be responsible for the privacy and security of all student records maintained in the school. A permanent cumulative record shall be maintained for each student who is enrolled in the School in accordance with State Board of Education Rule 6A-1.0955, Florida Statutes and the Family Rights and Privacy Act of 1974. The principal or designee will provide directions for instructional personnel on record maintenance and access to information pursuant to Federal Laws, Florida Statutes, State Board of Education Rules, and District guidelines.

Financial Record Retention and Disposal

A. Records are maintained for the following minimum periods:
   1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained for five years after the original entry date.

B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods:
   1. For five years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
      a) If any litigation, claim, or audit is started before the expiration of the 5-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
      b) Records for real property and equipment acquired with Federal funds shall be retained for 5 years after final disposition.
   2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

C. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.

D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for five years from the end of the fiscal year in which the records were originally prepared.

E. All financial records are maintained in chronological order, organized by fiscal year.

F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the School Principal listing the record or the class of records disposed of. The Board certifies this memorandum of records disposal.

18.E. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officers' liability coverage.

The Governing Board will ensure that the School purchases all required insurance coverage with mention minimum limits in the Charter contract with Broward County School Board. Below converges are only example, actual limits will be adjusted according to the district charter contract.

- **School Leaders Errors and Omission Insurance**: 1 million dollars per claim/annual aggregate will be obtained for the purposes of maintaining this insurance.

- **Commercial General Liability Insurance**: The School will maintain the minimum limits (inclusive of any amounts provided by an umbrella or excess policy) of one million dollars ($1,000,000) per occurrence/two million dollars ($2,000,000) annual aggregate.

- **Automobile Liability Insurance**: The School will purchase and keep Automobile Liability Insurance. This insurance will be in line with the minimum limits of one million dollars ($1,000,000) per occurrence. If subject to an annual aggregate, it will procure three million dollars ($3,000,000) annual aggregate.

- **Workers' Compensation/Employers' Liability**: The School will also obtain and maintain Workers' Compensation/Employers' Liability Insurance. This insurance will cover the school and to the extent that its subcontractors and sub-subcontractors are not otherwise insured, also its subcontractors and sub-subcontractors, for the liability covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Worker's Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal or state law. The minimum amount of coverage for those coverage customarily insured under Part Two of the Standard Workers' Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) shall be One Million Dollars ($1,000,000) per occurrence/Two Million Dollars ($2,000,000) annual aggregate.

- **Property Insurance**: The School's property, including but not limited to its furniture and equipment, will be insured with the appropriate coverage that matches these items' market value.

- **Any additional insurance** that is required by the Broward County Schools Board, including but not limited to the **Crime Coverage**, will be timely obtained with the necessary minimal limits.

The estimated insurance figures are reflected in the proposed budget. Authorized by subsisting certificates of authority by the Department of Insurance of the State of Florida, or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best's Rating of "A+" or better and a Financial Size Category of "VI" or better, according to A.M. Best Company within the last 30 days of certificate issuance.

19. Action Plan

The School is proposed to have an initial 5-year term, starting from 2014-15 school year. If the school does not start its operations in 2014 due to for any unforeseen reasons or any other reason, the five-year term will start from the year that the school starts operation.
The timetable for the charter opening will be implemented broadly as indicated in Table 7.

Table 4 - Timetable for school startup

Time	Task	Responsible Party
August 1st, 2013	Submit charter application	Riverside Science, Inc. Board
October –November 2013	Application approved	Broward County School District
January - February 2014	Contract negotiations with Broward County Public Schools	Riverside Science, Inc. Board and Broward County School District
October 2013 – January 2014	Identifying and securing facility- Obtain permits for pre-opening check list	Riverside Science, Inc. Board
January 2014	Approval of contract	Broward County School District
February – July 2014	Marketing and Student recruitment	The School
February - March 2014	Initial registration period	The School
April 2014	Hold lottery, if number of applicants exceeds capacity and student enrollment	The School
March - August 2014	Preparing the school to comply with physical and administrative regulations	The School
March – July 2014	Recruiting and hiring staff. Governing Board training and Policy Adoption by the Board.	The School
On or Before August 1, 2014	Teacher fingerprinting, drug-testing (if required), and background checks completed	The School
June – August 2014	Staff trainings	The School
A week before School Starts August 2014	Student and parent orientation for officially enrolled students	The School
August 2014	The School opens its doors Classes commence as per District calendar	The School

The staff at the School will be aware of the potential emergency risks, which include but are not limited to medical, fire, hazardous weather, security and other unanticipated events. Even though these occurrences cannot be predicted, a general plan is outlined below to ensure security and well-being of the School students and staff.

The School recognizes that the school staffs are the first respondents to any emergency situation. The School teachers would, therefore, handle minor cases of unexpected occurrences in their classrooms. However, in the event of more serious encounters, the School administration may seek an outside help. To plan and coordinate the onsite emergency preparedness plan, the School principal will designate an Emergency Coordinator, who would advise the principal on the emergency preparedness, preside over the School Emergency Team, designate the relevant duties to the member of the emergency team, ensure the emergency-related equipment is in the functional condition, and serve as a liaison with the local emergency-related agencies.

In addition to the School Emergency Coordinator, the School will also designate the Emergency Team, which would consist of the school administration, Governing Board members, teachers, other school employees, parents and potentially local law enforcement officers, the representatives of ambulance and other emergency-related agencies in the area, the School Emergency Team will be responsible for devising specific policies regarding safety of the school students and staff, educating the school's attendees about emergency-related risks, and revising emergency plans.

The School Emergency Team will be the primary school body that plans preventive measures related to potential hazards. It will assess the inventory capability of the school's preparedness and make recommendations to the school administration in that regard. Further, the Team will identify preventive actions that reduce the risk of hazard and determine and monitor potentially hazardous events and objects. The School administration, other school staff in conjunction with the school Emergency Team will also increase the efficiency of communication with students and parents regarding emergency-related situations. As a part of this effort, two-way radio devices will be supplied to the school personnel who are expected to carry them at all times. This will ensure the timely warnings, which could promptly be transmitted to students and staff.

The School will be responsible for regularly arranging and conducting emergency related training and practice. This training and drills may include, but are not limited to lockdown procedures, general evacuation plans, emergency dismissal and school cancellation plans, identification of shelters and assembly sites.

For addition information regarding emergency preparedness please refer to Appendix G.

III. 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 Broward Math and Science School 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 Ferhat ERKAN (name), President (title) to sign as the legal correspondent for the school.



Signature

August 1, 2013

Date

Ferhat ERKAN

Printed Name

Appendices

Appendix A - Instructional Methods and Techniques

Exemplary Computer-enhanced Support

Computers will play an important role in the school. All teachers will be encouraged to integrate computers into the classroom. Technology assessment reports indicate that computers have often been used by teachers as a replacement for existing tools, such as books and chalkboards, or the only instructional medium to teach rather than an alternative medium through which different tasks might be performed and different objectives might be achieved. From this perspective, the insufficient computer-based applications drive the curriculum in the classroom.

However, in the designing alternative school systems, the vision of classroom instruction should be changed and computers should play an important role in this change process. It is our perception that computers have to be integrated into curriculum; namely, the curriculum should drive technology usage.

In the School, the computer technology will become a prominent part of the classroom; the teacher will no longer serve as the sole expert with absolute mastery and control of content knowledge and instructional procedures. Instead, with the help of the computer, learning will become more interactive with responsibility shared among teachers and students. The teachers no longer function solely as transmitters of content knowledge. Instead, they become facilitators of learning. Students play a more active role in their own learning.
Thinking differently from many other schools, the School will look at the technology integration from a broader perspective and promote the use of computers in the classroom whenever and however it is appropriate and efficient. More specifically, through our exemplary computer integration we will achieve the following:
Students in the School will use computers to design their own products. Schools have to generate creative people. Students in the School will use the capabilities of computers, such as word-processing, database, spreadsheets, presentation and graphic software, to create high quality homework and class work, so that they will be able to better accomplish tasks and express their ideas with different illustrations and demonstrations to teachers as well as their classmates.
Students in the School will explore instructional programs on their own. In our opinion, a teacher should not be the only information source in the classroom. Today there are many interactive computer software programs very well designed to teach the same objectives the School wants to teach. Our students will use and explore appropriate instructional software programs in or out of the classroom to expand their knowledge and skills and have a better grasp on the objectives in specific areas or topics.
Teachers in the School will teach ideas or skills directly from computers. We consider the computer as an educational tool that should be used in the classroom whenever and wherever it fits in the curriculum. Appropriate teachers will use a computer's unique features to combine different mediums, such as sound, animation, color picture, interactivity etc., in one environment so that they will create presentations that are visually appealing to students and capable of illustrating ideas, knowledge and skills from different perspectives.

Teachers in the School will employ computers to create an alternative teaching environment in the classrooms. A traditional classroom where a teacher gives lectures and students passively listen to the teacher is not responding to the need of modern and hi-tech society any more. Learning should be active and student-centered, that is, students should actively take a part in the learning process and perform classroom activities by themselves rather than sitting and listening. Also, teachers should be mentoring and coaching students to direct and help them find and use information they need to gain necessary objectives. The computer is a unique tool that helps teachers design and implement student-centered applications that keep the students active in the learning process.

Teachers in the School will tailor curriculum to students' individual needs through computers. It is known that not all students in the same classroom are equal. For effective instruction teachers should generate different instructional approaches to different student groups. Using the unique features of computers, teachers in the School will design and implement individualized instructions that eliminate the personal differences among the students for quality instruction.

Teachers in the School will use computers to create simulations of real life applications. Learning transfer is a critical issue in education. Most of the time students learn abstract knowledge in classroom and are not able to use it in the practical life. Our teachers will employ computers to design and use real life simulation programs that help students apply their knowledge and skills to deal with realistic problems.

Students in the School will develop critical or higher-order thinking skills using computers. The foundation of scientific information is critical thinking, which is collecting data about a problem, analyzing it, considering alternative solutions and applying the most effective solution. Computers are excellent tools to perform the aforementioned tasks to gain the higher-order thinking skill. Our students will learn and apply appropriate computational techniques to collect and analyze data to deal with problems, so that they will be able to produce scientific information.

Project-Based Instruction

Project-based learning is an instructional approach to engage students in sustained, cooperative investigation. Within its framework students collaborate, working together to make sense of what is going on. Additionally, project-based instruction emphasizes students' own artifact construction to represent what is being learned.

In project-based instruction, students pursue solutions to nontrivial problems by

- Asking and refining questions
- Debating ideas
- Making predictions
- Designing plans and/or experiments
- Collecting and analyzing data
- Drawing conclusions
- Communicating their ideas and findings to others
- Asking new questions
- Creating artifacts.

Projects can serve as bridges between phenomena in the classroom and real-life experiences. Questions and answers that arise in daily enterprise are given value and are proven open to systematic inquiry. Three important features of project-based learning are as follows:

- Project-based education requires active engagement of students' effort over an extended period of time.
- Project-based learning also promotes links among subject matter disciplines and presents an expanded, rather than narrow, view of subject matter.
- Projects are adaptable to different types of learners and learning situations.

There are two essential components of projects:

- A driving question or problem that serves to organize and drive activities, which taken as a whole amount to a meaningful project
- Culminating product(s) or multiple representations as a series of artifacts, personal communication, or consequential task that meaningfully addresses the driving question.

The School will facilitate project-based instruction in the classroom with:

- A "driving question" that is anchored in a real-world problem and ideally uses multiple content areas.
- Opportunities for students to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways
- Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the "learning community"
- The use of cognitive tools in learning environments that support students in the representation of their ideas: cognitive tools such as computer-based laboratories, hypermedia, graphing applications, and telecommunications.

Interdisciplinary Learning:

Students in the School will prepare projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers will make cooperative lesson plans and student products will consist of material covered in different subjects.

Alternative Assessments:

Alternative forms of assessments provide more complete information about what students have learned and are able to do with their knowledge, and to provide more detailed and timely feedback to students about the quality of their learning than traditional multiple choice tests. Using alternative assessment the School faculty will be able to capture how students think, reason, and apply their learning, rather than merely having students "tell" the teacher what they have remembered or show that they can perform a task or carry out a specific procedure correctly. Some of these alternative methods - portfolio assessment, authentic assessment, and performance assessment - are described below:

- Portfolio assessment: The collection and evaluation of a carefully chosen selection of students' work. The number and types of selections included in a portfolio may vary, but

are typically agreed upon by the teacher and student for the purpose of representing what that student has learned.

- Authentic assessment: A method of obtaining information about students' understanding in a context that reflects realistic situations, and that challenges students to use what they have learned in class in an authentic context.
- Performance assessment: Presenting students with a task, project, or investigation, and then evaluating the products to assess what students actually know and can do.

Contextual Learning (Real-life Context)

According to constructivist learning theory, learning occurs when students process new information or knowledge in such a way that it makes sense to them in their frame of reference. This approach to learning and teaching assumes that the mind naturally seeks meaning in context where the person is located and that makes sense and appears useful. In contextual learning students carry out activities and solve problems in a way that reflects the nature of such tasks in the real world.

Because knowledge is better transferred when it is embedded in a more general understanding of its entire structure and contextualized into the content familiar to the learner, The School will rethink curriculum and instruction under the light of contextual learning. Whenever appropriate, the School will modify traditional methods and disciplines to teach material in meaningful contexts. More specifically in designing real-life context in the School classrooms:

- Artificial distinctions between actual applications and academic studies will be eliminated.
- Students will be provided with hands-on experiences in which they learn about and participate in workplaces.
- New teaching strategies and instructional principles will be designed and implemented based on the notion that teacher is no longer the presenter of information and the textbook is not the only information sources in the classroom.

The instructional principles can be articulated as follow (but not limited to those):

- anchor all learning activities to a larger task,
- support the learner in developing ownership of the task,
- design an authentic task,
- design the task to reflect the complexity of the environment the learner will face,
- support and challenge the learner's thinking,
- encourage testing ideas against alternative views and alternative contexts, and
- provide opportunity for reflection on the content learned and the learning process.

Direct Instruction

Direct instruction, the classical teaching method, is based on the notion that learning can be facilitated through clear instructional presentations that rule out likely misinterpretations and facilitate generalizations. As a teaching strategy, it is a systematic and highly structured instructional process that focuses on teaching and practicing basic skills and knowledge to prepare students to advance to higher-order skills. Some key components of this process are

scripted lesson plan that is evaluated and revised, curriculum designed to build new skills on previous learned ones and group sessions where teacher and students interact.

It is our empirical finding that through direct instruction, students learn and master information at the knowledge level, rather than the application level, in an extremely efficient and very cost-effective manner. Under the light of this finding, The School will adopt an effective direct instruction module to teach students introductory and fundamental skills and knowledge. More specifically, our one unit direct instruction module will involve the following activities:

i)-Motivating Learners: Gaining learners' attention and maintaining that attention throughout the lesson.

- Arousing learners' curiosity (showing interesting graphs, video clip, music, or sounds, etc.)
- Making instruction relevant to learners' interest (relating instruction to events going on in the learners' lives, experiences)
- Entertaining learners (incorporating humor in to the lesson, using game-like activities, setting up simulated version of real life events)
- Getting learners to be involved actively in the lesson (asking questions, requiring learners to solve problems, small group activities)
- Arranging conditions for students success (asking questions and presenting problems that are at the right level of difficulty)
- Being enthusiastic
- Providing learners with rewards that may be tangible or intangible (snacks, tokens, praise, etc.)

ii)-Informing Students of Objectives: Telling learners what they are about to learn.

- Listing components of objectives
- Describing outcomes of instruction
- Giving examples of what the learners will be able to do

iii)-Helping Students Recall Prerequisites: Helping students retrieve memories that are necessary or helpful in achieving new objectives and make sense of new information to relate it to something they already know or something already experienced.

- Relating new knowledge and skills to knowledge and skills that have already been learned
- Reminding learners of the necessary prerequisite knowledge and skills
- Asking students to recall the prerequisite knowledge
- Asking students to demonstrate the prerequisite knowledge
- Providing special instruction for learners that have lack of the prerequisites in order to make them ready like the rest of their classmates.

iv)-Presenting Information and Examples: Stating, describing and explaining information those learners will be learning, presenting relevant examples.

- Informing rule or rules and conditions of the problems
- Providing learners with a verbal or visual description of process
- Arranging conditions so that learners are able to discover information for themselves
- Guiding students to information and directing and correcting as necessary

- Giving examples so that learners can see how they can use the information

v)-Providing Practice and Feedback: Giving learners adequate, relevant practice and corrective feedback.

- Providing appropriate practice exercises
- Providing learners with informative feedback

vi)-Summarizing Lesson: End lesson with some type of summary to bring closure to the lesson.

- Ending a lesson some type of summary
- Restating in simple terms the lesson objectives
- A brief review of the skills that were taught during the lesson
- Having learners summarize what they learned
- Having learners apply what they learned in order to solve a final problem or question

Higher Order Thinking

With the emphasis on accountability and increased student achievement, educators, parents, and legislators have been considering more about how we want our teachers to teach our students to think. As children move from elementary to middle to high school, the ability to think in more than one way becomes more and more important.

Higher Order Thinking is thinking on a higher level. It is more than memorizing facts or telling something back to someone exactly the way it was told to you. We must understand information, connect them to each other, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems.

Higher-Order Thinking Skills can be articulated as follow:

- It is the way you solve problems, process information, perceive information, encode information for storage, then retrieve the information and then how you decided what to do with that information. (cognitive strategies)
- It is the way you monitor understanding and comprehension, evaluate progress towards one's goals, decide the effectiveness and efficiency of solutions strategies and modify the approach to problem solving. It has a lot to do with knowing how you think about things. To make these decisions one would have to know about different types of strategies and the tasks to do them.
- It is to know how to construct knowledge. What is your schema? Or, what do you already know about this topic of study? What are the previously acquired ideas and relationships organized in your memory?

The School will use the following strategies to teach higher-order thinking skills:
Teach students how to learn, how they learn themselves, and how others learn and can learn from them.

- Challenge student to use a number of different approaches to solving real problems.
- Link information new to students to already learned information
- Give support, reinforcement as students try new approaches to problems.
- Give complex tasks to students so they will be forced to consider multiple tasks.

- Offer models of how to solve problems and plan out loud with them.
- Give feedback about how to think or operate differently to solve the problem.
- Help students plan their approach to solving problems.
- Give students reasons to engage in higher-order-learning.
- Allow students to peer monitor, peer tutor and peer evaluate solutions using a rubric, which they understand and commit to.
- Compile information about solutions, and about important problems that our society and our world face, from a variety of sources for students.
- Explain to students how to make decisions based on organization and interpretation of data.
- Explain to students how to create and present original works through writing, graphics and performance by analyzing information and making evaluations, supported by well-reasoned arguments.

Scientific Reasoning Skills:

The Scientific Reasoning Skills will be utilized at the school. We believe that children learn science best when the content is developmentally appropriate. For this reason, STC program has been chosen as a science curriculum, which is structured on the basis of a sequence of scientific-reasoning skills. This sequence begins in grade 1, where students focus on observing, measuring, and identifying properties. By grade 2, they are able to begin to recognize patterns and cycles. By grade 4, many students are able to identify cause-and-effect relationships. Finally, by grade 6, students can design and conduct their own controlled experiments. As they progress through this sequence, students not only gain an understanding of science concepts and phenomena but also develop critical-thinking skills. Table below shows the order of skill development in grades K - 8.

Grade Levels	Scientific-Reasoning Skills			
	Observing, Measuring, and Identifying Properties	Seeking Evidence; Recognizing Patterns and Cycles	Identifying Cause and Effect; Extending the Senses	Designing and Conducting Controlled Experiments
K-1	✓			
2-3	✓	✓		
4-5	✓	✓	✓	
6-8	✓	✓	✓	✓

Inquiry-Based Curriculum:

STC® and DASH are inquiry-based curriculums. Each unit provides students with an opportunity to explore science concepts and phenomena firsthand, to reflect on their observations, to share them with classmates, and to apply their learning in new situations. Each unit is based on a four-stage learning cycle that is grounded in research on how children learn. The four steps in this cycle are Focus, Explore, Reflect, and Apply.

- Focus: Focus on what they know about a topic and what they would like to learn about it. In other words, learning begins with the student's existing knowledge and experience.
- Explore: a scientific concept or phenomenon by completing a sequence of activities. Classroom explorations are usually done in groups of two or four children.
- Reflect: students reflect on their findings, record them in their science journals, and discuss them with their classmates to reinforce learning.
- Apply: Students apply their new learning to real-life situations and to other areas of the curriculum.

Integrating Science with Non-Science Curricula

Research about how the brain functions and how students learn has given momentum to the curriculum integration approach to instruction-teaching subject areas according to their natural connections rather than in isolation from one another. Teaching across the disciplines connects subjects in ways that reflect the real world, which in turn improves student understanding. STC® provides an instructional program that teachers can use as a framework for integrating other areas of elementary curriculum, such as reading, writing, math, and social studies.
All facets of a language arts program will be incorporated in the STC® classroom. Children will develop reading, writing, speaking, and listening skills as they complete record sheets, maintain science journals, read stories about topics that they are studying in science class, and share findings in both formal and informal settings. Reading, however, is given special emphasis in STC® because students who read well and widely build a strong foundation for learning in all areas of life.

- Language Arts: Educational studies indicate that children are more likely to engage in a reading exercise when the literature is related to an activity in which they have just participated. In other words, the activity has made the reading exercise contextually relevant. Each STC® unit's hands-on investigations provide a natural transition to literacy activities, and each unit offers a variety of literacy methods and materials that give students opportunities to practice their reading skills and improve their reading comprehension.
- Other Subjects: The integration of mathematics with science activities occurs seamlessly within the STC® units. Students develop math skills as they measure, weigh, compare, design data tables, and create graphs and charts. Stimulating ideas for the integration of other subjects (such as social studies and the arts) with science appear as extensions in every STC® lesson. The extensions offer ideas for field trips, visits from local experts, ways to relate science to art and music, and a host of other activities. Each STC®

Teacher's Guide includes a bibliography that provides information on science trade books, videotapes, software, and other learning resources.

Language-Based Approach:

Everyday Mathematics, the math curriculum that will be implemented for grades K thru 5, uses a language-based approach to help build understanding of math concepts. The program builds on research that demonstrates a strong correlation between children's development and their ability to learn mathematics. In Everyday Mathematics, the child's development is modeled as a spiral. The child's everyday language is a starting point from which mathematical and symbolic language grow.

Building on everyday experiences, the program provides a range of activities that ensure children are constantly discussing, representing and reasoning mathematically. Mathematical language and symbols include all the words, expressions, and symbols that are necessary to communicate in the world of mathematics. Understanding he mathematical relationships expressed in these terms is crucial to concept and skill development.

Multi-sensory approach to learning:

Students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Multiple Intelligences:

The school will take into consideration the ways children learn. Eight different intelligences are named to account for a broader range of human potential in children and adults. These intelligences are: Linguistic, Logical-mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Teachers will present their lessons in a wide variety of ways using text, storytelling, visuals, multimedia, music, cooperative learning, art activities, role play, field trips, inner reflection, and much more. Each child will have the opportunity to learn in ways harmonious with his or her unique mind.

Data-Driven Decision-Making

Data-driven decision-making (DDDM) is a system of teaching and management practices that gets better information about students into the hands of classroom teachers. The School will implement DDDM that yields substantial improvements in student learning and achievement. Intelligent and pervasive uses of data at The School will improve the instructional interventions for students, re-energize their enthusiasm for teaching, and increase their feelings of professional fulfillment and job satisfaction.
Essential Concepts
Data-driven decision-making is about getting better information into the hands of classroom instructors,, which have been shown to have positive impacts on student learning and achievement gaps. Data-driven educators at the School will articulate the essential elements of

effective data-driven education outlined in the diagram below. The five major elements of data-driven instruction are:

- Good baseline data,
- Measurable instructional goals,
- Frequent formative assessment,
- Professional learning communities, and
- Focused instructional interventions.

These elements interact to enhance student learning and to inform teacher practice.

Data-driven teachers of the School will utilize multiple measures, and multiple indicators within measures, when assessing school and student success. For example, data from a single administration of a statewide reading test do not give teachers the information they need to improve student learning. Information from other assessments, measures of student engagement, previous programmatic interventions, and other data are needed for teachers to design appropriate instructional interventions. Similarly, use of a single formative assessment to measure students' reading progress is not as reliable as using multiple, different assessments to triangulate on the complex concept of student reading. Data-driven teachers will be savvy consumers of summative assessment data, such as those from yearly state tests, who understand when and how the data can, or can't, inform teacher practice.
Principal of the School will support this phase of the DDDM process by helping teachers understand the five essential elements and by helping staff envision what good data-driven education looks like in practice. Principals will work with district personnel to create and implement a comprehensive, long-term professional development plan that is designed to ground teachers in the skills they need to be effective data-driven instructors.

Collecting and Analyzing Summative Data
Teachers at the School will utilize data from yearly summative assessments to improve student learning. In other words, teacher will be able to get their hands on the data from yearly summative assessments that will help them improve instructional practice. Access to the raw data is crucial, because educators invariably want more detailed data, or want data presented in different ways, than paper reports typically provide.
Once teachers have access to good baseline information, they will work with their administration to select key indicators of success for their classrooms. In order to do this, teachers will be well-grounded in assessment literacy concepts so that they can appropriately interpret summative baseline data. Teachers will also give ongoing feedback to the administrators about the usefulness of the data and/or reports that they are receiving.

Principal will ensure that the data teachers receive is accurate, timely, and in a format that can inform classroom instruction. Principal will work with district personnel to design and implement data systems that allow for exploration and reporting of raw data. Principal also play a key advocacy role in enabling teacher and counselor access to that data. Most importantly, school administration will actively help teachers identify key indicators of classroom success, appropriately analyze their data, and then turn those data into strategic pedagogical interventions.

Setting Measurable Goals

Once armed with key summative indicators of classroom success, teachers at the School will use those baseline data to identify mastery levels and learning needs of classes, demographic subgroups, and individual students. Data-driven educators of the School then use that information to set measurable year-end instructional goals, which serve as meaningful targets to guide their pedagogical strategies. These goals are often referred to as SMART goals. The acronym stands for Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. An example SMART goal might look something like the following:
Example: The percentage of third grade students scoring at proficient or higher on the state mathematics test will increase from 64% in Spring 2004 to 82% in Spring 2005.
Focus areas for improvement

1. Number sense
2. Computation
3. Measurement

Data-driven educators recognize that formalized goal-setting can lead to improved student learning outcomes. All SMART goals created by teachers and administrators should have the following six components (with example language from the SMART goal above):

1. A measurable baseline (64%);
2. A measurable target (82%);
3. A specific time frame (Spring 2004 to Spring 2005);
4. Specificity about what is being assessed (percentage of third grade students scoring at proficient or higher);
5. Specificity about the method of assessment (the state mathematics test); and
6. Focus areas that guide future action needed to reach the learning target (number sense, computation, and measurement).

Inclusion of these six components ensures that SMART goals meet the criteria represented by the acronym. SMART goals can be used with common assessments, teacher-made rubrics, and other types of assessments as well as with standardized tests from publishing companies and state departments. Principal will visibly model the goal-setting process by actively assisting teachers as they work to create appropriate, targeted goals for their classrooms and students.

Collecting and Analyzing Formative Data

Teachers at the School will have a good sense of where their students are at the beginning of the year and have measurable goals for where they want their students to be at the end of the year. The next step for teachers is to implement a system of frequent formative assessments in order to benchmark the progress of their students during the school year toward those year-end goals. Effective formative assessment practices, implemented during the school year, have been shown to be a powerful mechanism for improving student learning. Research meta-analyses have shown that good formative assessment has a greater impact on student learning, and on achievement gaps, than any other instructional practice (see, e.g., Black & Wiliam, 1998).
Teachers at the School will have the opportunity to meet regularly and frequently to have collaborative, data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative data and discuss what the data tell them about students' progress toward year-end learning goals. Teachers will then collaboratively identify appropriate instructional interventions that will be implemented during the next instructional cycle and collectively commit to implementing those interventions.

Data-driven teachers of the School will utilize their instructional expertise to identify key formative indicators of success that can be used to measure student progress during the school year. They will also use appropriate technologies to collect, organize, analyze, and report that data to students, parents, administrators, and other teachers.
The School recognizes that the driving engine behind substantial improvements in student learning outcomes is a strong system of formative assessment, coupled with the opportunity for teachers to collaboratively make sense and act upon the formative data they receive. Principals will work with district administrators and local communities to implement creative solutions that give teachers the necessary time to collaboratively analyze and act upon data.

Making Changes
Data analysis is meaningless if it does not result in meaningful instructional change. Data-driven educators of the School will use summative and formative assessment data together to implement strategic, targeted, focused instructional interventions to improve student learning. These interventions will be aligned with state standards and district curricula as well as content-specific, developmentally-appropriate best practices.

Data Transparency and Safety
Information transparency is a necessary condition for successful data-driven education. Data-driven decision-making practices are only possible in school climates where data are valued and visible. At the School graphs, tables, and other indicators of data usage permeate the school environment. Discussions about data are frequent and analysis of student data is considered to be integral to the teaching and learning process.
Students and parents are important allies in this process. Rather than serving as gatekeepers, and hindering access to student learning data, the School will strive to ensure that relevant data are accessible to parents and students in order to enlist their buy-in and support. Data will be anonymized in order to comply with data confidentiality requirements.
The School will use print publications such as newsletters, notes home, flyers, and other mechanisms to disseminate status and progress information on key summative and formative assessment indicators to parents and students. Electronic communication channels such as web sites, listserv, and e-mail newsletters will be utilized to communicate with local communities as well. The School will utilize data to celebrate instructional progress and successes as well as to address continuing gaps or needs.

Data-driven teachers of the School will view data as feedback, not as indictments. They use data to inform pedagogical modifications and actively seek out more data to judge the success of those changes. Data-driven teachers at the School will discuss their instructional strengths and weaknesses with peers in order to facilitate shared communities of practice that are focused on individual and organizational learning. By recognizing and acting upon the fact that all educators, like students, have areas in which they could improve, teachers will be models of life-long learning for the students that they serve.
One of the most important things school principal will do to foster data-driven educational practices is to facilitate school climates where it is professionally and emotionally safe to look at student data. Teachers will collaboratively examine classroom-level data so that they can identify and learn effective instructional techniques from each other. In the School, data will be used to highlight faculty strengths and structure professional development opportunities. Administrators

bear the primary responsibility for fostering these kinds of climates. Principal will conduct a needs assessment of their staff's concerns and fears and then work diligently to address those needs in collaboration with their faculty.

Alignment for Improving Learning Outcomes

Results-driven educators understand the importance and impact on student learning of continuous and progressive improvement, and recognize that even small improvements add up over time to become large ones. This latter point is particularly important, because ambitious long-term goals like "achieving 100% proficiency" can be disabling rather than motivating. Turning desired outcomes into minute, concrete, short-term goals and then successfully achieving those goals is inherently motivating and can turn organizational inertia into desired progress.

Teachers and administrators at the School will work together to ensure that professional development opportunities are aligned to student, school, and district learning needs. Similarly, curricular design and delivery also should be aligned to meet these needs. In results-driven school systems, all processes and programs are designed to facilitate maximal student learning. Teachers will incorporate results into their instructional practice continually seek out evidence about the success or failure of their pedagogy. Ineffective strategies will be discarded, and successful strategies will be tweaked or modified to achieve even larger learning gains. The School Teachers will exhibit a constant dissatisfaction with the status quo and continually strive for further improvement, even when already exhibiting high levels of success. The teachers also are willing risk-takers who understand that trying something new and different may be the only path to improved outcomes.

Data-driven principals of the School will align, and help teachers connect with, necessary resources to facilitate effective educational interventions. Two other important roles of principals are helping teachers "chunk" ambitious long-term objectives into short-term SMART goals and facilitating teachers' understanding that taking greater responsibility for student learning can result in improved student achievement.

Improving Motivation

The School agrees with the idea that every student is motivated and that reluctance to learning is not a lack of motivation; students are motivated for the wrong reason. To avoid failure, some students choose not to participate in many activities. Others see the system as being useless and irrelevant to their lives; thus, they choose to defy it. We also believe that the reasons for lack of motivation towards learning depend on the kinds of incentive systems that prevail in classrooms. From this perspective, the challenge for the School is to create an environment of motivation where everyone strives for positive results. Providing incentives for learning will promote curiosity and result in increased knowledge.

We believe that an important factor influencing behavior is one's sense of identity. The view that an individual holds of him of herself has a direct impact on personal perception of reality at any given moment. For example, students who believe that they cannot understand math behave in ways that reinforce this perception. This may cause them to spend little effort towards completion of an assignment. With this in mind, the School will strive to enhance students' view of themselves.

It is the goal of the School to give every student the opportunities to meet the need for self-worth, autonomy and self-determination, competence and belonging and relatedness in a secure environment. In order to achieve these goals, the School will establish an appropriate classroom climate that cultivates a sense of security in students by;

- "Setting realistic, clearly defined limits, procedures, routines and expectations,
- Enforcing rules consistently and using natural and logical consequences rather than punishments,
- Encouraging the development of self-respect and responsibility and building trust."

In order to enhance student self-esteem, The School is planning to;

- "Set high expectations for all students and assist students in achieving them since we believe that when teachers believe in students, students believe in themselves,
- Provide all students with ample amounts of positive information feedback regarding student strengths, achievements, attitude, actions, skills or social behaviors,
- Always try to explain the reasons or purpose for rules, assignments and learning activities,
- Value students' efforts as well as their accomplishments,
- Help students learn to accept their mistakes and successes,
- Accept students as valuable, worthwhile human beings,
- Celebrate the accomplishments and achievements of all students,
- Encourage students to evaluate their behavior related to their goals and prior level of achievements,
- Create a psychologically safe climate in which students are encouraged to express their opinions and risk being different."

The School will enhance self-reliance by;

- "Allowing students to choose from several learning activities that meet the same objective."
- Providing opportunities for students to determine where, when and in what order to complete assignments when possible,
- Using minimally sufficient controls when behavior must be required or restricted,
- Encouraging students to use the skills of individual goal setting to define monitor and achieve self-determined objectives,
- Holding them accountable for the consequences of their choices instead of value judgments."

Student competence will be enhanced by;

- "Evaluate achievement against the attainment of clearly stated instructions and objectives,
- Keep the achievement as the constant and time as the variable in the class,
- Use individual goal setting strategies to allow students define their own personal criteria for success,

- Use formative tests to identify the specific objectives not yet mastered by each

student after initial instruction,
- Use criterion referenced rather than norm referenced evaluation procedures to determine students' grades,
- Allow students to retake, without penalty, parallel forms of exams that cover clearly stated objectives,
- Design learning and evaluation activities, so that performance outcomes are related to the level of effort expended,
- Match learning paths and pace of learning to the skill level of individual students,
- Provide faster learning students with challenging opportunities to enrich and extend their content mastery."

The School will enhance group relation and teamwork skills by;

- "Extensive use of using cooperative learning settings and helping students to learn the skills of empathetic listening,
- Helping students learn to express their feelings in ways that do not attack or injure others,
- Taking time to systematically help students learn to communicate acceptance and support for one another,
- Helping students learn to practice the skills of conflict resolution,
- Attempting to develop group goals and positive interdependence in the classroom,
- Cultivating individual accountability for contributing to the class and group goals,
- Avoid penalizing some students for the behavior of others and avoid forcing students to compete for a limited number of rewards,
- Affirming the importance of effective cause within the classroom,
- Using feedback procedures to assess and discuss the interpersonal climate and personality of the classroom."

Student interest and involvement will be enhanced by:

- "Relating content and objectives to student's experiences and everyday life,
- Assessing students' interests, hobbies and extracurricular activities,
- Supporting instruction with humor, personal experiences, incidental information and anecdotes that present the human characteristics of the content,
- Using divergent questions and brainstorming activities,
- Varying instructional activities while maintaining curricular focus and structure,
- Supporting spontaneity when it reinforces student academic interest."

Family Involvement

Parental involvement in education is complex and multifaceted. Joyce Epstein categorizes parental involvement into five types;

- "Basic obligations of parents, such as providing for their children's health and safety and creating a home environment that supports learning.

- Basic obligations of schools; such as communicating with parents about school programs and their children's progress.
- Parental involvement at the school site, for example, by attending sports events or student performances or by working as volunteers.
- Parental involvement in learning activities at home.
- Parental involvement in school governance and advocacy."

In the School, all five types of family involvement will be addressed wherever appropriate. For example, the School will provide meetings, seminars and educational activities for parents in order to assist the obligations in the second type mentioned above.
To develop parental involvement and make it as productive as possible, a variety of strategies will be considered. These strategies can be classified as policy, organizational, personnel, teacher specific, and parent-specific.
The parents, guardians or mentors of each student attending the School will be asked to sign the School Family Contract (see Appendix C - The School Tentative Student and Parent Handbook) which helps incite awareness about the importance of the Family-Student-The School triangle for the success of the education.
Parents as Educators project will be put into work. The goal of this project is to help parents enhance their children's learning at home. Whenever possible the following techniques will be utilized:

- "Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities. (These could be as commonplace as shopping for groceries, working on the car, taking care of the house, making minor repairs, working in the yard/garden, tending animals, and so forth)
- Suggest (and demonstrate in person whenever possible) games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.
- Suggest (and demonstrate) how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Ask parents to come and observe the class, not help.

- Give a questionnaire to parents, so that they can provide feedback about their children's progress.

- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.
- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice."

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The principal and/or school board will supervise these activities.
If concrete actions are taken on the part of school personnel, the school can be a place where parents can expect a warm environment. The following actions will be taken to improve the effective communication and partnerships with parents as described as:

- "Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Hire a full-time parent contact person whose job is to help parents understand how they can help their kids learn at home and understand the school structure. The parent contact person should also talk to teachers about parent's concerns and make home visits.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine. Some schools have even included a kitchen, a laundry room, sewing machine, computer and typewriter.
- Ensure that parents and school staff work together to determine parents' needs and provide necessary services. Sometimes Parents will need things that do not seem directly related to their children's education, such as help in understanding the immigration laws or in getting their electricity turned back on.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed."

Teachers must allow parents to be intimately involved in their children's education. This requires an understanding, on the teacher's part, of what it is like to be a parent. Teachers will hold seminars and meetings to achieve this. To build trust with parents, strategies specific for each will be used. This will help involve parents in their child's education, from academics to the development of healthy self- esteem to the formation of good social skills. Among its strategies The School will:

- accept parents as they are without inducing fundamental changes. Trying to change parents communicates that something is wrong with them.

• attend carefully and with empathy for the cognitive and emotional content of the parents' message.
• help parents feel comfortable and share information and resources when permissible.
• focus on the parents' hopes, aspirations, concerns, and needs. Attending parents' concerns communicates caring.
• keep promises.
• be there when needed even if it creates inconvenience."

At The School we believe that "involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home. This is why we talk about specific behavior and organizational skills rather than traditional parents' day, or teacher parents' conferences. Traditional participation options will certainly be offered such as volunteer hours for school tasks, teacher meetings and conferences on specific needs of parents.

Improving Student Attendance

Poor attendance arises from a multitude of factors including family background, environmental or ecological, and psychological and social. Students are influenced by the educational system, the schools managerial aspects and teachers' attitudes. To improve attendance there needs to be a relationship between student, school, and home. If the atmosphere within the school is not positive and friendly and if there are insufficient resources, then there is no use in students being physically present. If the environment is not one in which the students are attracted to and can feel a sense of belonging, they will feel alienated.

Specific things that will be done to improve school attendance:

• Notifying the parent by phone.
• Warning letters sent to parents making them aware of the problem and possible actions that may be taken if the situation does not improve.
• Arranging conferences with the parent and student to help resolve the issue.
• Sending up a follow-up letter that explains the compulsory school attendance law or school policy.
• For students to avoid being alienated there must be an effective counseling and guidance system. Students are important and valued and must be made to feel as such using a spirit of collaboration and sense of solidarity.
• Schools must be student friendly. Making them rewarding institutions has been a major challenge. If students are to be positively educated, good student-teacher relationships in addition to good friendships with classmates are necessary. "To the extent a student does not feel cared for at school, he or she does not feel 'present' at school."

At The School the atmosphere and standards which enable the majority of students to succeed and have a good quality of life will be maintained through continuous development of awareness

of teaching staff that teacher's attitudes, expectations and personal characteristics play a significant role in influencing the nature of student-teacher interactions, relationships and attendance. In particular, the staff at The School will endeavor to:

- "be approachable,
- cultivate a greater sense of confidentiality concerning the students and their families, and avoid staff room 'gossip',
- enable students to feel they belong and offer them positions of responsibility, so that they feel trusted and are empowered to be good leaders,
- improve staff/student communication and offer students an effective channel through which they can express their grievances,
- praise and encourage students for their efforts,
- show no favoritism,
- speak politely, avoid being sarcastic, rude or moaning,
- speak in a 'normal' tone and pitch of voice,
- treat students with respect and as young adults,

Parents must play an important role in the development of young people. Those who do not take an active part in their child's education tend to be uncooperative. This is why positive contact between parents and teachers is important in solving attendance problems more effectively.

Self-Directed Learning with Technology

It is said that knowledge can double every 6 months. This being the case students must be trained to educate them while focusing their attention on their own work habits, knowledge bases, insights, aspirations, value systems and personal talents. If this can be achieved, schools will cease to be merely transmitters of knowledge.
Consequently, another method that will be utilized in the School is Self-Directed Learning (SDL) of individually prescribed materials. SDL consists of planning and conducting a program of studies with each student that is tailored to his learning needs and to his characteristics as a learner.
SDL is based on a carefully sequenced and detailed listing of instructional objectives. The main difference between SDL and traditional instruction is that in SDL the role of teacher is changed. The instructor will spend little time in lecturing to group of people; spend much time evaluating students' record diagnosing needs, and preparing individual learning prescriptions for each student. SDL relies heavily on student self-direction. "There are two reasons for regarding self-directed learning as a master key to educational reform. First, a sound education is one that prepares the individual to be an expert problem solver in responding to situations he or she encounters in his or her role as worker, citizen, family member, community member or private person. Competencies in self-direction enable a person to chart a life that expresses his or her individual choices of ends and means. Further, such competencies prepare a person to deal with various kinds of novel problems that are confronted in this world of rapid and unpredictable change. The second reason for viewing self-directed learning as a necessity for educational reform arises from the fact that effective instruction must be tailor-made to suit the characteristics of each individual learner. In The School, we believe that SDL students will

become more independent, more highly motivated, and much more able to work effectively on their own without constant direction.
One other advantage of self–directed learning is that it induces the necessary self-discipline for sake of learning. "If students do not understand that they have the freedom to learn, they are only a product of conditioning. Such students feel that school controls them; the individual feels shaped by outside forces and experiences. But self-directed students, while recognizing that schools have rules that must be followed, do not turn total control over to the school. Instead, they begin to face the paradox early in life that there are some things outside ourselves over which we have no control, but also a dimension of life over which we do. This dimension-choice and responsibility shapes our lives. Self-directed learners can choose what they conform to. Whereas conforming students tend to lack insight into their own motives and may simply go along with the crowd, self-directed learners have good self-understanding and are more independent. They follow rules, seek advice, and conform to policy, but for their own purposes-to get what they need to be better persons"

Technology makes it easier for teachers to individualize instruction and for students to engage in self-directed learning. Video, computer, and multimedia technologies can accommodate students with a variety of learning styles more flexibly than conventional materials. Some students, for example, may learn more readily with graphics or sound than through text alone. New technologies also allow students and teachers to tap into vast "digital libraries" of information and real-world resources. Students can search excellent collections, such as the Library of Congress, retrieving text, photos, and multimedia information around the clock. According to Len Simutis, director of the Eisenhower Clearinghouse for Mathematics and Science Education, retrieval skills will become more important than remembering, and the traditional transmission mode of "oral authority" will diminish in significance.

These are a few of the many reasons that we believe why technology should be used for its own sake and as a tool for SDL. For this purpose, Internet connection and necessary software will be ready for students in the library and computer lab. However, SDL will not be restricted to only computer and related media. Whenever necessary, video films, tapes and printed media will be exploited in order to achieve the requested mastery of the objective for specific students.

Appendix B - Employee Handbook

2.1. About This Handbook

The following pages contain information regarding many of the policies and procedures of Riverside Science, Inc. (hereby referred to as "The School"). This is not an employment contract and is not intended to create contractual obligations of any kind.

The policies and procedures outlined in this handbook will be applied at the discretion of The School and The School reserves the right to deviate from the policies and procedures of this handbook, or to withdraw or change them, at any time. We will notify you when an official change in policy or procedure has been made.

The School values the many talents and abilities of its employees and seeks to foster an open, cooperative, and dynamic environment where employees and the company alike can thrive. If you would like further information or have questions about any of the policies and procedures outlined in this handbook, please feel free to bring them to the attention of Principal.

2.2. Standard Employment Practices

2.2.1. At Will Employment

The School does not offer tenured or guaranteed employment. Except as The School has otherwise expressly agreed in writing, your employment is at will and may be terminated by you or by The School at any time after giving proper notices as indicated in the hand book.

2.2.2. Equal Employment Opportunity

The School is committed to providing equal employment opportunities to all individuals without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law.

The School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. An employee with a disability for which reasonable accommodation is needed should contact an administrator to discuss possible accommodations.

Employees with questions or concerns about any type of discrimination in the work place are encouraged to bring these issues to the attention of Principal. Employees can raise legitimate concerns and make good faith reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including discharge.

2.2.3. Sexual and Other Unlawful Harassment

The School will endeavor to maintain a work environment that nourishes respect for the dignity of each individual. This policy is adopted in furtherance of that tradition.

It is against the policies of The School for an employee to harass another person because of the person's sex, race, color, religion, national origin, age, disability, sexual orientation, marital status, or other characteristic protected by law. Actions, words, jokes, or comments based on such characteristics will not be tolerated.

Consequently, it is against the policies of The School for an employee to sexually harass another person. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or environment.

Any employee who believes that he or she is being unlawfully harassed should immediately contact their immediate supervisor or Principal.

All complaints of harassment will be promptly, thoroughly and confidentially investigated, and where necessary, appropriate corrective action will be taken. Any person found to have unlawfully harassed another employee will be subject to appropriate disciplinary action, up to and including discharge.

2.2.4. Immigration Law Compliance

The School does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the U.S. under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

2.2.5. Criminal Convictions

The School reserves the right not to hire, or retain anyone that has been convicted of a criminal offense. Conviction of a crime that involves dishonesty may result in an automatic termination of employment. Before any decision is made, the nature of the crime and circumstances surrounding the conviction will be considered. All employees have to be fingerprinted when they are employed.

2.2.6. Standards of Conduct

The School expects that all employees conduct themselves in a professional and ethical manner. An employee should not conduct business that is unethical in any way, nor should an employee influence other employees to act unethically. Further, an employee should report any dishonest activities, or damaging conduct to an appropriate supervisor.

In the event that you become aware of another employee's behavior or actions which you believe, are inappropriate, illegal, problematic, or in any way inhibit or affect your job performance or the School work environment, you should discuss such behavior or actions with the Principal.

All reasonable concerns will be promptly, thoroughly and confidentially investigated by The School and, where necessary, appropriate corrective action will be taken. You should not discuss such actions or behavior with other The School employees. Your discussing such matters with

other employees may – in and of itself – create an unacceptable work environment for which you will be held responsible and for which you may be disciplined in accordance with The School's disciplinary policy.

2.2.7. Personnel File

The School keeps personnel files on each of its employees. These files are confidential in nature, and are managed by Principal or designee. They will not be copied or removed from the premises unless there is a legitimate business reason to do so.

All employees may view his or her personnel file by contacting Principal during normal business hours. No employee may alter or remove any document in his or her personnel file.

2.3. General Policies and Procedures

2.3.1. Orientation

In accordance with federal law, both new employees and re-hires will be required to provide documentation of identity and eligibility to work in the United States. The I-9 form will be used for this purpose.

New employees will also receive a copy of the Employee Handbook, and will be given the time to read it, and ask any clarifying questions of a Principal. The signed copy of the "Acknowledgement & Receipt of Understanding" will be placed in the employees personnel file.

2.3.2. Reporting Changes

You are responsible for promptly notifying Principal of any change in your name, address, telephone number, marital status, and citizenship, tax withholding allowances, emergency contact information, insurance beneficiary, or dependent insurance coverage. Accurate and correct information is vital for benefits and insurance records and other school files.

Each employee is required to notify Administration, in advance, of the dates of all approved vacation or leave time to be taken. Additionally, employees are to inform Administration of sick days taken and excessive lateness in arriving at work.

2.3.3. Job Classifications

Employees are classified as one of the following three statuses:

(1) Full-time: any employee that is regularly scheduled to work 40+ hours a week or more. Full-time employees are eligible for standard The School benefits.
(2) Part-time: any employee that is regularly scheduled to work less than 40 hours per week. Part-time employees are not eligible for the standard The School benefits.
(3) Temporary: any temporary worked that has a predetermined start and end date of employment. Temporary employees are not eligible for the standard The School benefits.

2.3.4. Pay Periods

All employees are paid on the last day of each month. When the last day of the month falls on a holiday or weekend, employees will be paid the day before the holiday or weekend.

2.3.5. Hours of Work

The School's standard workweek for full-time employees is five days. Employees may not deviate from the School's hours of work, unless Principal specifically approves a request.

The school is open from 8:00 a.m. to 5:00 p.m., Mondays through Fridays. Employees have to attend any late evening parent-teacher conferences held during the week or on Saturdays if it is scheduled so without compensation.

2.3.6. Payroll

Both full time and part time employees will have federal and state taxes withheld from their wages. Payroll checks will not be released prior to the set pay schedule for any reason, nor will they be released to anyone other than the employee.

2.3.7. Performance Assessment

Every The School employee will be subject to a performance appraisal at least once a year. The employee's supervisor or Principal will give these assessments. The reviews will focus on job-related strengths and weaknesses, as well as overall fit with The School. Goals and improvement plans will be mapped out each review period, and progress will be measured at the next review.

Employees will have the opportunity to thoroughly review all performance appraisals, and provide a written opinion on it. All performance reviews and responses will become part of an employee's personnel file.

2.3.8. Expense Reimbursement

The School will reimburse employees for reasonable pre-approved expenses. All expenses must be submitted with a receipt.

2.3.9. Attendance & Punctuality

Punctuality and regular attendance are important to the smooth operation of The School. If you are consistently late or excessively absent, The School's ability to perform work is affected and an unfair burden is placed on your co-workers. Therefore, unless your absence is permitted or excused under The School's holiday, vacation, sick or other policies, you are responsible for being at work and arriving on time (8:00 am). If you feel sick, it is your responsibility to call your supervisor as soon as possible, preferably in advance of lateness and no later than one hour before the start of the workday

An employee who is absent for reasons other than those permitted or excused by The School's holiday, vacation, or leave policies, or who repeatedly fails to provide notice as required, will be subject to appropriate disciplinary action, up to and including discharge.

2.3.10. Availability for Work

Employees must be available for work during normal business hours (8:00 am and 5:00 p.m.). If, for any reason, there is a change in your work availability status, you must notify principal at least 60 days prior to the change.

2.3.11. Mandatory Meetings

Employees may be required to attend mandatory meetings. In the event that a mandatory meeting interferes with an employee's regular schedule, no overtime will be paid for attendance.

2.3.12. Holidays

The following are paid holidays for eligible employees:

New Year's Day
President's Day
Memorial Day
Independence Day
Labor Day
Thanksgiving Day and the following Friday
Christmas Eve
Christmas Day

2.3.13. Vacations

Vacation time is offered to full-time 12-month employees based on the following schedule:

Year of Service:

1st& 2nd years: 10 working days per year.
3rd & 4th years: 15 working days per year.
5th year +: 20 working days per year.

The 1st year of service is considered the year in which Eligible Employee status is attained. For example, 2002 would be considered the 1st year of service for an employee whose start date falls in October, November or December of 2001.

Vacations are earned from January 1 to December 31 of each calendar year, and are taken in the same year in which they are earned (for example, vacation time earned in 2002 is to be taken between January 1, 2002 and December 31, 2002). Vacation time must be scheduled and approved in advance by your supervisor. The School will not carryover or pay out any unused vacation time from one year to the next.

An authorized The School holiday that falls on a normal business day during your vacation is not counted as a vacation day.

When given advance notice, The School will consider requests for additional time without pay. If you have a special type of vacation in mind, talk to Principal to see what can be worked out.

2.3.14. Drugs and Alcohol

The School will not tolerate the use or possession of alcohol or illegal drugs on the job or on School property.

Employees using or possessing alcohol or illegal drugs on School property or while at work or who report to work under the influence of alcohol or illegal drugs will be subject to disciplinary action, up to and including discharge. Proper actions will be taken following the Broward County Public Schools employee policies.

2.3.15. Violence & Weapons

The School takes threats of violence extremely seriously. Any act or threat of violence by or against any employee, parent, student or visitor is strictly prohibited. This policy applies to all School employees, whether on or off School property.

Any use or possession of weapons, whether illegal or not, is prohibited on School property, or while on School hours. This includes knives, guns, martial arts weapons, or any other object that is used as a weapon. Any employee caught possessing a weapon will be disciplined, up to and including termination.

2.3.16. Staff ID Cards

Staff ID cards are issued at the beginning of the school year. Staff must wear his/her ID all times during the work days and hours. IDs can be replaced if lost with a $30.00 renewal fee.

2.3.17. Keys

The school entrance and classroom/office keys are issued to employees at the beginning of the school year. Keys can be re-cut by the school with a fee of $10.00 per key

2.3.18. Smoking

Smoking is not allowed in The School premises.

2.3.19. Food and Beverages

The School sometimes has visitors in the school building. The School's surroundings should always reflect a professional appearance. Eating at your desk is acceptable, but should be done unobtrusively and in a manner so as to prevent damage to valuable School equipment and other property. All employees are personally responsible for keeping the area around their workstation clean and presentable. Employees are also responsible for returning meeting areas to a clean and presentable condition after use.

2.3.20. Conserving Energy

Employees are encouraged to conserve energy by shutting down their computers, monitors and printers at night, and by turning off the lights when not needed.

2.3.21. Visitors

Only authorized visitors are permitted at The School premises. All visitors must enter through the reception area, and receive a name badge. Any employee that notices an unauthorized visitor should notify their supervisor immediately.

2.3.22. Workplace Attire

The School has a professional dress environment. Employees are expected to use good judgment and taste, and to show courtesy to their co-workers, students and parents by dressing in a fashion that is presentable and appropriate. Male teachers have to wear tie.
Employees are to dress in appropriate business attire for meetings with parents at School's offices or other locations. No jeans, miniskirts, cargo pants, flip flops are allowed.

2.3.23. Telephone Use

Telephones are provided to enable employees to carry out work assignments in an efficient manner. Personal telephone calls should be kept to a minimum and personal toll calls should not be made at The School's expense. Phone calls from parents, co-workers and administration must be responded within 48 hours.

2.3.24. Voice Mail and Electronic Mail

All electronic and telephone communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of The School and as such are intended for job-related purposes. Personal use should be kept to a minimum. Electronic or telephone communication systems may not be used to transmit messages that may be considered inappropriate under The School's policies, including those prohibiting harassment. Employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from an authorized School representative. All pass codes are the property of The School and may be used by The School to access electronic and telephone communications at any time. The School reserves the right to monitor any electronic, telephone, or other communications made using The School systems or property. E mails from parents, co-workers and administrators must be replied within 48 hours

2.3.25. Use of School Property

All School workspace, including file cabinets and lockers are the property of The School, and must be available to management at all times. The use of personal locks on any School property is strictly forbidden. No School property may be used to house personal files or items. No School equipment, including computers, photocopiers or printers may be used for personal business.

2.3.26. Postage, Shipping and Office Supplies

Postage, shipping, and office supplies paid for by the school are for business purposes and are not to be used for an employee's personal purposes.

2.3.27. Personal Property

The School does not assume responsibility for any personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the school property, and do so at their own risk. Additionally, employees may not bring or display in the school any property that may be viewed as inappropriate or offensive to others.

2.3.28. Personal Safety

The safety of each employee's health and security is very important to The School. The School is willing to make reasonable efforts to address an employee's safety concerns. Employees should remember to use caution and good judgment in all activities, and should notify their supervisor or principal if they believe there is a safety issue that should be addressed.

2.3.29. Office Security

Shortly after an employee's start date, he/she may be given a key to gain access to the offices and/or classrooms. The last employee to leave the school at night is responsible for making certain that all doors are locked.

2.3.30. Monitoring & Searches

All School property is subject to monitoring and review at all times. This includes, but is not limited to, desks, lockers, computers and email files. Reasons for searches and reviews include, but are not limited to, personal abuse of company property, theft investigation and improper disclosure of confidential information.

The School retains the right to conduct searches at any time. This includes the right to search individual computers or files, even if protected by a password. Any employee that attempts to obtain or alter a password for the purpose of accessing restricted files will be subject to disciplinary action, up to and including termination.

2.3.31. Confidential Information

The School requires that employees not disclose information held to be confidential by The School. Any questions about this policy should be addressed to Principal.

2.4. Leave Policies

2.4.1. Personal Days

Full time Employees are eligible for 3 personal days per year. Employee has to inform the principal or his/her designee for his/her intention to use the personal day(s) 1 week in advance. This procedure allows your supervisor to arrange substitutes in your absence.

2.4.2. Sick Leave

Full time Employees are eligible for 5 sick days.

The following guidelines are designed for the proper use of sick leave:

a) If you do not report to work, you must phone your supervisor or have someone call for you as early as possible after the office opens. This procedure allows your supervisor to arrange substitutes in your absence.

b) If you must leave the school before closing time because of illness, inform the principal.

c) If you foresee the need to take sick leave (e.g., for non-emergency surgery or for a doctor's appointment), tell the principal as soon as possible so that plans can be made to cover your absence.

d) Disabilities related to pregnancy or birth of a child will be treated as all other disabilities for purposes of The School's leave policies.

e) If you are absent because of sickness or disability, The School may require that a doctor of The School's choice examine you.

f) Sick leave unused at the end of the year may not be carried over into the next year.
g) Employees will not be paid for unused sick leave when their employment ends.

If you are eligible for sick leave, you may use the leave to care for your sick or injured children on the same terms that apply to use for your own illnesses or injuries.

2.4.3. Unused Sick and Personal Days

Unused sick and personal days will be cashed as $50.00/day if employee stays for the whole school year and paid to employee in the last working day of that school year.

2.4.4. Short-Term Disability Leave

Paid short-term disability leave is available for an absence due to an employee's illness or disability, including pregnancy-related disability, which extends for six or more consecutive scheduled working days. Full-time employees are allowed ten days of short-term disability leave per calendar year. Unused short-term disability days may not be cashed out or carried over into subsequent years.

An employee seeking short-term disability leave benefits must submit a statement from a doctor demonstrating that he or she is unable due to illness or injury to perform the job and

stating the expected duration of the inability to work. If the medical information submitted is not, in the discretion of The School, sufficient to establish inability to work, the employee may be required to submit to an examination by a doctor selected and paid by The School.

2.4.5. Personal Leave of Absence

Requests for personal leave without pay are considered individually and granted at the discretion of administration. The reason for the request, the employee's length of service, the employee's work record, and the demands of the individual's job are examples of the type of factors typically considered in evaluating a request for personal leave of absence. A request for personal leave of absence will be granted only if the employee is not eligible for any other type of leave. An employee may not be on personal leave of absence for more than 3 days when school is in session and 1.5 months when school is not in session during summer months.

2.4.6. Jury Duty

Employees summoned for jury duty will be allowed the necessary time off from work to perform this civic responsibility. Employees must give The School 15 days advance notice. The School will pay such employees the difference between their regular salary and any jury duty fees received. Employees will be expected to report to work during all regular hours if their presence is not required in a jury room or court. The School may require the employee to supply documentation from the court affirming the employee's jury duty service.

2.4.7. Military Duty

Employees who are absent from work in order to attend an annual encampment in a recognized reserve branch of the armed forces of the United States will receive a paid leave of absence of up to a maximum of two weeks per year. Leaves for military service and reinstatement after performing military service will be provided in accordance with the requirements of law.

2.4.8. Funeral Leave

When a death occurs in an employee's immediate family, an employee may take up to three days with pay in order to attend the funeral or make funeral arrangements. In unusual circumstances, additional time off may be granted, with or without pay, at the discretion of The School. For purposes of the funeral leave policy, "immediate family" means an employee's spouse or child, as well as a parent, grandparent, brother, or sister of the employee or the employee's spouse.

2.4.9 Forced Closings and Severe Weather

Unless notified by your supervisor, you are to report to work on all regularly scheduled days, regardless of weather conditions. If you are unable to report to work due to weather conditions, you must notify your supervisor as soon as possible. In the event that The School closes due to severe weather conditions or another reason, you will not be required to report to work. You will be paid for that day, and it will not be counted as a vacation day.

2.5. Employee Benefits

The following is a list of benefits that The School makes available to Eligible Employees. The descriptions in this handbook are a summary only. The separate plan documents explain each benefit in more detail and the language of the plans' documents controls the various plans. Benefits may be modified, added or terminated at any time by the insurance company or benefit provider, per the terms of the plan, or by The School, at its discretion.

2.5.1. Benefits Eligibility

Full-time employees are eligible for the benefits outlined below. Part-time employees (less than 40 hours per week) are not eligible for these benefits.

2.5.2. Medical Insurance

Medical insurance is available for Eligible Employees and their qualified dependents. Refer to the plan summary for details regarding coverage, eligibility, waiting periods and cost.

2.5.3. FRS

Eligible Employees (Administrators, Teachers, Counselor) will be enrolled in the Florida Retirement System. Social Security will be paid for the other employees.

2.5.4. Worker's Compensation

The School requires that all employees report job-related accidents or injuries to a supervisor immediately, whether the accident occurred on or off School premises. Failure to report an injury, regardless of how minor, could result in difficulty with the employee's claim.
All workers' compensation claims will be paid directly to employees, and employees are expected to return to work immediately upon release by their doctor.

2.5.5. COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health coverage under the Company's health plan, should the employee lose his or her eligibility (e.g., upon termination). Under COBRA, the employee pays the full cost of coverage at The School's group rate, plus an administrative fee. Details of COBRA coverage and how to apply for it will be provided by Principal at the time eligibility is lost.

2.5.6. Child Acceptance Eligibility

Regardless of being in residence in the School Board of Broward County, Employees of The School can bring their children to The School without being exposed to any lottery only if room is available at the child's appropriate grade level.

2.6. Disciplinary Policies

2.6.1. Problem Resolution

The School seeks to deal openly and directly with its employees, and believes that communications between employees and administration is critical to solving problems. Co-workers that may have a problem with one another should attempt to resolve the problem themselves. If a resolution cannot be agreed upon, both employees should approach the principal, who will work with the employees to determine a resolution. In these instances, the decision of the principal is final. Employees that have a problem with a supervisor should first go to the supervisor and state the problem. If a resolution cannot be agreed upon, the employee should present his or her problem, in writing, to the principal. The decision of the principal will be final.

2.6.2. Discipline

The School's policy is to attempt to deal constructively with employee performance problems and employee errors. The disciplinary process will be determined by The School in light of the facts and circumstances of each case. Depending upon the facts and circumstances, the discipline applied may include, among other things, oral or written warnings, probation, suspension without pay, or immediate discharge. Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee. Details of this process are outlined further in the Corrective Action section below.

2.6.3. Corrective Action

Corrective Action is taken against an employee in response to a rule infraction or a violation of School policies. Correction action will continue until the violation or infraction is corrected.

Corrective Action usually begins with a verbal warning, followed by a written warning that is placed in the employee's personnel folder. If more serious corrective action is required, the employee may be put on probation, or have his or her employment terminated.

The School considers some violations as grounds for immediate dismissal, including, but not limited to: insubordinate behavior, theft, destruction of company property, breach of confidentiality agreement, untruthfulness about personal background, drug or alcohol abuse, or threats of violence.

2.7. Separation Policies

2.7.1. Job Abandonment

Employees of The School that are absent for more than two consecutive days without notifying a direct supervisor are considered to have voluntarily abandoned their employment with the School. The effective date of termination will be the last day the employee reported for work. The Florida Education Standards Commission (ESC) will be informed of the employee's practice.

2.7.2. Termination

The School does not have tenure or guaranteed employment. You or The School may terminate your employment at any time after giving notices.(Employees 60 days and School 30 days) with or without a reason.

Termination may result from any of the following: (i) Corrective action measures, which include infractions for violation of company policies, (ii) layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction, and (iii) involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

2.7.3. Termination Process

The School requires that employees return all documents, files, computer equipment, school tools, keys and other School owned property on or before the last day of work. When all School owned property has been collected, the employee will receive his or her final paycheck.

2.7.4. Employment References

Due to confidentiality considerations, The School will provide employment references for former employees only with the employee's consent or as required by law.

The School Employee Handbook

Acknowledgement of Receipt & Understanding

I hereby certify that I have read and fully understand the contents of this Employee Handbook. I also acknowledge that I have been given the opportunity to discuss any policies contained in this handbook with a School official. I agree to abide by the policies set forth in this handbook, and understand that compliance with The School's rules and regulations is necessary for continued employment. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, and regulations.

I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. These policies do not create any promises or contractual obligations between this The School and its employees.

Signature _____ Date August 1, 2013

2.8 Broward Math and Science Schools Job Descriptions

Principal

A. Qualifications

1. Education/Certification

    a. Minimum of a Bachelor's Degree (Education/Management related fields are preferred)

2. Experience

    a. At least one year experience in school-based administration in charter schools

3. Special Knowledge/Skills

    a. Working knowledge of state and federal curriculum and instruction
    b. Ability to evaluate instructional program and teaching effectiveness
    c. Ability to manage budget and personnel
    d. Ability to coordinate campus functions
    e. Ability to interpret policy, procedures, and data
    f. Strong organizational, communication, public relations, and interpersonal skills

B. Major Responsibilities and Duties

1. Instructional Management

    a. Coordinate curriculum development
    b. Monitor instructional program to ensure that its activities are related to program Federal No Child Left Behind program and use findings to take corrective actions.
    c. Recommend texts and instructional materials for the educational program.
    d. Continuously evaluate the educational program for its effectiveness.
    e. Investigate, develop and recommend innovations in education.
    f. Coordinate the implementation and on-going evaluation of curriculum according to a long-range plan.
    g. Supervise the implementation of the school's curriculum in the teachers' planning and instruction.
    h. Implementation of the school's philosophy in all its programs.
    i. Supervise and coordinate the evaluation of all school programs.
    j. Seek information and cooperation regarding government programs.
    k. Complete all state reports, evaluations and other reports deemed necessary.
    l. Approve field trips.

2. School Morale

    a. Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
    b. Foster collegiality and team building among staff members. Encourage their

active involvement in decision-making process.

c. Provide two-way communication with Board of Directors, staff, students,parents, and community.

d. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement. Ensure the effective and quick resolution of conflicts.

3. School Improvement

a. Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.

b. Identify, analyze, and apply research findings to promote school improvement.

c. Develop and set annual school performance objectives for each of the state and federal indicators using the campus planning process and site-based decision making committee.

d. Initiate and direct both short and long-range planning for the school.

e. Initiate and direct the identification of annual school goals based on the schools philosophy.

g. Insure the adequate maintenance of school records and reports.

h. Provide managerial organization for the efficient functioning of the school.

4. Personnel Management

a. Recruit, interview, select, and orient new staff. Approve all personnel assigned to school.

b. Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public. Observe employee performance, record observations, and conduct evaluation conferences with staff.

c. Assign and promote all school personnel.

d. Make recommendations to Board of Directors on termination, suspension, or non-renewal of employees assigned to the school.

e. Conduct a program of staff in-service and professional improvement. Work with school-level committees to plan professional development activities.

f. Confer with subordinates regarding their professional growth. Work with them to develop and accomplish improvement goals.

g. Obtain substitute teachers as needed.

h. Encourage the creativity and uniqueness of each teacher.

5. Management of Fiscal, Administrative, and Facilities Functions

a. Implement, enforce and comply with Board and administrative policies and state and federal laws and regulations affecting the school.

b. Recommend additions, deletions and changes to Board policies.

c. Develop and present to the Board before the end of the year a school budget based on documented program needs, estimated enrollment, personnel, and other fiscal needs. Keep programs within budget limits, maintain fiscal control; accurately report fiscal information.

d. Administer the approved school budget. Approve or reject all requisitions

originating from staff members in the school and authorize payment for items received after the bills have been approved.

e. Maintain and supervise all school activity accounts and prepare regular financial reports.
f. Compile, maintain, all reports, records, and other documents required including accurate and timely reports of attendance and textbooks.
g. Manage use of school facilities. Supervise maintenance of facilities to ensure a clean orderly, and safe campus.
h. Schedule and record fire and tornado drills for the school.
i. Oversee the security of the school property.
j. Establish and publish the local school calendar in accordance with state law.
k. Resolve transportation problems involving students.

6. Student Management

a. Work with parents, faculty and students to develop a student discipline and attendance management system that results in positive student behavior and enhances the school climate.
b. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct.
c. Conduct conferences about student and school issues with parents, students, and teachers.
d. Recommend student expulsions when appropriate.
e. Maintain an accurate record of student enrollment.
f. Ensure that the rights and needs of the individual student are respected within the school.
g. Assume the final accountability for student discipline.
h. Ensure the health and safety of students in the school.
i. Resolve complaints and problems, including discipline problems that other persons are unable to handle.
j. Schedule parent-teacher conferences and similar meetings.

7. School or Community Relations

a. Articulate the school's mission to the community and solicit support in accomplishing the mission.
b. Use appropriate techniques to encourage community and parent involvement.
c. Interpret the school programs and policies to the local community.
d. Initiate and facilitate open communication with and among the school community members.

8. Professional Growth and Development

a. Develop professional skills appropriate to job assignment.
b. Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all campus staff.
c. Promote the positive image of the local public charter school (Public Relations & Marketing).
d. Implement an effective public relations program regarding school activities.
e. Initiate programs for the effective recruitment of students.

f. Initiate adequate fund raising activities
g. Stay current professionally by reading materials and attending conferences, workshops, classes and conventions.

9. Scheduling

a. Prepare course offerings and registration materials for students in grades 7 through 12.
b. Prepare the master schedule for the middle/high school.
c. Prepare student and teacher schedules for the middle/high school.

10. Equipment and Facilities

a. Recommend appropriate building changes or additions.
b. Recommend new or replacement equipment as needed to operate and service the buildings and grounds.
c. Recommend special janitorial services, including summer janitorial services, when needed.

11. Athletics

a. Organize, administer and evaluate a comprehensive extracurricular and sports program.
b. Attend athletic meetings.
c. Supervise and assign coaches.
d. Supervise home games.
e. Administer the athletic insurance plan.

12. School Board

a. Act as executive officer to the school board.
b. Implement policies of the school board.
c. Provide for board school related in-service training
d. Provide the school board with continuing information regarding the local school programs and personnel.
e. Provide input regarding the formation of policies and administrative procedures which affect the local school.
f. Initiate a continuing personal growth plan as directed by the board.

C. Other

1. Perform any and all other duties prescribed by the Board of Directors, state or federal law.

Assistant Principal

Qualifications

1. Minimum BS degree from an accredited institution
2. Three years successful teaching experience
3. Demonstrated success working with and through people, in establishing goals, objectives and action plans to produce expected ends/results.

Knowledge, Skills and Abilities

Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of the school expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of the school expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making. Understands that quality teaching and learning are the essential processes and product of public schools and has the ability to focus human and financial resources toward this end.

Reports To:

School Principal

Job Goal:

To manage his/her school and its human and material resources to achieve the school priorities and produce evidence of effective teaching and all students learning.

Supervises:

Teachers and support staff assigned to his/her school

Working Conditions:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside

Performance responsibilities: Managing School Operations

* Manifests a professional code of ethics and values
* As delegated by the Principal, manages the daily operations and functions of the school consistent with the school policy and priorities.
* Administers policies that provide a safe and effective learning environment.
* Communicates the school's vision, mission and priorities to the community

* Serves as a member of the principal's Leadership Team and participates in the schools planning, development and evaluation.
* Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware.
* Makes decisions in a timely fashion using the best available data
* Communicates and interacts effectively with all stakeholders in the community
* Plans and schedules one's own and others' work so that priorities and goals can be met
* As designated by the Principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and priorities.
* As designated by the Principal, develops and implements a school-based induction plan to meet the needs of teachers in the school.
* Pursues improvement of personal professional development
* Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
* In the absence of the Principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students
* Responsible for keeping up to date on current technology being used by the school. With the support of the school, attends training to ensure skill level in various technologies is at the level required to perform in current position.
* Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
* Performs other relevant duties and responsibilities assigned by the supervisor.
* Essential Performance Responsibilities

Terms of Employment:

No bargaining compensation plan, twelve months, 8.0 hours per day.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel with focus on accountability for holding assistant principals accountable for effective teaching and learning that produces the school expected results.

School Counselor

Qualifications:

1. Master degree in Counseling, Guidance, Social Work, Psychology
2. Three (3) years of successful experience as a school counselor, school psychologist, social worker, or any other full-time counselor in the mental health field.
3. FLDOE certification
4. Demonstrated ability to provide individual, group and family therapy.
5. Demonstrated ability to provide individual and group social skills training.

Performance Responsibilities:
Essential Functions:

1. Provides ongoing counseling and consultation to emotionally handicapped and severely emotionally disturbed students and their families for the purpose of increasing the positive behaviors of students and increasing the skills of families in promoting and maintaining positive change.

2. Conducts individual, group and family counseling sessions with emotionally handicapped and severely emotionally disturbed students with the goal of increasing positive behavior.
3. Provides ongoing consultation with families of students and facilitates family support groups to increase the skills of parents in promoting and maintaining positive change.
4. Assists in the development and implementation of a behavior system based on positive reinforcement.
5. Confers with Child and Adolescent Psychiatrist and other medical professionals as necessary.
6. Intercedes on behalf of students and their families to assure coordination of community-based service system.
7. Maintains current documentation and clinical notes on clients seen.
8. Provides classroom instruction on the affective domain and social skills in conjunction with the classroom teacher.
9. Attends IEP meetings as appropriate.
10. Observes established school philosophy, policies and regulations.
11. Works with Data Processor to insure that all data is properly maintained for each student
12. Works with Data Processor to insure compliance with district reporting
13. Assists Principal and AP for curriculum in developing curriculum standards for instruction
14. Attends District workshops pertaining to guidance to disseminate information to Principal and guidance counselors
15. Maintains open communications with students
16. Prepares and submits notices to parents for students who are in danger of failing or of not being promoted.
17. Supervises the transmittal of transcripts and other official documents related to students
18. Makes recommendations for appropriate revisions of policies and rules affecting the student's life in the school.
19. Prepares the quarterly honor roll lists
20. Ensures the collection and maintenance of Interim Reports each quarter
21. Works closely with Registrar in insuring proper placement of new students in correct grade
22. Acts as Threat Assessment liaison
23. Maintains Daily Progress Report log and documents individual student progress.
24. Participates in FCAT test security and related paperwork (where applicable)
25. Coordinates and participates in Parent, Teacher ad Student conferences as necessary
26. Communicates schedule changes to teachers in a timely manner
27. Data analysis of grade distribution, school-wide
28. Assists with coordination of graduating eighth grade meeting in the Spring
29. Visits classrooms in Spring to discuss career opportunities
30. Maintenance of PMP
31. Mandatory attendance at weekly administrative meetings
32. Mandatory attendance at monthly staff meetings
33. Assist with academic advising for students
34. Provide guidance report for principal to submit to School Advisory Board at monthly meeting
35. Provide communications from school to home with submissions for monthly newsletter
36. Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

ESE Teacher/Coordinator

Qualifications: Bachelor's degree in Education, Educational Leadership and Curriculum Instruction or related field from an accredited college or university is required, appropriate FLDOE Teacher's certification, previous experience and/or the ability to work with overage and at-risk youth is preferred, experience preparing IEP and participating in school district audits preferred.

Job Duties Primary Responsibilities:

The ESE Teacher position is responsible for coaching, motivating and instructing special education students in the school with attention given to each student's Individual Graduation Plan. The ESE Teacher will collaborate with regular-education teachers and support staff to ensure that each ESE student's needs outlined in their IEP are being met and that the student is progressing. All for-credit courses are aligned to state standards and are delivered by the certified teacher assigned to the course with the ESE teacher acting in a support role. The ESE Teacher will work directly with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with school district regulations.

Provides a learning environment that is team-oriented, student-centered and aligned with Florida High School for Accelerated Learning's academic goals and specified objectives, creates and or updates Individual Education Plans (IEP) for each of his/her ESE students and uses this as the basis to track each student's academic performance, acts as a mentor, facilitator, advocate and coach to support, mentor and guide students through their IGP and IEP using the technology and other resources available, provides positive support for all the ESE students within the school in conjunction with overseeing and monitoring individual student progress and the use of resources and equipment, ensure that all student documentation and IEP requirements are prepared for school district audit purposes and more.

- Supervise ESE teachers, speech and language therapists, occupational therapists and unique aids
- Attends parent conferences and IEP meetings
- Coordinates testing for gifted program
- Coordinates testing for ESE students
- Participates in Child Study Team
- Oversees speech and language services
- Oversees occupational therapist
- Liaison with outside agencies
- Coordinates outside counseling services
- Coordinates transition services - post school living
- Coordinates assisted technology
- Works closely with guidance director regarding student placement
- Responsible for ESE student file compliance
- Hold monthly meetings with ESE department and provide update to Principal in a timely manner
- Set department goals and initiatives
- Plan for substitutes for all daytime meetings that require regular and ESE teachers to attend
- Provide monthly ESE report to principal for submission to the School Advisory Board
- Attend all ESE meetings held by District and provide updates to ESE teachers and principal
- Responsible for all ESE audits and district surveys - accuracy and errors to insure full funding through FTE
- Provide communications from school to home with submissions for monthly newsletter

- Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

Classroom Teacher

Job Purpose:

To provide an appropriate educational atmosphere which encourages positive student learning and to participate in a dynamic setting with other classroom teachers, administrators, curriculum specialists and other staff members in the development and implementation of the school's programs and goals.

Qualifications:

1. Bachelor's degree from an accredited institution
2. Certification or eligible for certification by the Florida State Department of Education to teach in the State of Florida

Knowledge, Skills and Abilities:

Knowledge of prescribed curriculum and child development; ability to communicate effectively using written and oral communication skills; knowledge of current research; basic knowledge of technology; planning and organizational skills; ability to manage the classroom and supervise students; skill in analyzing, diagnosing and evaluating student progress and programs; knowledge of varied learning styles; ability to use effective, positive interpersonal skills. Commitment to a core set of beliefs about teaching, learning, and ongoing professional development.

Reports to:

School Principal

Job duties and Responsibilities:

1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.
2. Participates as an active member with other faculty and staff.
3. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement.
4. Manages classroom and supervises proper care of equipment used.
5. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.
6. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.
7. Utilizes a variety of instructional techniques to meet the individual needs of students.
8. Utilizes technology and current research in instruction.
9. Evaluates students' progress on a regular basis.
10. Utilizes classroom management techniques conducive to an effective classroom climate.
11. Shows sensitivity to students, parents and the community and promotes student self-esteem.
12. Maintains professional relationship between school and parents.
13. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.

14. Encourages parental involvement through school activities, connecting home and school.
15. Maintains all records as required, including but not limited to grade books, attendance records and student progress reports.
16. Assists in the protection of student and school property.
17. Responsible for keeping up to date on current technology, as job appropriate, being used by the school. With the support of the school, attends training to ensure skill level in various technologies is at the level required to perform in current position.
18. Responsible for timely and accurate information they maintain as part of their job responsibilities.
19. Performs other duties as assigned by the Principal.

Evaluation:
Performance of this job will be evaluated in accordance with provisions as set forth by the School.

School Secretary

General Description Of Duties

Under general direction, the purpose of this position is to perform the school based duties associated with providing administrative and secretarial support to a departmental director level or above; may include coordinating the activities of other clerical support positions in the department. Employees in this classification function at a complex clerical capacity and coordinate schedules and meetings, create complex documents and reports, maintain filing systems, as well as provide general office support. Employees also assist with the resolution of emergency situations. Performs related work as directed.

Specific Duties and Responsibilities Examples of Essential Functions

Performs administrative and secretarial assignments with minimal direction for departmental director level administrators. May include support for others in department as well.

Creates finished documents from notes or outlines including letters, memos, project summaries, meeting agendas, meeting minutes, spreadsheets, and presentations.

Coordinates and schedules meetings, meeting rooms, and required equipment for internal meetings and those with other departments, vendors, or the business community.

Coordinates the activities of other clerical staff in the department for telephone coverage, vacation coverage, daily break and lunch coverage, and distribution of clerical workload; may conduct meetings with other departmental clerical staff to enhance communication and discuss and clarify administrative and secretarial issues, as needed.

Creates and maintains filing systems and files for the department including vendors, departmental personnel, contracts, projects, state and federal correspondence, budget and audit, general files, and information files.

Processes departmental information; sorts, dates, highlights, and distributes to other areas of the department, as needed.

Handles emergency situations and notifies appropriate personnel for resolution.

Prepares PowerPoint computer presentations for outlines or notes.

Answers incoming telephone calls for the main department number, as needed; answers questions, resolves issues, take messages or forwards calls to the appropriate person or department.

Prepares and processes leave requests and certificates of absence for department administrators.

Coordinates travel arrangements for department administrators; prepares and processes expense reports for departmental travel.

Maintains an adequate supply of materials and supplies for the department.

Prepares and processes payroll transactions and computer personnel transactions.

Maintains electronic calendar, task list, and contact list for department using computer software.

Responsible for keeping up to date on current technology, as job appropriate, being used by the school. With the support of the school, attends training to ensure skill level in various technologies is at the level required to perform in current position.
Responsible for timely and accurate information they maintain as part of their job responsibilities.
Performs related duties as directed.
The list of essential functions, as outlined herein, is intended to be representative of the tasks performed within this classification. It is not necessarily descriptive of any one position in the class. The omission of an essential function does not preclude management from assigning duties not listed herein if such functions are a logical assignment to the position.

Marginal Functions

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.
Filing.

Minimum Training and Experience

High school diploma or GED; supplemented by up to five (5) years of previous experience in more progressively responsible assignments training in an office environment, or any equivalent combination of related education, training and experience which provides the required knowledge, skills and abilities to perform the essential job functions.

Performance Aptitudes

Data Utilization: Requires the ability to calculate, compute, summate, and/or tabulate data and/or information. Includes performing subsequent actions in relation to these computational operations.
Human Interaction: Requires the ability to apply principles of persuasion and/or influence.
Equipment, Machinery, Tools, and Materials Utilization: Requires the ability to operate, maneuver and/or control the actions of equipment, machinery, tools, and/or materials used in performing essential functions.
Verbal Aptitude: Requires the ability to utilize a wide variety of reference, descriptive, and/or advisory data and information.
Mathematical Aptitude: Requires the ability to perform addition, subtraction, multiplication, and division; ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.
Functional Reasoning: Requires ability to carry out instructions furnished in written, oral, or diagrammatic form. Involves semi-routine standardized work with some latitude for independent judgment concerning choices of action.
Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving evaluation of information against measurable or verifiable criteria.

Teacher - Area ESOL Resource

Qualifications:

1) Bachelor's degree in English, Elementary Education, or a foreign language with the ESOL endorsement or ESOL certification.
2) Experience as an ESOL coordinator.
3) Successful teaching experience with LEP students.
4) Successful experience in conducting and/or developing staff development activities.
5) Demonstrated ability to work with diverse groups, and effectively communicate, both orally and in writing.
6) *Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities.*

Performance Responsibilities:
Essential Functions:

1) Collaborates with the teacher on ESOL issues.
2) Meets on a monthly basis with the school's ESOL coordinator or designee to exchange information to ensure the adequacy of services for LEP students and program compliance with federal and state directives.
3) Monitors ESOL compliance issues and assists administrators in correcting compliance concerns
4) Assists teachers and administrators in fulfilling ESOL program goals and requirements.
5) Collaborates with District Compliance Specialist in the development of State mandated documents (e.g. District LEP Plan, and District Audit Compliance Handbook).
6) Supports school and area ESE and magnet coordinators in ensuring equal access for LEP students in these programs.
7) Collaborates with community agencies and organizations in assisting families to access available resources.
8) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased students achievement.

Additional Job Functions:

1) Follows adopted policies and procedures in accordance with the school priorities.
2) Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the school's mission statement.
3) Performs other duties as assigned.

ADMINISTRATIVE ASSISTANT TO PRINCIPAL

1. Provides secretarial support to Principal
2. Records messages to the Principal and keeps log of same
3. Schedules meetings and appointments
4. Sorts and delivers mail
5. Maintains phone log of all incoming calls to Principal

6. Regularly checks Principal voice mail
7. Assists Principal in keeping updated with filing of all documentation, reports, correspondence, etc.
8. Maintains daily sign in log book for teachers
9. Maintains updated faculty list
10. Maintains updated phone list
11. Maintains school calendar
12. Responds to requests for information
13. Maintains updated list of terminated employees during school year
14. Sorts and date stamps all incoming mail to Principal and Assistant Principal
15. Maintains tickler system for deadlines, assignments, projects, etc.
16. Process new hire paperwork
17. Follows up with fingerprinting for new hires
18. Maintains and processes teacher certification information in Excel format
19. Maintains updated personnel files in compliance
20. Maintains filing system as well as set of locked confidential files.
21. Maintains updated benefits information
22. Monitors personnel time sheets and requests for absence
23. Collects lunch deposit from Cafeteria Manager in absence of Business Manager
24. Process Out-of-Field Waivers and documents same on Excel spreadsheet
25. Maintains adequate supply inventory and processes supply request forms
26. Distributes school-wide email as approved by Principal
27. Maintains inventory for office materials and orders as needed
28. Mandatory attendance at all staff and department chair meetings
29. Prepares meeting agendas
30. Responsible for taking minutes and distributing same for all required meetings in a timely manner
31. Posts mandatory notice for Board meetings
32. Mandatory attendance at all Open Houses, Lottery, and other similar events
33. Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

REGISTRAR

1. Attends all District DPC meetings sharing information with administrative staff as needed
2. Responsible for maintaining District/State data base
3. Informs Principal of bulletins that appear on the District/State database
4. Input all information required for each panel in DISTRICT/STATE DATABASE in a timely and accurate manner
5. Processes changes to database only via change forms signed by Principal
6. Processes changes of address in District/State database and emergency cards
7. Maintains immunization updates for existing students
8. Maintains accurate records for room use and class loads
9. Maintains student records according to District guidelines
10. Monitors and maintains all cumulative records including sign-out procedures and discard of irrelevant items according to district guidelines.
11. Sends files to schools as appropriate for withdrawn students.
12. Files new cumulative files as they are delivered.
13. Reads and distributes inter-school and district mail appropriately.
14. Responsible for student enrollment
15. Facilitates student withdrawals and maintains withdrawal information

16. Supervises the transmittal of transcripts and other official documents related to students
17. Supervises registration of students
18. Maintaining updated student immunization records
19. Maintaining National School Lunch Program records updated and in compliance
20. Facilitating annual lottery process
21. Maintains waiting list
22. Processes notification letters
23. Maintaining transportation records
24. Collects money for lost books when student withdraws
25. Prepares an annual report of withdrawals and transfers, indicating the reason for each student's departure
26. Maintains in-house database of students
27. Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign.

BOOK KEEPER

1. Supervises the collection, safekeeping and distribution of all funds, including fundraising activities, clubs and activities
2. Obtains and studies comparative prices and quotes for supplies
3. Purchases supplies and equipment as necessary with assistance of Principal
4. Maintains a complete and accurate set of records of all school financial transactions.
5. Maintains updated fundraising calendar
6. Cafeteria staff liaison
7. Maintains appropriate records for Free and Reduced breakfast/lunch students
8. Collects lunch deposit from Cafeteria Manager
9. Collects money for lost books when student withdraws
10. Mandatory attendance at weekly administrative meetings
11. Mandatory attendance at monthly staff meetings
12. Responsible for mailing of Report Cards and other mass mailings directed to assigned class
13. Performs such other tasks and assumes such other responsibilities as the Director/Principal may from time to time assign

Appendix C - The School Tentative Student and Parent Handbook

3.1. The School Handbook Table of Contents

- WELCOME FROM THE PRINCIPAL
- The School ANNUAL CALENDAR
- MISSION
- ATTENDANCE
- BEHAVIOR CODE AND DISCIPLINE
- DUE PROCESS AND STUDENT'S RIGHTS AND RESPONSIBILITIES
- CODE OF CONDUCT
- BEHAVIOR GUIDELINES OUTSIDE THE CLASSROOM
- CLASSROOM MANAGEMENT PROCEDURES
- DRESS CODE
- GENERAL INFORMATION
- HEALTH AND SAFETY
- INSTRUCTIONAL PROGRAM
- SERVICES FOR STUDENTS

This handbook is intended to answer some of the more frequently asked questions. For more specific rules and regulations refer to the following:

1. Policies and Administrative Procedures of Broward County Schools
2. State Board Rules
3. Florida School Laws

Policies and Administrative Procedures of Broward County Schools as well as State Board Rules and Florida School Laws override the Tentative Student and Parent Handbook of The School.

3.2. The School Calendar

The School will follow the Broward County Public Schools' Calendar.

3.3. Tentative Daily Schedule

.....

3.4. Administrative Staff

Name	Contact Info

3.5. Mission Statement

The mission of Riverside Science, Inc. is to execute the instruction of math-science curriculum with the help of proven successful methods in a stimulating and supporting environment with a special emphasis on reading to prepare the entire student body to their maximum potential in these subjects so that on this basis they will get the most out of their education which is the key for future success.

3.6. Attendance

Florida Law requires that a child from the age of five to sixteen attend school on a daily basis. In order to participate in an after school extracurricular activity, including music performances, plays, etc., students must arrive in time to be counted present for the school day.

3.6.1. Absences and Tardiness

The School recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully so that you understand what you and your parents' or guardians' responsibilities are. Also, you need to be very aware of your responsibilities regarding homework, quizzes, and tests when you have an excused absence and the consequences for unexcused absences.

3.6.2. Excused Absences

The School accepts only the following as excusable reasons for absence from school. Parents or guardians must notify the school any morning their child is not attending. The excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- Personal Illness: Your parent or guardian must call the school each morning you are home ill. When you return to school, you must bring an explanatory note from your parent or guardian. The school may require a doctor's confirmation.

- Illness in the Family: Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian.

- Quarantine of the Home: Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian. Such an absence is limited to the length of the quarantine as fixed by the proper health officials.

- Death of a Relative: Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian.

- Religious holiday

3.6.3. Makeup-Work for Excused Absences

An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. If you have an excused absence, you will be given the same number of days that you were absent to make up missed work. To be eligible for make-up work, you must show each teacher the "excused absence slip." On the day you return to school, it is your responsibility to find out what work is required and when the work needs to be completed.

If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher. It is the students' responsibility to take the test at that time. If you fail to do this, the teacher is not obligated to set another time for the make-up. If you fail to make up a test without making other arrangements, the teacher may decide not to give you the test.

3.6.4. Unexcused Absences

An unexcused absence does become part of a student's school record. You will be marked for an unexcused absence if you:

- Fail to bring a written note within two school days following an absence,
- Leave school without signing out of school at the office,
- Are absent from class without permission - including walking out of class,
- Are absent from school without parental permission,
- Get a pass to go to a certain place but do not report there, and/or
- Are absent for reasons not acceptable to the administration, such as oversleeping/missing the bus, babysitting, shopping, etc.

3.6.5. Makeup-Work for Unexcused Absences

If you have an unexcused absence, your grade(s) in a class or classes will be affected in one of these ways. You may not make up work following an unexcused absence. Unexcused absence may result in an "F" or "zero" for the day in each class missed. Teachers are not obligated to allow you to make up quizzes or tests but may choose to do so.

3.6.6. Truancy

Truancy means that a student is not excused and absent from his or her assigned location without the knowledge of a parent. The School shall consider any student truant if he/she is inexcusably absent from his/her assigned location without the knowledge of a parent. Truancy shows a deliberate disregard for the educational program and is considered a serious matter that will have immediate consequences. If you are truant, no credit will be recorded for work you missed as result of truancy. A record of the truancy will be entered into your record file. A conference with your parents will be held.

3.6.7. Habitual Truancy

The School will consider a student a "habitual truant" when, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated during a semester ten (10) total unexcused days. When the total of unexcused absences exceed more than 5 days The School will refer the student to Broward County Social Worker.

3.6.8. Tardiness

Tardiness to school and to class – whether the result of oversleeping, missing the bus, car problems, baby-sitting, athletic workouts, socializing or lingering in the halls is unacceptable. If a student is tardy to school three times in one semester he/she will be assigned to detention—each time he or she achieves three tardy.

3.6.9. Excused Tardiness

You must have your parent or guardian call the office and write an explanatory note if you arrive late to school. You must report to the office when you arrive. If you fail to do this, you will receive an unexcused tardy. Only three excused tardy explanations will be accepted per student each school year. All subsequent tardy notices will be registered as unexcused. Oversleeping or car trouble is NOT a legitimate excuse for tardiness.

3.6.10. Unexcused Tardiness

If you arrive at school late but without a note, report to the office to check in. You will get a "late slip" for admittance to class. You will have two days to bring in a note to change this to an excused tardy providing that the three excused tardy limit has not been achieved.

3.6.11. Class Tardiness

Tardiness to school are handled by way of lunch detention for each 2nd offense. Three lunch detention for school tardiness, which amounts to six (6) tardiness, will result in one day of ISS. If you are late between classes, you will NOT be permitted to enter the classroom. Late students must report to the school intervention room for one class period. You are responsible for making up work you miss due to tardiness. While assigned to the intervention room you will be required to complete assignments assigned by the intervention teacher. Being late to class three times in one quarter will result in an assignment to detention. On the forth late charge you will be assigned to one day of ISS, on the fifth late charge two days of ISS, and on the sixth late charge three days of ISS. On the seventh late charge, you will receive OSS.

3.6.12. Checkouts

Photo ID is required to check a student out of school.

3.6.13. Communication with School Personnel

It is important that the school officials are able to contact parents at any time; therefore, it is necessary that these officials have parents' home and business phone numbers on file.

3.7. Code of Conduct and Discipline Plan

3.7.1. Due Process and Student's Rights and Responsibilities

All students at The School are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, recommendation for expulsion to the School Board of Broward County, and criminal prosecution. In all instances, The School's policies and procedures governing due process for suspensions and expulsions will follow School Board of Broward County and state policies. All students at The School have the right to feel physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible. All reports like this will be kept completely confidential. Similarly, if you are concerned about the safety of a student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible, and reports will be kept completely confidential.

3.7.2. Individual Actions

It is expected that every individual will accept responsibility for his/her own actions, whether intentional or unintentional. Often harm caused to other persons or their possessions is unintentional or the result of careless behavior. This, however, does not excuse or diminish the personal responsibility of the student (and/or his/her parent) to make appropriate restitution. When known and verified by an administrator, any harm caused to another will be reported to parents. The School, its employees, nor the board, assumes any liability for the intentional or unintentional harm caused by any student to another individual or his/her possessions.

The School has as its goal to help every student fulfill his/her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, The School administrators and teachers

shall not allow the following behaviors during school, on school property, or at any school-sponsored activities.

Our ultimate goal is to develop in students a sense of responsibility and self-discipline. Firm but fair is the basis for this school wide discipline program. Guidelines are provided in order to foster mutual respect and cooperation within the school setting. The School takes seriously its responsibility to educate its students in safe and drug free school where they are free from fear of harm or intimidation. Weapons, drugs and gang activity will not be tolerated. Students who violate The School rules or local or state laws related to these offenses will be suspended from school or will be recommended to the Broward County Public Schools to be considered for expulsion. Violators will also be reported to police and may be arrested. These rules apply to all students at school or school-sponsored activities including field trips and on buses, athletic fields, stadiums, parking lots, official school bus stops, and other sites used for school-sponsored activities.

3.7.3. Conduct Information

It is our belief that good discipline is one of the cornerstones of a good education, and that to ensure good discipline; close and cooperative relationship must exist between the home and the school. The policy developed provides close communication with parents at the onset of discipline problems, so that together we can find alternatives for students so they can experience success in relationships at home and school.

For this discipline program to be successful, students must make choices for themselves and be responsible for their own behavior as well as for their academic performance. Students who make poor choices cannot and should not place blame on the environment, parents, the school, and/or peers. While the school will help students develop good decision-making skills, ultimately, the future is determined by each student's own actions. The procedures in the discipline program will be followed in a fair and consistent manner.

Certain forms of misconduct or disobedience of classroom, school, or bus rules and Board of Education policy by students make it necessary for disciplinary action to be taken. This misbehavior may occur at school, on the way to and from school, or at any school-sponsored activities.

Violations

Discipline violations will result in referrals to the office for disciplinary action. The final determination of consequences will be made by the principal or designee. Most consequences for violations will be teacher detention, administrative detention, in-school or out-of-school suspension.

Offenses include but are not limited to:

1. Horseplay, wrestling, pushing, scuffling, clowning, acting out
2. Verbal exchanges
3. Excessive talking
4. Throwing objects in class
5. Pencil pops, spit balls
6. Hall disruptions such as yelling and running
7. Name calling

8. Possession of hats, sunglasses, curlers, radios, electronic games, water guns, skateboards, etc.(These items will be taken up and kept by the appropriate assistant principal until they are picked up by the parent.)
9. Chewing gum
10. Inappropriate behavior in the lunchroom (loud talking, being out of seat, playing in food, cutting in line, failure to return tray, failure to clean up, throwing food, etc.)
11. Eating in unauthorized areas
12. Public displays of affection
13. Unexcused tardiness
14. Being in the hall without a pass or in an off-limits area (teachers' workroom, conference room, etc.)
15. Disruptive behavior
16. Possession or use of drugs, alcohol, controlled substances or related products or paraphernalia
17. Failure to serve public or private detention (double detention assigned)
18. Fighting (exchange of blows with intent to do bodily harm) or provoking a fight
19. Forgery or altering school form/documents
20. Leaving campus without permission
21. Obscene or inappropriate language, gestures, or acts; profanity; disrespectful/abusive gestures and or language
22. Smoking, dipping, or possession of tobacco-related products such as lighters, matches, or papers
23. Theft, attempted theft, or possession of stolen/lost property
24. Truancy from school
25. Cutting class (being more than 5 minutes late to class without a legitimate pass)
    1st occurrence = 2 days public detention
26. Leaving class or designated area without permission
27. Unexcused tardiness to school or class (1st referral = 2 day public detention)
28. Failure to identify oneself or giving false identification
29. Selling items on school property or in route to or from school
30. Unauthorized possession of a beeper or pager
31. Gambling, including flipping and matching coins
32. Acts of bigotry
33. Violation of state or federal laws or Board Policy
34. Willful or dangerous acts (Examples: firecrackers, stink or smoke bombs, and throwing objects such as bottles or rocks with intent to do harm)
35. Insubordination (defiance of authority or failure to follow directions)
36. Refusal to follow directions or school rules
37. Vandalism
38. Trespassing
39. Dress code violations
40. Extortion
41. Unauthorized possessions of dangerous instruments
42. Promiscuous/immoral acts
43. Sexual harassment
44. Verbal abuse

45. Providing false information, lying
46. False fire alarm
47. Bus misconduct
48. Cafeteria misconduct
49. Technology tampering
50. Being in an off-limits area
51. Dangerous acts
52. Continuous disregard of school rules
53. Deadly weapon
54. Verbal threats or physical assaults of staff members
55. Student assault or battery upon a student or school employee
56. Use of a dangerous weapon/dangerous instrument to intimidate or injure
57. Substantial damage to personal or school property
58. Issuance of a bomb threat
59. Arson
60. Sale, attempted sale or distribution of alcohol, controlled substances, and/or controlled paraphernalia
61. Chronic use of alcohol or controlled substances
62. Use of any weapon, mace, or pepper gas

3.7.4. Conduct Guidelines Outside the Classroom

Minor misconduct reports issued to students outside the classroom (examples may include but are not limited to inappropriate peer interactions, inappropriate hallway behavior, late to class, horseplay) will be handled by the issuance of citations. Any The School teacher or administrator who observes a student engaged in inappropriate behavior outside the classroom can issue a citation. Three citations issued due to inappropriate student behavior exhibited in the following areas, will result in an office referral. Two office referrals (or, a total of six citations) in one semester, due to inappropriate behaviors exhibited in the following areas will result in a student being escorted to transition locations by a designated staff member.

In the Cafeteria
1. Return disposable trays, trash and debris to trashcans.
2. Keep tables, chairs, and floors clean.
3. Push chairs back after eating.
4. Talk in a normal voice (classroom voice). Even less than that voice.
5. Keep lines orderly, meaning no pushing, running, or cutting in lines.
6. No loitering.
7. Keep hands, feet, personal belongings and food to yourself.
8. No backpacks or books allowed.
9. Students who mutilate or deface school property will be fined an amount necessary for covering the cost of restoring the damaged property. Such students will also receive appropriate disciplinary action.

Group Assemblies

Team or grade school assemblies are held for the benefit of the students and the faculty. Courtesy will be shown to those in charge of and participating in the program.

Technology Labs and Classrooms

Students should respect all of the technological equipment. Any mishandling or tampering with computers or systems may result in losing computer privileges at school. In addition, disciplinary action, including suspension, may occur for situations considered serious by the school administration. Any damage, requiring repair to hardware or software will result in financial charges being assessed. Students shall not alter or attempt to alter school or private property including technology hardware and software. Students may not bring computer software to campus to be used on school computers without prior approval of the school administration. Students should not bring food items or beverages into the classroom setting; this includes candy and gum.

Halls, Lavatories, Stairwells, Media Center

Students are not permitted in the halls during class periods unless they are accompanied by a teacher or have a hall pass from an authorized staff member. Students who are found in the halls without passes will be given an administrative referral. Hallways, stairwells, and lavatories are areas used by all members of The School. Because everyone uses these areas, there are rules of conduct that all students must follow.

1. You may not loiter in the halls, lunchroom, lavatories, or media center.
2. You may not eat in halls, and lavatories.
3. You may not run in the halls, lunchroom, and lavatories.
4. You may not use any profane or vulgar language while in these areas.
5. You may not yell, scream, hit lockers or make excessive noise while in these areas.
6. You must do your part to keep these areas clean and safe.
7. Do not leave belongings on the floor outside your locker.
8. Make sure you clean up after yourself and appropriately dispose of all trash.
9. Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
10. Do not roughhouse, push, or wrestle.

Transportation

Conduct in the vehicles and other means of transportation is expected to be the same as the classroom. Safety depends on the skill of the drivers and nothing should be done to distract him or her. Students may be denied bus privileges when behavior is inappropriate. All students' are expected to follow rules and procedures listed in, School Bus Safety Rides With You, a brochure given to each student at Open House.

Riding the bus is a privilege. Students who wish to enjoy this privilege must abide by the following rules and regulations in order to help to ensure safe and orderly bus transportation. Students receiving four or more bus conduct reports or students who engage in severe bus misconduct, may be suspended from the bus for 1 to 10 days or recommended to The School board for bus expulsion. Parents will be notified of student bus violations. Failure to abide by these safety procedures will result in the following sequence of events:

- First Referral - Student will receive consequences as determined by The School.

• Second Referral - Student may be suspended from riding the bus for one (1) to three (3) days with parent contact or conference requested.
• Third Referral - Student may be suspended from riding the bus for one (3) to three (5) days with parent contact or conference requested.
• Fourth Referral - Student may be suspended from riding the bus for three (6) to five (10) days with parent contact or conference requested.
• Fifth Referral - Student may be suspended from riding the bus for ten (10) days in addition to consequences determined by The School and may be referred to a disciplinary hearing. A conference may be requested with the school official or administrator, parent or guardian, bus driver, and bus supervisor.

Bus Conduct Expectations:

1. No out of seat behavior
2. No physical violence
3. No unauthorized physical contact with others on the bus
4. No bullying
5. No profanity
6. No disrespecting the bus driver
7. No throwing objects
8. No unnecessary noise
9. No vandalism
10. No tampering with emergency doors
11. No placing of body parts outside of windows

3.7.5. During an Emergency

Fire, intruder, and tornado drills are held at different intervals throughout the school year. Students must follow their teachers' instructions and go to designated areas as quickly as possible. Students must not talk, run or push. A signal bell will be given for returning to class.

3.7.6. Classroom Management Procedures

The School will use School-wide Student Management Plan in which all faculty and staff work in a cooperative systemic effort to encourage a successful learning environment. This plan is designed to ensure an effective learning atmosphere for all students aimed at curtailing any minor inappropriate behaviors that disrupt the learning environment. The structure of the Discipline Plan consists of three main parts; Rules: What the expected behaviors are; Consequences: What the student chooses to accept if a rule is broken; and Rewards: What the student receives for appropriate behavior.

3.7.7. School-Wide Rules

1. Respect yourself and others.

2. Follow directions the first time.
3. Be prepared for each class.
4. Keep yourself to yourself.
5. Transition quickly and quietly.

3.7.8. Teacher Intervention Process for Misconduct

The teacher in response to MINOR disciplinary problems in the classroom will take the following steps when students fail to abide by the established behavioral expectations:

Step 1. Verbal Redirect
Step 2. Verbal Warning
Step 3. Isolation in Classroom

If after the teacher has worked through and documented steps 1-3 of the School-Wide Classroom Management Plan, the inappropriate behavior persists, a referral to the Assistant Principal is submitted;

Step 4. Office Referral

Parents will be notified each time their student reaches step 3, and step 4 on the discipline cycle, and immediately in the case of severe disruptions (listed below). Teacher detention is assigned each time a student reaches step 3 in the management process. Teacher detention will not be noted on a student's permanent discipline transcript UNLESS this offense is repetitive and consequently results in an office referral. Students who are assigned to serve teacher detention three times in one semester will receive an office referral, the consequence of which is one day of ISS, two days of ISS on the forth assignment to isolation, three days of ISS on the fifth assignment to isolation.

Students who violate The School rules will also be required to make a face-to-face and/or written apology to all persons affected by his/her behavior, as this is critical, The School believes, to engendering youth responsibility.

3.7.9. Intervention Room

There are some types of behavior, which are very disruptive to the learning environment. Consequently, the 3-step classroom management process as detailed above cannot be utilized. Therefore, in such situations, the teacher will first warn the student. If the warning does not result in a desired effect, the teacher then would refer the student to The School's intervention specialist where the student will remain for the remainder of the class period. If you receive three misconduct reports in one semester you will be assigned one day of ISS, and a formal discipline referral. If you receive a forth misconduct report you will be assigned two days of ISS. If you receive a fifth misconduct report, you will be assigned to serve three days of ISS. If you receive a sixth misconduct report, you will be referred to the School Board of Broward County for expulsion due to repetitive misconduct.

3.7.10. Severe Disruptions Policy

Serious violations as outlined below should be immediately reported to the administration. Such offenses are considered serious and therefore, the consequences for such action may result in immediate short term or long term suspension pending a board recommendation to School Board of Broward County for hearing for expulsion.

Examples of Severe Misbehavior:

- Fighting
- Absent With-Out Leave (AWOL)
- Profanity/obscenity
- Weapons, drugs, alcohol, smoking
- Robbery, involvement in, knowledge of, or an accomplish to
- Severe or repetitive disruptions
- Assault and/or battery on faculty, staff members, or student
- Defacing and/or destroying property
- Gross Insubordination
- Stealing or extortion
- Forgery of passes, excuses, or any other forms
- Sexually offensive behavior

3.7.11. Consequence

Once an office referral has been submitted, the administrator will determine the consequence of any unacceptable student behavior. The parent/guardian will receive notice of student's discipline problems and the consequence administered for any infraction resulting in disciplinary action that will be filed on the student's discipline transcript. The consequence may be one of the following according to the seriousness of the misbehavior, not necessarily in this order:

- Withholding of Privileges
- Administrative Warning
- Student/Administrator Conference
- Student/Teacher Administrator Conference
- Student/Teacher/Parent Administrator Conference
- Weekly Behavior Report
- Parent Shadowing
- Temporary Office Assignment
- Lunch Detention
- Administrative Detention
- In School Suspension
- Out of School Suspension
- Option to Withdraw

• Recommendation for Expulsion

3.7.12. Description of Discipline Options

Withholding of Privileges Student may be denied an opportunity to partake in school-related activities and/or events as deemed appropriate by an administrator.

Weekly Behavior Contract

A weekly behavior contract is simply an informal tracking tool used by the school to monitor a student's day-to-day behavior and academic progress until such time that satisfactory results have been achieved. The student's teachers complete this report each day, the administrator of discipline reviews it before dismissal, and his/her parents signed and returned it to school for filing. This process is not recorded on the student's discipline transcript.

Parent Shadowing

Parent shadowing is a very effective tool that is used when other informal and/or formal discipline measures have been ineffective. When parents visit the school and "walk in their child's shoes," they are often better equipped to understand and assist their child and the school in resolving the identified problem.

Office Assignment

An office assignment is a period of time not to exceed 3 1/2 hours where a student may be required to complete classroom work in a supervised place designated by an administrator. This is an informal disciplinary action that must have The School administrative approval.

Teacher Detention

A teacher will assign detentions to students whose behavior does not improve after an initial warning and one-on-one discussion. Parents will be sent a notification when a detention is assigned. Should a student fail twice to appear for a teacher assigned detention, he/she will be assigned to administrative detention. Students who are assigned to teacher detention three times in one semester will receive an office referral.

Administrative Detention

An administrator may assign administrative detention to students who fail to comply with school rules or fail to report to an assigned teacher detention. Parents will be sent a notification when administrative detention is assigned. All administrative detentions are documented on the student's permanent discipline record. Failure to appear for administrative detention will result in the student being assign to in-school or out-of-school suspension. Students assigned after school detention must be picked up no later than 5:00 at the front of the school.

In-School Suspension

In-School Suspension is a formal disciplinary action that can only be assigned by The School administrative staff and requires written correspondence to parents. In school days of suspension may increase on successive occasions where it becomes necessary for the same student to be placed in in-school suspension. All students under suspension are prohibited from participating

in after school activities and therefore required to leave the school campus immediately upon dismissal. In-school suspension assignments will be notated on student's discipline transcript.

Out-of-School Suspension

Out-of-School Suspension is a formal disciplinary action that can only be assigned by The School administrative staff and requires written correspondence to parents. Out-of-school suspension may increase on successive occasions where it becomes necessary for the same student to be suspended from school. A meeting between a parent and an administrator is required prior to any out-of-school suspended student's return to The School.

All students under suspension are prohibited from participating in after school activities and therefore required to leave the school campus immediately upon dismissal. In-school suspension assignments will be notated on student's discipline transcript.

Expulsion

Expulsion is a formal disciplinary action that can be recommended to the School Board of Broward County by The School board after receiving a recommendation from The School administrative team due to the student's involvement in a serious discipline offense or the student's involvement in repetitive discipline offenses, which are clearly defined in the Broward County Public Schools' Code of Conduct. A written correspondence to the students' parents containing the date and time of a board hearing will be mailed to the parents within ten days of the suspension.

Reward System

Group and/or individual rewards will be planned for the end of each nine-week period for The School students who have been assigned to detention or the intervention room, or have not receive an office referral. Rewards may include: a letter or certificate of commendation to a student's parents complimenting the student's attributes; citizenship award or nomination, homework passes, positive phone call, movie pass, smorgasbord lunch, field day, field trip, music in the lunchroom, special assembly, social activities, etc.

3.8. Dress Code

Students are expected wear The School uniform at all times and to dress and groom themselves in such a way as to reflect neatness, cleanliness and safety. All students should dress appropriately so as not to disrupt or interfere with the educational program or the orderly operation of the school. The principal or other duly authorized school official shall determine whether any particular use of the school uniform is in a violation of the spirit and/or the intent of this school uniform policy. Students and parents are expected to honor the uniform code in order that valuable school time is not spent examining student attire to determine appropriateness.

Students who violate the uniform code will NOT be allowed to call home for an appropriate change of clothing. The student will be permitted to change clothing if he/she has a uniform available at school. Otherwise, the student will be isolated in the ISS room for the remainder of the school day. The student's parent will be notified of this violation. If a student comes to school on a second occasion inappropriately dressed, he/she will be isolated in the ISS room for the remainder of that school day and a parent conference will be requested. A student who

violates the uniform code on the third occasions will be suspended from school for one day, and upon his/her return a parent conference requested wherein the student will be placed on a "Uniform Code Violation," contract. A fourth uniform code violation will result in a suspension pending a board hearing for possible recommendation to the Broward County School Board for expulsion. Inappropriate attire jeopardizes the instructional climate and therefore, will not be tolerated.

Guidelines for clarification are as follows:

1. Clothing should be neat and clean.
2. Clothing may not be worn inside out or backwards.
3. Hats, caps, curlers, headscarves, bandanas, sweatbands, chains, sunglasses, tennis skirts, gloves, and coats are not to be worn during school hours.
4. All t-shirts must be in good taste (no suggestive wording or illustrations or advertisements for items which are illegal for middle school students - i.e., alcohol and tobacco products, etc.). Sleeveless shirts NOT allowed.
5. Shorts and/or skirts must align with the tip of your middle finger when your arms are at your side.
6. Pants should be worn at the waist and not sag. Pants should also not fit too snuggly.
7. Athletic type shorts, such as those used for biking, are not permitted. P.E. uniforms are permitted only in P.E. classes.
8. Clothing with rips, tears, holes or frayed edges is considered inappropriate for school.
9. Shoes must be worn at all times. Proper dress does not include bedroom slippers or flip-flops.
10. Undergarments must not be exposed.
11. Clothing that is excessively revealing, such as short mini-skirts, short-shorts, tank tops, loosely fitting, low-cut blouses or halter tops, mesh shirts, or shirts exposing the midriff are not to be worn to school.
12. Hair, face, and body paint are inappropriate for school.
13. Jewelry and accessories should be appropriate for school and not attract undue attention or pose a safety risk.
14. Cosmetics make-up should be appropriate for school and not attract undue attention.
15. Extreme hairstyles, such as Mohawk cuts, are not permitted.

3.9. General Information

3.9.1. Book bags

Students may use book bags to transport only school materials to and from school. During the school day, however, The School requires that all book bags remain in students' lockers. Roller bags are NOT ALLOWED.

3.9.2. Emergency Drills

Regular emergency preparedness drills will be held throughout the school year so that students will be trained to act properly in an emergency. These drills will include fire, tornado, and other crisis emergency drills. A comprehensive emergency preparedness plan is on file in the office.

3.9.3. Hall Passes / Student Agenda

All students in the hall while classes are in session must have an agenda. There is a section for hall passes at the bottom of each page. Teachers will issue hall passes to students who have justifiable reasons for leaving the room.

3.9.4. Lockers

Each student will be assigned a locker for his/her individual use at The School. This locker is for storing books, coats, and personal items necessary for school. Students should not bring valuable items from home. The School will not be liable for personal items you leave in your locker or bring to school with you. To keep your school items safe, we strongly advise you to keep your locker private. Do not trade lockers with another student. Do not let another student share your locker. It is your responsibility to see that your locker is kept locked and in order at all times. You should report any damage, vandalism or non-working condition of your locker to the office. If you do not report vandalism, damage or the non-working condition of your locker, you will be held responsible for it. Please remember that your locker is school property and remains at all times under the control of
the school; however, you have full responsibility for the security of your locker and what is in it. Lockers must be kept neat at all times. School officials may make inspections. No item considered dangerous by the administration may be kept in the lockers and will be removed if found there. This includes glass or any other object that may be potentially dangerous. Students attending The School should not expect privacy of the contents of their lockers, desks, or other school property. Due to the small size of The School lockers, roller book bags or extra-large book bags are not advised. The cost of renting a school locker is $5.

3.9.5. PE Lockers

The PE department on a rental basis provides lockers and locks. Students are required to lock up all valuables in their own lockers. Students will be charged $3 for each lost lock. Lock combinations will be given only to the persons assigned to the locker. The PE staff or the school administration without prior notice may make routine locker checks. Every student must have a combination number for his or her locker. Lockers are provided for the safekeeping of personal

property, remain the property of the school, and may be checked by school administrators on a random basis throughout the year without prior notice.

3.9.6. Lost and Found

Personal items that are found should be turned into the front office. Students should check with the front office secretary for lost articles. Unclaimed item will be donated to charity every month after students are informed about the deadlines to check lost and found items .

3.9.7. Payment by Check

Parents may take care of monetary obligations by cash or check. Checks should be made payable to the school. There will be $25 charge for any check returned to the school by the bank.

3.9.8. Telephone Calls

Students may not be called from class to talk on the telephone during school hours, nor are they allowed to make outgoing calls except in the most necessary circumstances. As part of an effort to teach responsibility, students are discouraged from calling home for forgotten items. Students must have written permission from a classroom teacher stating a reason in order to use the office phones between 8:20 and 5:00. The school does not have sufficient phone lines to accommodate student phone calls at the end of the school day. All arrangements regarding after school activities must be made before the student leaves home in the morning. Calls of an emergency nature, that may involve the interruption of a class to deliver a message to a child, must be directed to the principal or assistant principal for approval.

We ask that all students please come to school in the morning clearly knowing whether their parents expect them to ride the bus, or be picked up by car in the afternoon. We also ask that parents please know whether or not their children are planning to stay for an after-school activity.

3.9.9. Visitors to the Building

All visitors must first check in at the main office and wear a visitors badge before going to other parts of the building.

3.9.10. Classroom Observations

The School value the concept of parents as partners in education. Parent and community support and assistance are vital in all facets of the school program. Parents of currently enrolled students or prospective students may wish to observe the classroom setting or perhaps volunteer to serve

as an instructional partner in the classroom. Related requests are welcomed. Contact the office for more information.

3.9.11. Parent Participation

There are a number of opportunities at The School for which a parent can volunteer. Among these are jobs as library assistants, cafeteria aides, clinic volunteers, room representatives, and instructional partners. Contact the office for more information.

3.10. Health and Safety

3.10.1. Illness and Injury

The School will have a school nurse or first-aid-trained-professional available to discuss or assist with medical problems or concerns. Unless you are ill, you must make appointment in advance with the nurse. Please follow these three rules if you become ill or are injured during the school day. If the nurse is not available, you should report to the secretary. If you do not inform the office and simply miss class, it is an unexcused absence.

3.10.2. Medication Policy

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medicine at school, these procedures must be followed: The medication to be administered by designated school personnel must be sent directly from the pharmacy or physician's office or brought to school by the student's parent/guardian. The school must receive a Medication Administration Directions Form signed by the student's physician and parent/guardian.

On the medication container must be clearly printed the following information:

Student's Name
Name of the medication
Dosage
Time the medication must be taken.

Bring in only the amount of medication that is needed for a school day. In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student. All medication will be kept in a secure location in the clinic.

Students are not allowed to carry any medication with them to school. Aspirin, Tylenol, and other patent drugs are not available from school. Students may carry and administer their medication if these two conditions are met:

It is warranted by a potentially life-threatening condition and advised by their physician AND a Medication Self-Administration Form is on file in the office signed by the student's parent physician, and the principal.

3.11. Instructional Program

3.11.1. Grade Reports

E-mail grade reports are sent home each week and a progress report at the four-week mark of each grading period. Parents should contact their child's teacher if there are any questions concerning grades recorded or information contained on the child's report card. Parents can also see their children's academic improvement, due assignments and projects through The School connect. Parents will be provided username and password. Parents can connect to The School Connect at school website.

3.11.2. Grading System

Students receive progress reports throughout the semester final grades for core academic courses are received at the end of the semester (18 weeks). The School Board approves the grading scale. Grades are reported numerically on all progress reports and report cards.

GRADING SYSTEM FOR STUDENTS IN GRADES 6-12:

A (Outstanding Progress)* 90 - 100%

B (Above Average Progress)* 80 - 89%

C (Average Progress)* 70 - 79%

D (Lowest Acceptable Progress)* 60 - 69%

F (Failure) 59% and below

S (Satisfactory Progress) for elementary report cards**

N (Needs Improvement) **

P (Pass) ***

NG (No Grade/Insufficient Enrollment)****

I (Incomplete) All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

* Note: Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

** Note: The grades of S or N shall be used on the elementary report cards in handwriting, art, music, and physical education for grades 2-5 and in social studies and science/health for grade 2.

*** Note: This grade is used in Extended Year Recovery Program, if offered.

****Note: For secondary schools the alphabetic letter "O" is recorded on the scan document and report card screen.

3.11.3. Conduct Scale

The teacher will record conduct grades, which is based on student behavior in each subject as follows:

E = Excellent
S = Satisfactory N = Needs Improvement
U = Unsatisfactory

3.11.4. Homework

Homework is an essential part of your successful educational program at The School. Doing homework will help you develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. It is your responsibility to complete and turn in homework on time. In case of conflict regarding homework assignments the teacher's record is final. If you or your parents have questions about homework, immediately contact the teacher who assigned it. Teacher's e-mail is available and weekly assignments are posted at our web site. Teacher homework hotline numbers can be accessed from The School website.

The School HOMEWORK POLICY:

Homework will be given regularly by The School teachers and students are expected to completed homework assignments. The following policy applies for students who routinely fail to do so: teachers will document the incident on the School Non-completion of Homework Log in the following manner:

1. Verbal warning (the missing homework assignment will be accepted one day late)
2. Teacher/parent discussion initiated and documented by the teacher.
3. Parent/administrator conference request forwarded to the AP of instruction.
4. Office Referral to AP of instruction for Repetitive Negligence with regards to the Homework Policy

3.11.5. Consequences

Once an office referral has been submitted, the instructional administrator will determine the consequence for the student behavior.

On first referral the following consequence may apply:

- In School Suspension
- Withholding the Privileges
- On second referral the following consequences may apply:
- Out of School Suspension (1 Day)
- On third referral the following consequences may apply:
- Out of School Suspension (3 Day)
- On fourth referral the following consequences may apply:
- Option to Withdraw

• Recommendation for Expulsion

3.11.6. Promotion

At the end of each academic year students who have made satisfactory progress in academic subjects are promoted to the next grade level. In cases where promotion is questionable, the school notifies parents in advance and a cooperative/partnership stance implemented to ensure student success.

Middle school students must have a passing grade in language arts, mathematics, social studies, and science.

Promotion of students for grades K thru 12 will be based on the following criteria:

1) A minimum final grade of "D" in all core courses (language arts, math, science, and social studies) and an annual overall GPA of 2.0.

2) Teacher judgment based on adequate documentation, that the student has met the course objectives and intended outcomes for all courses.

3) The student's final grade as determined by his/her nine weeks grades, the final exam, and the appropriate district assessment if applicable.

4) Compliance with the school attendance policy.

5) Students who fail to meet promotional requirements may be eligible to fulfill course requirements in the Extended Year Recovery Program, if offered, as determined by the School Board.

3.11.7. Recognition

Students are recognized on a regular basis and rewarded for accomplishments. The principal's Honor Roll students achieving an academic average of 95, or above will be listed on the principal's Honor Roll. Honor Roll-students achieving an average of 90, or above in all subjects will be recognized as Honor Roll Students. Achievement Roll-students achieving an average of 85, and above in all subjects will be recognized as Achievement Roll Students.

3.11.8. Textbooks

Textbooks for pupils will be furnished by The School. Restitution for lost and/or damaged textbooks or related materials and supplies will be required BEFORE a second text or additional materials will be made available to a student. Students who owe money for lost or damaged texts or materials will be permitted to use a text during classroom instruction however; they will not be permitted to take the text or materials home for homework purposes. Report cards may also be withheld until textbooks fees are collected.

3.11.9. Preparedness for Class

Students must bring the needed materials, as identified by each teacher, to class each day. Failure to do so will result in an immediate assignment to the intervention room. Three charges of being unprepared for class will result in detention, the forth will result in one day of ISS, the fifth charge will result in two day of ISS and the sixth will result in OSS pending a board hearing for recommendation to The School for expulsion.

3.12. Services for Students

3.12.1. After-School Activities

A limited number of extracurricular clubs and/or enrichment activities will be offered for students. A brochure describing these activities will be available in the school office. Nominal fees may be charged for participation in order to cover the cost of materials and/or supplies. In order to participate in any after school extra-curricular activity, including music performances, plays, etc., students must arrive in time to be counted present during the school day. Students serving in-school suspension may not participate in after school activities on the day(s) the suspension(s) is served. There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow you to explore things you already enjoy and to try other areas that sound interesting. If you stay for an after-school activity, you will be expected to follow these rules. If you do not follow these rules you will be banned from after school activities.

- You must be with a teacher or other staff member at all times.
- You must arrange for your own transportation to arrive promptly at the end of the activity.
- You must abide by the School code of student conduct while participating in the activity.
- You may not stay after school to wait for another student.
- You must clear the school building immediately following after school activities by using the front door.
- Your school activity privileges will be cancelled if discipline becomes a problem.

3.12.2. Communications between School and Home

Every effort will be made to ensure good communication between the home and the school. Parent may communicate directly with the school's staff members via e-mail, voice mail, written request, or by accessing the school's web page. Parents may also call the homework hotline for

instructional information. A newsletter will be sent home each Friday announcing upcoming school activities and events.

3.12.3. Conferences

Parents and teachers should maintain a good working relationship to help students get the best possible education. Conferences are good communication tools. Our most important form of communication is the parent-teacher conference. The student's homeroom teacher will contact parents at some point during the first semester to arrange a time to talk on an individual basis about the student. Additional conferences may be held at any time during the school year. If you would like to have a conference with any staff member, please contact the school and arrangements will be made.

3.12.4. Counseling Services

The School will offer counseling services. The school counselor or his/her designee can help you plan and succeed in your Middle school program and help you look ahead to high school and college. The school counselor can also help with personal issues and concerns. To see the school counselor, make an appointment in advance unless it is an emergency. Your parents may call the office to arrange an appointment with a counselor. If the counselor is not available and you have a problem, make sure you speak with a teacher or administrator.

3.12.5. Field Trips

Grade level and/or team sponsored day field trips will be offered to most students. Students suspended during the semester that the trip is scheduled are not permitted to participate. Any student who has demonstrated the inability to follow rules may also be prohibited from participating. This determination will be made by the administration. Field Trips offer exciting ways to learn. The School students will have the opportunity to go on field trips at various times throughout the school year. For all field trips, you will be expected to follow these rules:

- You must bring to school the Field Trip Permission Slip signed by your parents or guardian by the specified date. No phone calls will be accepted as permission.
- You must follow the Dress Code unless otherwise specified.
- You must abide by The School codes of student conduct while on the field trip.
- Students will be responsible for the class they missed.

3.12.6. Lunch/Nutrition Program

Students may purchase a nutritional lunch in the school cafeteria or may bring their lunch from home. The cost for student lunch is announced at the beginning of school and can be paid daily or weekly. Student may purchase milk, bottled water, and other nutritional beverages at school.

Ice cream, which has nutritional value, will also be available for purchase by the student. Students needing free or reduced lunch should contact the administration.

3.12.7. Media Center

The media center is a resource center for all print and non-print materials. Media center services offered to students include assistance with research assignments and book selections.

3.12.8. School Pictures

A contracted photographer will photograph students in school sometime in the fall. Students may purchase the entire package of photos or a partial packet.

3.12.9. Special Education Services

The School recognizes that Federal law governs services to students with disabilities and it is the school's responsibility to ensure compliance with those laws. Students with disabilities will be educated in the least restrictive environment (LRE). This means that they will be placed in the setting that puts the fewest limits on their opportunity to be educated with students who do not have disabilities. The School utilizes an inclusive and holistic approach to special-education services. All identified students will receive support, remediation, modifications, and consultation services as designated within the multi-age classroom. A certified learning consultant will be available to provide consultation services to classroom teachers who serve special education students, as needed. The School shall comply with federal and state law that ensures that all students with disabilities will be provided with a free appropriate education (FAPE).

3.12.10. Student Support Team (SST)

The purpose of the student support team (SST) will be to identify and plan alternative instructional strategies for students who are experiencing academic, social, or behavioral problems. The student support team is a committee consisting of the referring teacher, the chairperson, and at least one other participant. Parents are invited to attend the SST process in their child. The SST process provides problem-solving strategies and instructional support for teachers. Questions concerning the referral process should be referred to an administrator.

3.12.11. Supervision of Students Before and After School

Teachers arrive at 8:00 a.m. Students should not arrive before 8:20 a.m. (unless transported by school bus) or remain after 3:45 p.m. unless they are in a specific activity under the supervision of a teacher. Adults will supervise those students participating in activities at times prior to 8:20

a.m. and after 3:45 p.m., for 15 minutes before and 15 minutes after the scheduled activities times ONLY. The school staff does not assume responsibility for any student remaining at the school beyond the guidelines outlined above. All students must be picked up by the end of school day. Students who are consistently retrieved late from after-school activities may be prohibited from participation. Students who are consistently retrieved late from school will be referred to the board for possible expulsion.

3.12.12. Transportation to and from School

3.12.12.1. School Buses

Transportation will be provided for students living in areas designated by the county transportation department. Students should understand that riding the bus is a privilege contingent upon proper and courteous conduct. Students are expected to follow the instructions of the driver and local school. Any student failing to do so may be denied the privilege of riding the bus. Students may not ride buses other than the one to which they are assigned, and they must get on and off the bus at their regularly scheduled stop. Any student who misses the bus on purpose will be referred to the board for recommendation to the Broward County School Board for expulsion due to safety and liability issues.

3.12.12.2. Car Riders

Students who are transported in cars should be dropped off in the designated area in front of the school. Automobiles must not drive through or park in the bus loading areas. When picking a student up at dismissal time, please use the driveway at the front of the building. The School employs a resource officer who has registered police credentials. He has the authority to issue traffic citations with fines payable to Broward County municipal government. Your cooperation with this officer is expected in order to make arrival/dismissal as safe and efficient as possible.

3.12.12.3. Walkers

The School takes no responsibility for student walkers. Due to limited sidewalks and high volume traffic in the immediate area, walking is strongly discouraged.

Bicycles, Skateboards, Roller Blades, and Scooters

Bicycles, skateboards, roller blades, and/or scooters, are not permitted on school property.

3.13. Family Contract (Tentative Example)

Students are expected to read and discuss the Code of Conduct and Discipline Plan with their parents/guardians and indicate both understanding and acceptance of it by returning this contract as completed and signed.

Student's Name _____ Grade _____ Homeroom _____

I/we, _____, the parent(s)/guardian(s) of the above-named student, in consideration of the enrollment of my/our child in the Broward Math and Science Schools do hereby agree to the following:

- I will help the school to make learning a primary occupation for my child.
- I will supervise my child's homework to ensure that all assignments are on schedule.
- I will ensure that my child is dressed according to the dress code of the academy.
- I will meet with my child's teacher as requested.
- I will volunteer to spend some time to help the Governing Board to discuss the needs of the academy.
- I will encourage my child to participate in the school-organized volunteer community activities since these kinds of activities are an important part of learning experience.
- I understand that this contract is an agreement with all other parents in the school to support the faculty, staff, and the volunteers as they work to help my child be a productive member of the community.
- I understand that the Governing Board has the authority to suspend, recommend the student to the Broward County School Board to be expelled or withdraw from the academy if the student's behavior violates the Broward County Schools' Discipline Code and/or the parents, guardian or the mentor fails to take responsibility for the conduct of the student or fails to cooperate with the academy to help in correcting the student's behavior.
- I understand that the policy of the Broward Math and Science Schools is to promote students on academic performance.
- I will take responsibility for the behavior of my child in the school.
- I will keep the academy informed of a phone number and address given below where I can be reached during day and or evening time hours.
- I will send my child to school healthy, clean and prepared to learn.

3.14. The School Handbook Agreement Page

Directions: After thoroughly reviewing this document, parent and student both must sign, date, and return this handbook agreement form to the student's homeroom teacher.

STUDENT

I, _____& _____ have thoroughly reviewed and agree to abide by each of the policies, procedures and expectations outlined in the Riverside Science, Inc. Student and Parent Handbook. I understand that failure to do so may result in me being recommended to School Board of Broward County for expulsion.

Signature (s): _____ Date: _____

PARENT (S)

I, _____ (and) _____, parent (s) of _____, have reviewed the Parent/Student Handbook with my child. I agree to support the Broward Math and Science Schools by volunteering at the school to the degree possible, communicating regularly with my child's teacher (s), and promoting positive educational practices at home with my child by providing ongoing supervision and guidance with homework and school related projects. Additionally, I agree to adhere to each of the policies, procedures and expectations outlined in the Broward Math and Science Schools Student and Parent Handbook and Family Contract.

Signature:_____ Date: _____

Address:_____

Home Phone: _____ Work: _____ Alt:_____

DO NOT MARK BELOW THIS LINE

Date Received: _____

Homeroom Teacher Signature: _____

Appendix D - Budget Plan

Following pages are tentative budget estimations and details of calculation for each year of operation.

Broward Math and Science Schools	YEAR 1 (2014- 2015)	YEAR 2 (2015- 2016)	YEAR 3 (2016 - 2017)	YEAR 4 (2017 - 2018)	YEAR 5 (2018 - 2019)
ENROLLMENT	K-7	K-8	K-10	K-11	K-12
Total Enrollment	400	640	850	1038	1200
REVENUES					
State Sources	$2,498,468	$3,976,509	$5,165,323	$6,224,571	$7,141,305
Capital Outlay				$415,200.00	$480,000.00
Local Sources					
Other Sources (Food)	$72,000.00	$115,200.00	$153,000.00	$186,840.00	$216,000.00
Total Revenues	$2,570,468.00	$4,091,709.00	$5,318,323.00	$6,826,611.00	$7,837,305.00
EXPENDITURES					
Instruction					
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	$950,000.00	$1,560,000.00	$2,480,000.00	$2,870,000.00	$3,192,000.00
Fringe Benefits	$180,500.00	$296,400.00	$471,200.00	$545,300.00	$606,480.00
Contracted Professional Services (Includes Therapist & other contracted instructional services)	$10,000.00	$15,000.00	$22,500.00	$25,000.00	$30,000.00
Classroom Supplies & Equipment Teacher Supplies	$16,000.00	$57,600.00	$76,500.00	$93,420.00	$108,000.00
Textbooks	$70,000.00	$75,000.00	$90,000.00	$90,000.00	$75,000.00
Student Activities	$5,000.00	$10,000.00	$15,000.00	$20,000.00	$25,000.00
Computer — Equipment & Repairs for instruction	$45,000.00	$15,000.00	$27,000.00	$13,500.00	$12,750.00
Software for instruction	$10,000.00	$2,000.00	$15,000.00	$7,500.00	$5,000.00
Sub-Total Instruction	$1,286,500.00	$2,031,000.00	$3,197,200.00	$3,664,720.00	$4,054,230.00
Pupil Personnel Services					
Salaries (includes counselor, school nurse, health assistant)	$60,000.00	$95,000.00	$97,375.00	$99,809.38	$102,304.61
Fringe Benefits	$11,400.00	$18,050.00	$18,501.25	$18,963.78	$19,437.88
Contracted Professional Services (counseling and psychological, contracted nurse services)	$7,500.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00
Sub-Total Pupil Personnel Services	$78,900.00	$138,050.00	$140,876.25	$143,773.16	$146,742.49
Media Services					
Salaries (Includes Librarian)	$0.00	$38,000.00	$38,950.00	$39,923.75	$40,921.84
Fringe Benefits	$0.00	$6,840.00	$7,011.00	$7,186.28	$7,365.93
Library Books	$5,000.00	$5,000.00	$10,000.00	$10,000.00	$10,000.00
Audio Visual Materials	$2,500.00	$15,000.00	$10,000.00	$5,000.00	$3,000.00
Sub-Total Media Services	$7,500.00	$64,840.00	$65,961.00	$62,110.03	$61,287.78
Curriculum Development					
Salaries (includes Curriculum Specialist)					
Fringe Benefits					
Curriculum					

Broward Math and Science Schools	YEAR 1 (2014- 2015)	YEAR 2 (2015- 2016)	YEAR 3 (2016 - 2017)	YEAR 4 (2017 - 2018)	YEAR 5 (2018 - 2019)
Development Supplies					
Student Activities	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Sub-Total Curriculum Development	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Staff Development	$7,500.00	$15,000.00	$7,500.00	$7,500.00	$7,500.00
Workshops	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$3,000.00
Travel	$7,500.00	$7,500.00	$7,500.00	$7,500.00	$7,500.00
Professional Services	$5,000.00	$10,000.00	$2,500.00	$2,500.00	$2,500.00
Sub-Total Stuff Development	$25,000.00	$37,500.00	$22,500.00	$22,500.00	$20,500.00
Instruction Related Technology					
Salaries (includes Technology Personnel)					
Fringe Benefits					
Instructional Networks					
Hardware Maintenance	$2,500.00	$3,500.00	$3,500.00	$3,500.00	$500.00
Computer Learning Labs.	$3,000.00	$3,000.00	$5,000.00	$5,000.00	$5,000.00
Sub-Total Instruction Related Technology	$5,500.00	$6,500.00	$8,500.00	$8,500.00	$5,500.00
Board					
Professional Services (Legal)	$5,000.00	$5,000.00	$10,000.00	$10,000.00	$10,000.00
Insurance	$15,000.00	$17,500.00	$20,000.00	$22,500.00	$25,000.00
Travel	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00
Sub-Total Board	$22,500.00	$25,000.00	$32,500.00	$35,000.00	$37,500.00
General Administration					
Management Fees					
Administrative Fee	$85,448.00	$85,448.00	$85,448.00	$85,448.00	$85,448.00
Sub-Total General Administration	$85,448.00	$85,448.00	$85,448.00	$85,448.00	$85,448.00
School Administration					
Salaries (includes Principal, Secretary & other Office Personnel)	$131,000.00	$231,000.00	$236,775.00	$242,694.38	$248,761.73
Fringe Benefits	$24,890.00	$41,580.00	$42,619.50	$43,684.99	$44,777.11
Equipment Rental / Lease					
Travel	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
Advertising and Promotion	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
License Fees	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00
Uniforms	$500.00	$1,000.00	$1,500.00	$1,500.00	$1,500.00
Postage	$5,400.00	$6,000.00	$6,500.00	$7,000.00	$7,500.00
Printing	$250.00	$1,000.00	$1,500.00	$2,500.00	$3,000.00
Office Supplies	$3,500.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00
Office Equipment	$5,000.00	$1,000.00	$500.00	$500.00	$500.00
Computer Equipment	$4,500.00	$3,000.00	$1,500.00	$1,500.00	$1,500.00
Sub-Total School Administration	$184,540.00	$298,080.00	$304,394.50	$312,879.36	$321,038.85
Facilities Acquisition & Construction					
Building Lease / Rent	$450,000.00	$576,000.00	$765,000.00	$934,200.00	$1,080,000.00
Remodeling & Renovations					
Purchase of Buildings & Fixed Equipment					
Land					

Broward Math and Science Schools	YEAR 1 (2014- 2015)	YEAR 2 (2015- 2016)	YEAR 3 (2016 - 2017)	YEAR 4 (2017 - 2018)	YEAR 5 (2018 - 2019)
Sub-Total Facilities Acquisition & Construction	$450,000.00	$576,000.00	$765,000.00	$934,200.00	$1,080,000.00
Fiscal Services					
Salaries (Accounting & Bookkeeping Personnel)	$35,000.00	$35,875.00	$36,771.88	$37,691.17	$38,633.45
Fringe Benefits	$6,650.00	$10,045.00	$10,296.13	$10,553.53	$10,817.37
Professional Services (payroll, accounting, auditing)	$7,500.00	$7,500.00	$7,500.00	$7,500.00	$7,500.00
Sub-Total Fiscal services	$49,150.00	$53,420.00	$54,568.00	$55,744.70	$56,950.82
Food Services					
Salaries (Food Service Workers)	$20,000.00	$30,000.00	$30,750.00	$31,518.75	$32,306.72
Fringe Benefits	$2,000.00	$3,000.00	$3,075.00	$3,151.88	$3,230.67
Food	$72,000.00	$115,200.00	$153,000.00	$186,840.00	$216,000.00
Materials & Supplies	$2,000.00	$2,000.00	$2,000.00	$2,000.00	$2,000.00
Equipment Rental / Lease	$1,500.00	$2,500.00	$3,000.00	$3,500.00	$4,000.00
Inspection fees	$500.00	$500.00	$500.00	$500.00	$500.00
Sub-Total Food Services	$98,000.00	$153,200.00	$192,325.00	$227,510.63	$258,037.39
Pupil Transportation Services					
Salaries (Drivers & Transportation workers)					
Fringe Benefits					
Contracted Transportation Services, 40% of the students expected a bus rider	$96,000.00	$154,000.00	$205,000.00	$250,000.00	$290,000.00
insurance					
Repairs & Maintenance					
Fuel					
Sub-Total Pupil Transportation Services	$96,000.00	$154,000.00	$205,000.00	$250,000.00	$290,000.00
Operation Of Plant					
Salaries (Custodian, crossing guards, security)	$20,000.00	$20,500.000	$21,012.500	$21,537.813	$22,076.258
Fringe benefits	$3,800.00	$3,895.00	$3,992.38	$4,092.18	$4,194.49
Purchased Service (Custodial, fire and alarm, pest control etc.)	$33,500.00	$45,100.00	$59,500.00	$71,500.00	$81,500.00
Lawn Maintenance	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Pest Control	$500.00	$500.00	$500.00	$500.00	$500.00
Security Services	$1,200.00	$1,200.00	$1,200.00	$1,200.00	$1,200.00
Property insurance	$7,500.00	$10,000.00	$12,500.00	$15,000.00	$17,500.00
Telephone Services	$6,000.00	$6,150.00	$6,303.75	$6,461.34	$6,622.88
Water & Sewer	$4,000.00	$4,500.00	$5,000.00	$5,500.00	$6,000.00
Electricity	$40,000.00	$47,500.00	$50,000.00	$60,000.00	$60,000.00
Custodial Supplies & Equipment	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Sub-Total Operation of Plant	$126,500.00	$149,345.00	$170,008.63	$195,791.34	$209,593.62
Maintenance of Plant					
Repairs & Maintenance	$5,000.00	$7,500.00	$10,000.00	$17,500.00	$20,000.00
Supplies	$2,500.00	$2,500.00	$5,000.00	$5,000.00	$5,000.00
Sub-Total Maintenance of Plant	$7,500.00	$10,000.00	$15,000.00	$22,500.00	$25,000.00
Administrative Technology Services					
Internal Technology Support					
Technology Personnel	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00

Broward Math and Science Schools	YEAR 1 (2014- 2015)	YEAR 2 (2015- 2016)	YEAR 3 (2016 - 2017)	YEAR 4 (2017 - 2018)	YEAR 5 (2018 - 2019)
Systems Operation	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00
Systems Planning & Analysis					
Sub-Total Administrative Technology Services	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00
After Care Programs	$3,000.00	$3,000.00	$3,000.00	$3,000.00	$3,000.00
After Care Salary	$10,000.00	$12,500.00	$12,500.00	$15,000.00	$15,000.00
Fringe Benefits	$1,000.00	$1,250.00	$1,250.00	$1,500.00	$1,500.00
Sub-Total After Care Programs	$14,000.00	$16,750.00	$16,750.00	$19,500.00	$19,500.00
Debt Service					
Redemption of Principal	$0.00	$0.00	$0.00	$0.00	$0.00
Interest	$0.00	$0.00	$0.00	$0.00	$0.00
Sub-Total Debt Service	$0.00	$0.00	$0.00	$0.00	$0.00
Total Expenditures	$2,552,038.00	$3,814,133.00	$5,291,031.38	$6,055,177.21	$6,686,328.94
Excess of Revenues over Expenditures	$18,430.00	$277,576.00	$27,291.63	$771,433.79	$1,150,976.06
Cumulative Surplus	$18,430.00	$296,006.00	$323,297.63	$1,094,731.42	$2,245,707.48
Number of Teachers	25	40	62	70	76
Annual Salary	$38,000.00	$39,000.00	$40,000.00	$41,000.00	$42,000.00

Revenue Estimate Worksheet for BMSS Charter School - Year 1

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 (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	140.00	1.125	157.5000	$ 604,875
111 Basic K-3 with ESE Services	12.00	1.125	13.5000	$ 51,846
102 Basic 4-8	182.00	1.000	182.0000	$ 698,967
112 Basic 4-8 with ESE Services	18.00	1.000	18.0000	$ 69,129
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)*	28.00	1.145	32.0600	$ 123,126
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	400.00		425.9600	$ 1,635,890

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
12.00	PK-3	251	$ 1,058	$ 12,696
	PK-3	252	$ 3,418	$ -
	PK-3	253	$ 6,974	$ -
18.00	4-8	251	$ 1,187	$ 21,366
	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: 30.00			Total from ESE Guarantee	$ 34,062

3. Supplemental Academic Instruction:

District SAI Allocation: $ 53,067,950

divided by district FTE: 257,637.67

(with eligible services)

Per Student: $ 206 — $ 82,400

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 $ 1,752,352

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors	=	
PK - 3	203.0600	1.0235	1320.15	=	274,369
4-8	222.9000	1.0235	900.48	=	205,434
9-12	0.0000	1.0235	902.65	=	0
Total *	425.9600				

Total Class Size Reduction Funds $ 479,803

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	425.9600	by district's WFTE:	280,213.62				
to obtain school's WFTE share.					0.1520%		
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	400.00	by district's UFTE:	257,637.67				
to obtain school's UFTE share.					0.1553%		
		Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.1520%	$	9,326
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)	101,998,178	x	0.1520%	$	155,037
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.1553%	$	-
10. Proration to Funds Available (WFTE share)		(a)	(225,738)	x	0.1520%	-$	343
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.1520%	$	-
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.1553%	$	30,881
Dual Enrollment Instructional Materials Allocation (See footnote i below)							
13. Student Transportation		(e)					
Enter All Riders				x	347	$	-
Enter ESE Student Riders				x	1,332	$	-
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.1520%	$	71,412
15. Florida Teachers Lead Program Stipend							
16. Food Service Allocation		(g)					
					Total	$	2,498,468
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:						$	-

Revenue Estimate Worksheet for BMSS Charter School - Year 2

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 (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	243.00	1.125	273.3750	$ 1,049,891
111 Basic K-3 with ESE Services	20.00	1.125	22.5000	$ 86,411
102 Basic 4-8	312.00	1.000	312.0000	$ 1,198,229
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	$ 76,810
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)*	25.00	1.145	28.6250	$ 109,934
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*		1.145	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	640.00		679.4000	$ 2,609,222

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
20.00	PK-3	251	$ 1,058	$ 21,160
	PK-3	252	$ 3,418	$ -
	PK-3	253	$ 6,974	$ -
20.00	4-8	251	$ 1,187	$ 23,740
	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: 40.00			Total from ESE Guarantee	$ 44,900

3. Supplemental Academic Instruction:

District SAI Allocation	$ 53,067,950	Per Student	
divided by district FTE	257,637.67	$ 206	$ 131,840
(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 $ 2,785,962

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors		
PK - 3	324.5000	1.0235	1320.15	=	438,456
4-8	354.9000	1.0235	900.48	=	327,090
9-12	0.0000	1.0235	902.65	=	0
Total *	679.4000		Total Class Size Reduction Funds		$ 765,546

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	679.4000	by district's WFTE:	280,213.62			
to obtain school's WFTE share.				0.2425%		
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	640.00	by district's UFTE:	257,637.67			
to obtain school's UFTE share.				0.2484%		
		Letters Refer to Notes At Bottom:				
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.2425%	$ 14,878
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)	101,998,178	x	0.2425%	$ 247,346
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.2484%	$ -
10. Proration to Funds Available (WFTE share)		(a)	(225,738)	x	0.2425%	-$ 547
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.2425%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.2484%	$ 49,394
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders				x	347	$ -
Enter ESE Student Riders				x	1,332	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.2425%	$ 113,930
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
					Total	$ 3,976,509
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)	
If you have more than a 75% ESE student population please place a 1 in the following box:						$ -

Revenue Estimate Worksheet for___BMSS___Charter School - Year 3

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 (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	248.00	1.125	279.0000	$ 1,071,494
111 Basic K-3 with ESE Services	20.00	1.125	22.5000	$ 86,411
102 Basic 4-8	422.00	1.000	422.0000	$ 1,620,682
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	$ 76,810
103 Basic 9-12	90.00	1.011	90.9900	$ 349,445
113 Basic 9-12 with ESE Services	5.00	1.011	5.0550	$ 19,414
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)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*	5.00	1.145	5.7250	$ 21,987
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	850.00		891.0700	$ 3,422,137

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
20.00	PK-3	251	$ 1,058	$ 21,160
	PK-3	252	$ 3,418	$ -
	PK-3	253	$ 6,974	$ -
20.00	4-8	251	$ 1,187	$ 23,740
	4-8	252	$ 3,546	$ -
	4-8	253	$ 7,102	$ -
5.00	9-12	251	$ 845	$ 4,225
	9-12	252	$ 3,204	$ -
	9-12	253	$ 6,760	$ -
Total FTE with ESE Services 45.00			**Total from ESE Guarantee**	$ 49,125

3. Supplemental Academic Instruction:

		Per Student	
District SAI Allocation	$ 53,067,950		
divided by district FTE	257,637.67	$ 206	$ 175,100
(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 $ 3,646,362

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors	=	
PK - 3	324.4000	1.0235	1320.15	=	438,321
4-8	464.9000	1.0235	900.48	=	428,471
9-12	101.7700	1.0235	902.65	=	94,021
Total *	891.0700				

Total Class Size Reduction Funds $ 960,813

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	891.0700	by district's WFTE:	280,213.62			
to obtain school's WFTE share.					0.3180%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	850.00	by district's UFTE:	257,637.67			
to obtain school's UFTE share.					0.3299%	
		Letters Refer to Notes At Bottom:				
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.3180%	$ 19,511
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)	101,998,178	x	0.3180%	$ 324,354
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.3299%	$ -
10. Proration to Funds Available (WFTE share)		(a)	(225,738)	x	0.3180%	-$ 718
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.3180%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.3299%	$ 65,600
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders				x	347	$ -
Enter ESE Student Riders				x	1,332	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.3180%	$ 149,401
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
					Total	$ 5,165,323
18. Funding for the purpose of calculating the administrative fee for ESE Charters.				(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:						$ -

Revenue Estimate Worksheet for__BMSS__Charter School - Year 4

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 (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	248.00	1.125	279.0000	$ 1,071,494
111 Basic K-3 with ESE Services	20.00	1.125	22.5000	$ 86,411
102 Basic 4-8	490.00	1.000	490.0000	$ 1,881,835
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	$ 76,810
103 Basic 9-12	211.00	1.011	213.3210	$ 819,255
113 Basic 9-12 with ESE Services	7.00	1.011	7.0770	$ 27,179
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)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*	2.00	1.145	2.2900	$ 8,795
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	1038.00		1079.9880	$ 4,147,673

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
20.00	PK-3	251	$ 1,058	$ 21,160
	PK-3	252	$ 3,418	$ -
	PK-3	253	$ 6,974	$ -
20.00	4-8	251	$ 1,187	$ 23,740
	4-8	252	$ 3,546	$ -
	4-8	253	$ 7,102	$ -
7.00	9-12	251	$ 845	$ 5,915
	9-12	252	$ 3,204	$ -
	9-12	253	$ 6,760	$ -
Total FTE with ESE Services 47.00			**Total from ESE Guarantee**	$ 50,815

3. Supplemental Academic Instruction:

District SAI Allocation	$ 53,067,950	Per Student	
divided by district FTE	257,637.67	$ 206	$ 213,828
(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 $ 4,412,316

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors		
PK - 3	324.4000	1.0235	1320.15	=	438,321
4-8	532.9000	1.0235	900.48	=	491,143
9-12	222.6880	1.0235	902.65	=	205,733
Total *	1079.9880				

Total Class Size Reduction Funds $ 1,135,197

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	1,079.9880	by district's WFTE:	280,213.62			
to obtain school's WFTE share.					0.3854%	
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	1,038.00	by district's UFTE:	257,637.67			
to obtain school's UFTE share.					0.4029%	
		Letters Refer to Notes At Bottom:				
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.3854%	$ 23,646
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)	101,998,178	x	0.3854%	$ 393,101
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.4029%	$ -
10. Proration to Funds Available (WFTE share)		(a)	(225,738)	x	0.3854%	-$ 870
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.3854%	$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.4029%	$ 80,115
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter All Riders				x	347	$ -
Enter ESE Student Riders				x	1,332	$ -
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.3854%	$ 181,066
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
					Total	$ 6,224,571
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)	
If you have more than a 75% ESE student population please place a 1 in the following box:						$ -

Revenue Estimate Worksheet for BMSS Charter School - Year 5

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 (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	248.00	1.125	279.0000	$ 1,071,494
111 Basic K-3 with ESE Services	20.00	1.125	22.5000	$ 86,411
102 Basic 4-8	532.00	1.000	532.0000	$ 2,043,135
112 Basic 4-8 with ESE Services	20.00	1.000	20.0000	$ 76,810
103 Basic 9-12	328.00	1.011	331.6080	$ 1,273,534
113 Basic 9-12 with ESE Services	10.00	1.011	10.1100	$ 38,827
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)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 4-8)*	20.00	1.145	22.9000	$ 87,947
130 ESOL *(Grade Level 9-12)*	2.00	1.145	2.2900	$ 8,795
300 Career Education *(Grades 9-12)*		1.011	0.0000	$ -
Totals	1200.00		1243.3080	$ 4,774,900

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
20.00	PK-3	251	$ 1,058	$ 21,160
	PK-3	252	$ 3,418	$ -
	PK-3	253	$ 6,974	$ -
20.00	4-8	251	$ 1,187	$ 23,740
	4-8	252	$ 3,546	$ -
	4-8	253	$ 7,102	$ -
10.00	9-12	251	$ 845	$ 8,450
	9-12	252	$ 3,204	$ -
	9-12	253	$ 6,760	$ -
Total FTE with ESE Services: 50.00			Total from ESE Guarantee	$ 53,350

3. Supplemental Academic Instruction:

District SAI Allocation	$ 53,067,950		
divided by district FTE	257,637.67	Per Student	
(with eligible services)		$ 206	$ 247,200

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: $ 5,075,450

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X DCD	X Allocation factors		
PK - 3	324.4000	1.0235	1320.15	=	438,321
4-8	574.9000	1.0235	900.48	=	529,852
9-12	344.0080	1.0235	902.65	=	317,816
Total *	1243.3080				

Total Class Size Reduction Funds: $ 1,285,989

*(*Total FTE should equal total in Section 1, column (d).)*

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	1,243.3080	by district's WFTE:	280,213.62				
to obtain school's WFTE share.					0.4437%		
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	1,200.00	by district's UFTE:	257,637.67				
to obtain school's UFTE share.					0.4658%		
		Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.4437%	$	27,223
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)	101,998,178	x	0.4437%	$	452,566
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.4658%	$	-
10. Proration to Funds Available (WFTE share)		(a)	(225,738)	x	0.4437%	-$	1,002
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.4437%	$	-
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.4658%	$	92,623
Dual Enrollment Instructional Materials Allocation (See footnote i below)							
13. Student Transportation		(e)					
Enter All Riders				x	347	$	-
Enter ESE Student Riders				x	1,332	$	-
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.4437%	$	208,456
15. Florida Teachers Lead Program Stipend							
16. Food Service Allocation		(g)					
					Total	$	7,141,305
18. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:						$	-

Appendix E - By Laws of Riverside Science, Inc.

POLICIES OF BROWARD MATH AND SCIENCE SCHOOLS / GOVERNING BOARD BYLAWS OF RIVERSIDE SCIENCE, INC.

The Governing Board of Broward Math and Science Schools ("Board") is committed to the education of all students appropriate to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the School, with the Board assuming an educational leadership role; and to the employment of school personnel who, under the direction of the Principal, will see that the school maintains an outstanding position and will carry out the policies of the Board with imagination and dedication.

Additionally, the Board's specific policy and direction goals are:

- To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process;
- To manage the school in accordance with federal and state laws;
- To provide leadership in school in order that the goals and objectives of the school can be effectively carried out;
- To maintain two-way communication with the various persons served by the school in order to understand public attitudes and encourage community involvement with an understanding of the schools; and
- To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board is responsible to the people and therefore should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board will not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the students.

The founding board of directors of the Riverside Science, Inc. which are consist of five (5) people will automatically serve as the Governing Board members of the school initially. Vacancies in the board will be filled by individuals (parents, community members, and private entrepreneurs) who are nominated and elected by a majority vote. New elected board members will have 30 days after their election to get fingerprinting complete. If Board members fail to complete fingerprinting in 30 days, their board member status will be null and void.

A director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the corporation at its principal place of business. Any elected director may be

removed at any time if fails to comply with The School charter and the policies of the Governing Board or without a cause by a majority vote of the directors.

At its regular January meeting each year, the Board may reorganize and elect officers from among its own members. A president shall be elected in odd numbered years, and shall serve for two years. A vice president shall be elected to serve for a period of one year. The Secretary shall be elected to serve for a period of one year. Vacancies in the above mentioned offices occurring during the year may be filled by the Board at its discretion.

The current President shall yield the chair to the Principal for the election of the President. The President shall preside over the election of the vice president unless decided otherwise by a majority of the Board members.

Election procedures are as follows:

Nominations may be made by any Board member;

Vote to be taken publicly by show of hands;
If no candidate receives a majority of the votes, there will be a run-off vote between the two candidates who receive the highest number of votes; and

In case of a tie for second place, the run-off includes all second-place candidates.

The President of the Board shall preside at Board meetings and shall perform all duties as may be prescribed by law or by action of the Board. The duties of the President include the following:

To decide questions of order at Board meetings;

To offer resolutions, make or second motions, discuss questions, and vote thereon to the same extent as other members;

To appoint or provide for the election of all committees of the Board unless otherwise directed by the Board and to serve as an ex-officio member of all such committees;

To call special meetings of the Board on the request of three or more Board members or the Principal;

To execute an affidavit in compliance with the Open Meetings Act following any closed meeting of the Board; and

To sign official documents that require the signature of the president's office.

The Vice President shall have the powers and duties of the President when the President is absent or disabled, and shall have such other powers and duties as the Board may from time to time determine.

In the absence of both the President and Vice President, the attending members shall elect one of their members to preside.

The duties and obligations of an individual Board member may be enumerated as follows:

To become familiar with the state school laws, regulations of the Florida Department of Education, School policies, rules and regulations;

To have a general knowledge of educational aims and objectives of the school;

To work harmoniously with other Board members without trying either to dominate the Board or neglect a share of the work;

To vote and act in the Board meetings impartially for the good of the school;

To accept the will of the majority vote in all cases and give wholehearted support to the resulting policy;

To represent the Board and the school in the public in such a way as to promote both interest and support; and

To refer complaints to the proper school authorities and to abstain from individual counsel and action.

The Board believes that the legislation of policies is the most important function of a school board and that the execution of the policies should be the function of the Principal.

Delegation by the Board of its executive powers to the Principal provides freedom for the Principal to manage the school within the Board's policies, and frees the Board to devote its time to policy making and appraisal functions.

The Board holds the Principal responsible for carrying out its policies within established guidelines and for keeping the Board informed about school operations.

In an effort to keep the Board informed, the Principal will notify Board members as promptly as possible of any happenings of an emergency nature which occur in schools.

Meeting Procedures: All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings.

Three members of the Board shall constitute a quorum for the transaction of business. The votes of a majority of the members present shall be necessary for the transaction of any business or the discharge of any duties of the Board.

The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their numbers to preside.

Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

Meeting Schedule: The Board annually shall adopt a schedule for the upcoming year stating the date, time and place of its regular meetings.

The meeting schedule shall be posted in a prominent place at the School's administration building and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be canceled, postponed or adjourned.

Regular Meetings: Unless otherwise specified in the annual meeting schedule which will be adopted in August meeting each year, The regular meetings will be held monthly during the first six months of the school's operation, after that the board will meet in every two months. Dates and time of the regular meetings will be set for each school year in August or September board meetings. The schedule shall call for the meetings to be held at the School's administration building. The Board's regular meetings are legislative in nature. This is where most of the Board's formal actions are taken.

Executive Sessions: The Board may meet in executive session to consider student hearings, collective bargaining strategy session, meeting with attorney when the school is a party to an action, risk management exemption (portions of meetings and proceedings relating solely to the evaluation of claims or to offers of compromise of claims filed with a risk management program of the state, its agencies and subdivisions, are exempt).

A majority vote of a quorum present at an open meeting shall be required in order to close a meeting to the public. The specific reason for closure must be stated in the motion. Executive sessions will generally be held before or after the Board work sessions or regular meetings. The Board shall vote in public on any executive session item requiring official Board action. The minutes of the meeting shall reflect the names of the members present and the names of each Board member voting for closure. These portions of the minutes shall be made available to the public to the same extent as any other minutes.

When a meeting has been closed to the public, the Board President or other Board member presiding over the meeting shall execute a notarized affidavit stating under oath that the closed meeting was devoted to matters within the exceptions allowed by law and identifying the specific relevant exceptions. The affidavit shall be filed with the official minutes of the meeting.

Board Workshops: The Board in consultation with the Principal may schedule workshops to study topics of importance to the school and/or to plan for the future needs of the school. Workshops may be called by the President or by three members of the Board. Board workshops shall open to the public unless an exception to the Open Meetings Act applies.

Special or Called Meetings: Special meetings may be called by the Board President on the request of three or more Board members, or the Principal. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the giving of written or oral notice at least 24 hours in advance at the front door and Parent Information Center. Board members will be given at least 24 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means calculated to achieve notification.

Emergency Meetings: When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given.
Telephone Conference Meetings: If a quorum is present in an announced place, the rest of the Board members may participate any special meeting or executive session of the Board by speaker telephone

conference. All Board members participating in the meeting must hear and speak to each other simultaneously during the meeting. A Board member participating in a meeting by this means is deemed to be present in person at the meeting.

Prior to any meeting of the Board, the Principal, in consultation with the Board President and Vice President, shall review a proposed agenda of the matters expected to be addressed at the meeting. Any member of the Board may suggest agenda items for regular meetings by submitting them to the Principal and/or Board President up to eight business days prior to the Board meeting. The agenda shall be posted at the meeting site and shall be made available to the public upon request.

The agenda, together with the Principal's comments, backup materials, and other relevant information, shall be sent to Board members prior to the Board work sessions or other meeting.

The agenda shall be approved by the Board at the beginning of each meeting. Failure to include an item on the agenda shall not preclude the Board from considering and acting on such an item when it becomes necessary to do so during the course of a meeting. Items not included on the agenda may be brought up for discussion or action at the discretion of the President or the vote of a majority of the members present. Unless a Board member objects, the Board may take action in the form of a composite motion.

Within two business days after the adjournment of a meeting, the Principal shall make available to the public a summary of the subjects acted upon at the meeting and the names of the Board members present at the meeting.

The Secretary shall be responsible for preparing the minutes of each Board meeting.

The minutes shall, at a minimum, include the names of the Board members present at the meeting, a description of each motion or other proposal made, and a record of all votes. For roll-call votes or votes to close a meeting to the public, the name of each person voting for or against the proposal shall be recorded. For all other votes, it shall be presumed that the action taken was approved by each member in attendance unless the minutes reflect the names of any members voting against the proposal or abstaining.

The minutes shall be submitted to the Board for approval at its next regular meeting. Once approved and signed by the Principal and Board President, Board minutes shall be available for public inspection upon request.

Board meetings are held to conduct the affairs and business of the Board in the presence of the public. The Board welcomes and encourages citizens to attend its meetings so that the public may become better acquainted with the operation and programs of the School and the Board.

The Board allows up to 30 minutes (or more, at the Board's discretion, when pressing issues arise) at the beginning of its board meeting work sessions and regular board meetings to allow residents and employees of the school an opportunity to address the Board.

The following guidelines will govern speakers who address the Board:

- Individuals may sign up by contacting the Principal's office no more than two weeks in advance and no later than noon of the day of the meeting or by placing their name on the sign-up sheet before the start of the meeting. No more than five speakers will be allowed to sign up in advance for any given meeting. The remaining slots will be reserved for speakers signing up at the meeting.

- Each speaker will have a maximum of four minutes to speak.

- When appearing before the Board, speakers must provide their names, home address, the group represented, if applicable, and whether they are an employee, a parent or have some other connection with the School.

- Before addressing the Board, individuals are urged to seek a solution to their concerns through the proper staff and administrative channels.

- Speakers may comment on issues scheduled for consideration at the Board meeting or other appropriate concerns pertinent to the operation of a school.
- Speakers may provide the Board with written comments or other documentation relating to their topic.

- Individuals and/or organizations who addressed the Board the previous meeting may be denied the opportunity to address the Board on the same topic the following meeting.

- Speakers are expected to present their comments in a respectful and professional manner.

- Profane, vulgar or defamatory comments will not be permitted.

- Confidential student and personnel matters may not be discussed during audience to visitors, but may be submitted to the Board in writing.

- Speakers will be scheduled on a first come, first served basis. Individuals will not be denied the opportunity to address the Board on the basis of their viewpoint.

- The Board vests in its President, or presiding officer, the authority to terminate the remarks of any speaker who does not adhere to the above guidelines.

All official records of the Board shall be kept and safeguarded by the Principal as ex-officio Board Secretary. The Principal shall also be responsible for the safekeeping of all official papers, including, the official minutes of the Board, its written policies, financial records, titles, contracts, obligations and other documents that belong to the Board or pertain to its business.

Records deemed "public records" and made subject to public inspection by law shall be open for the inspection of any citizen desiring to examine them during hours when the office of the Principal is open.

As a public official, a school board member must not only do what is required by law, but because of the special trust with which he/she is charged by the community, must observe the ethics of that public office. The Board desiring to operate in the most ethical and conscientious manner possible adopts the following code of ethics to be followed by each member. Each school Board member will:

1. Give his/her first and greatest concern to the students of the school, without any distinction as to who they are or what their background may be.
2. Recognize that authority rests with the Board as a whole and make no personal promises or take any private action that might compromise the Board.

3. Work with fellow Board members in a spirit of harmony and cooperation in spite of differences of opinion.

4. Base his/her decisions upon all available facts, voting his/her convictions in every case unswayed by bias of any kind and upholding the majority decision of the Board.

5. Maintain confidentiality of privileged information.

6. Avoid being placed in a position of conflict of interest and refrain from using the Board member position for personal or partisan gain.

7. Confine board actions to policy making and evaluation and recognize that the Principal, not the Board, is responsible for the day-to-day administration of the schools.

8. Refer all complaints, comments and criticisms through the proper chain of command.

9. Support and protect school personnel in proper performance of their duties.

10. Vote on the interest of the system as a whole and not a particular segment thereof.

11. Communicate to other Board members and the Principal expressions of public reaction to Board policies and school programs.

In order to avoid conflict of interest, the Board and its members shall observe the following guidelines:

1. Members of the Board will not provide recommendations for employment of any individual who is candidate for employment in the School.

2. Any Board vote on the employment or promotion of a member of a Board member's immediate family shall be conducted in public and separate from any other personnel matter. The vote on such action shall be recorded, and the Board member whose family member is the subject of the vote shall not participate in the vote. As used in this policy, "immediate family" means a Board member's spouse, child, stepchild, sibling, parent, grandparent, grandchild, aunt, uncle, niece, nephew or first cousin, or the spouse of the Board member's parent, child, or sibling, or any relative living in the household of a Board member.

3. Board members will abstain from deliberating or voting on any student discipline matter involving his/her child.

4. The Board shall not transact business with any bank or financial institution in which a Board member owns 30 percent or more of the stock or other ownership interest.

5. The Board shall not do business with any business in which a Board member and/or a member of his/her immediate family holds an ownership interest. This shall not apply to publicly traded corporations unless the Board member and/or the members of the board member's immediate family own ten percent or more of the stock of the corporation.

6. No Board member shall be employed in any position in the school system.

7. No Board member shall accept a monetary fee or honorarium in excess of $101 for a speaking engagement, participation in a seminar, discussion panel or other activity that directly relates to the official duties of the Board member or the Board member's office.

In the budget development process, the Board conducts pre-budgeting discussions with the Principal to establish informal understandings about perceived budget opportunities, challenges and/or restrictions, and provides guidance for budget development. The Principal prepares a draft budget for review by the Board. The Board gives careful study to the budget and holds public hearings to allow for public review and reaction prior to formal approval of the budget.

PARLIAMENTARY PROCEDURE FOR BOARD

School boards are similar to other small boards because they work best when discussions are informal and not constrained by the need to adhere rigidly to formal procedures. Most school boards will work in a casual, unceremonious manner. However, several sections of the law refer to quorums and votes. When taking action on items on the agenda, the school board should have agreed upon procedures for handling motions and taking votes. These procedures should conform to the requirements specified in law and should conform to standards that are incorporated into a parliamentary guide such as *Robert's Rules of Order, Newly Revised.* This summary will focus on legal requirements mandated for school boards and suggested parliamentary procedure that school boards may follow in taking official action during meetings.

Definitions

1. Quorum - three or more members of the school board. Quorum is defined for the school council as a majority. A quorum must be present in order for the school board to conduct business.

2. Majority - More than half of the school board members present representing a quorum. Except as noted below, every motion is to be determined by a majority vote of members present, representing a quorum. For example, if three members are present, a quorum exists. If two members vote "yes" on a motion, no members vote "no," and two members abstain, the motion fails. The majority of members present (more than half) did not vote "yes" for the motion. Abstentions often can have the same effect as a vote against the motion. The adoption of bylaws or changes in the bylaws requires five affirmative votes. A vote of five members of the school council is necessary withdraw a school board member's membership status due to inactivity as specified in bylaws.

3. Questions - Motion.

4. Proxy - The authority to vote for another school board member. Proxy votes are not permitted.

5. Unanimous consent - Rather than voting on every issue, the chairperson can ask for "unanimous consent" on items that do not seem to be controversial. This can be done by saying, "Is there any objection to…..?" If there is no objection, the action can be taken.

Parliamentary Procedure:

The board should keep meetings as informal as possible; however, when considering official action, school board members may follow these procedures:

1. Making a motion
   A. Any school board member may make a motion, including the president.
   B. A long motion should be written and given to the president, and
   C. The school board member who makes a motion is not required to vote in favor of it.

2. Seconding a motion
   A. Any school board member may second a motion, except the individual who made the motion.
   B. A second merely implies that the motion should come before the school board for vote.
   C. The school board member who seconded a motion is not required to vote in favor of it, and
   D. If a motion does not receive a second, it fails. No vote is taken.
   E. A second is not required for the motion to adjourn.

3. Debating a motion
   A. The president states the motion to be debated.
   B. Customarily, the person who makes the motion speaks first,
   C. School board members should confine their remarks to pending question,
   D. The president may participate in the debate, and
   E. When the president determines that debate is ending he/she can ask, "Is there any objection to calling the question?" If there is no objection, proceed to a vote on the motion. If there is objection, the chairperson should take a vote on whether or not to end debate.

4. Voting on the motion
   A. Before taking a vote, the president should repeat the motion,
   B. School board members should vote with either a "yes," or "no," or "abstain,"
   C. If a voice vote is inconclusive, the president should call for show of hands.
   D. The president may participate in the vote,
   E. If the school board is voting to go into executive session, the secretary must record the names of those school board members voting to go into executive session and the motion stating the reason that the school board is going into executive session,
   F. Proxy voting may not be allowed,
   G. Secret ballots may not be allowed, and,
   H. The president states the results of the vote.

The purpose of this Policy of Riverside Science, Inc. Bylaws, is to give the Governing Board of said school procedures by which to govern themselves which are known by all board members and to conform the previous by-laws of Riverside Science, Inc. to the policies of the Broward Math and Science Schools so as to provide for a harmonious existence between the two.

CERTIFICATE

Florida, Broward County

I hereby certify that the within and foregoing nine pages constitute the Bylaws of Riverside Science, Inc. in effect this 01 day of February, 2008.



By: Ferhat Erkan, President

[seal]

Appendix F – Sample Standards

In this Appendix, some examples of Standards have been presented. These are just snapshots and not complete list. Complete list and details are presented in the following website:

http://www.cpalms.org/homepage/index.aspx

Mathematics Standards

Below are some examples of Math CCSS. Complete list and details are presented in the following website:

http://www.cpalms.org/homepage/index.aspx

GRADE: K

Domain: COUNTING AND CARDINALITY	
Cluster 1: Know number names and the count sequence.	
STANDARD CODE	**STANDARD**
MACC.K.CC.1.1	Count to 100 by ones and by tens. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.CC.1.CCC.1a Rote count up to 10.
	MACC.K.CC.1.CCC.1b Rote count up to 31. • **Concrete:** o Students understand that counting has cardinality in the numbers. • **Representation:** o Begin with counting 1 to 5 (or the highest number a student can count to) and increase by adding 2 - 3 numbers at a time. o Once student has mastered rote counting to 30, teach counting by 10s to 100.
	MACC.K.CC.1.CCC.1c Rote count up to 100.
	MACC.K.CC.1.CCC.3a Identify numerals 1 – 10.
	MACC.K.CC.1.CCC.3b Identify the numerals 1–

	10 when presented with the name of the number.
	MACC.K.CC.1.CCC.3c Write or select the numerals 1–10.
MACC.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.CC.1.CCC.1a Rote count up to 10.
	MACC.K.CC.1.CCC.1b Rote count up to 31. • **Concrete:** o Students understand that counting has cardinality in the numbers. • **Representation:** o Begin with counting 1 to 5 (or the highest number a student can count to) and increase by adding 2 - 3 numbers at a time. o Once student has mastered rote counting to 30, teach counting by 10s to 100.
	MACC.K.CC.1.CCC.1c Rote count up to 100.
	MACC.K.CC.1.CCC.3a Identify numerals 1 – 10.
	MACC.K.CC.1.CCC.3b Identify the numerals 1–10 when presented with the name of the number.
	MACC.K.CC.1.CCC.3c Write or select the numerals 1–10.
MACC.K.CC.1.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.CC.1.CCC.1a Rote count up to 10.
	MACC.K.CC.1.CCC.1b Rote count up to 31. • **Concrete:** o Students understand that counting has cardinality in the numbers. • **Representation:** o Begin with counting 1 to 5 (or the highest number a student can count to) and increase by adding 2 - 3 numbers at a time. o Once student has mastered rote counting to 30, teach counting by 10s to 100.
	MACC.K.CC.1.CCC.1c Rote count up to 100.
	MACC.K.CC.1.CCC.3a Identify numerals 1 – 10.

	MACC.K.CC.1.CCC.3b Identify the numerals 1–10 when presented with the name of the number.
	MACC.K.CC.1.CCC.3c Write or select the numerals 1–10.

Cluster 2: Count to tell the number of objects.	
STANDARD CODE	**STANDARD**
MACC.K.CC.2.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.CC.2.CCC.4a Identify the set that has more. • **Concrete:** o Understanding the meaning of more, less, or equal (the same). o Understand that as counting increases, the number represented increases. • **Representation:** o Students can distinguish which numbers represent more than others.
	MACC.K.CC.2.CCC.4b Count up to 10 objects in a line, rectangle, or array.
	MACC.K.CC.2.CCC.4c Match the numeral to the number of objects in a set.
	MACC.K.CC.2.CCC.5a Select a question that collected data answers.
	MACC.K.CC.2.CCC.5b Count up to 10 objects in a line, rectangle, or array.
	MACC.K.CC.2.CCC.5c Match the numeral to the number of objects in a set.
MACC.K.CC.2.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

	Cognitive Complexity: Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.CC.2.CCC.4a Identify the set that has more. • **Concrete:** o Understanding the meaning of more, less, or equal (the same). o Understand that as counting increases, the number represented increases. • **Representation:** o Students can distinguish which numbers represent more than others.
	MACC.K.CC.2.CCC.4b Count up to 10 objects in a line, rectangle, or array.
	MACC.K.CC.2.CCC.4c Match the numeral to the number of objects in a set.
	MACC.K.CC.2.CCC.5a Select a question that collected data answers.
	MACC.K.CC.2.CCC.5b Count up to 10 objects in a line, rectangle, or array.
	MACC.K.CC.2.CCC.5c Match the numeral to the number of objects in a set.

Cluster 3: Compare numbers.	
STANDARD CODE	**STANDARD**
MACC.K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.CC.3.CCC.7a Identify the smaller or larger number given two numbers between 0 and 10.
MACC.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.CC.3.CCC.7a Identify the smaller or larger number given two numbers between 0 and 10.

Domain: OPERATIONS AND ALGEBRAIC THINKING
Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

STANDARD CODE	STANDARD
MACC.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.OA.1.CCC.1a Use objects or pictures to respond appropriately to "add __" and "take away__."
	MACC.K.OA.1.CCC.1b Communicate answer after adding or taking away.
	MACC.K.OA.1.CCC.2a Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures. • **Concrete:** o Create an array (e.g., show me one group/row of three). • **Representation:** o Select a numeral to place under each representation in a modeled equation. o Select a pictorial representation of an array that matches the addition or subtraction problem. o Vocabulary: add, subtract.
	MACC.K.OA.1.CCC.2b Count two sets to find sums up to 10.
	MACC.K.OA.1.CCC.2c Solve word problems within 10.
	MACC.K.OA.1.CCC.3a Decompose a set of up to 10 objects into a group; count the quantity in each group.
MACC.K.OA.1.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.OA.1.CCC.1a Use objects or pictures to respond appropriately to "add __" and "take away__."
	MACC.K.OA.1.CCC.1b Communicate answer after adding or taking away.
	MACC.K.OA.1.CCC.2a Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.

	• **Concrete:** o Create an array (e.g., show me one group/row of three). • **Representation:** o Select a numeral to place under each representation in a modeled equation. o Select a pictorial representation of an array that matches the addition or subtraction problem. o Vocabulary: add, subtract.
	MACC.K.OA.1.CCC.2b Count two sets to find sums up to 10.
	MACC.K.OA.1.CCC.2c Solve word problems within 10.
	MACC.K.OA.1.CCC.3a Decompose a set of up to 10 objects into a group; count the quantity in each group.
MACC.K.OA.1.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.OA.1.CCC.1a Use objects or pictures to respond appropriately to "add __" and "take away__."
	MACC.K.OA.1.CCC.1b Communicate answer after adding or taking away.
	MACC.K.OA.1.CCC.2a Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.
	• **Concrete:** o Create an array (e.g., show me one group/row of three). • **Representation:** o Select a numeral to place under each representation in a modeled equation. o Select a pictorial representation of an array that matches the addition or subtraction problem. o Vocabulary: add, subtract.
	MACC.K.OA.1.CCC.2b Count two sets to find sums up to 10.
	MACC.K.OA.1.CCC.2c Solve word problems within 10.

	MACC.K.OA.1.CCC.3a Decompose a set of up to 10 objects into a group; count the quantity in each group.
MACC.K.OA.1.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.OA.1.CCC.1a Use objects or pictures to respond appropriately to "add __" and "take away__."
	MACC.K.OA.1.CCC.1b Communicate answer after adding or taking away.
	MACC.K.OA.1.CCC.2a Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures. • **Concrete:** o Create an array (e.g., show me one group/row of three). • **Representation:** o Select a numeral to place under each representation in a modeled equation. o Select a pictorial representation of an array that matches the addition or subtraction problem. o Vocabulary: add, subtract.
	MACC.K.OA.1.CCC.2b Count two sets to find sums up to 10.
	MACC.K.OA.1.CCC.2c Solve word problems within 10.
	MACC.K.OA.1.CCC.3a Decompose a set of up to 10 objects into a group; count the quantity in each group.
MACC.K.OA.1.5	Fluently add and subtract within 5. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.OA.1.CCC.1a Use objects or pictures to respond appropriately to "add __" and "take away__."
	MACC.K.OA.1.CCC.1b Communicate answer after adding or taking away.
	MACC.K.OA.1.CCC.2a Solve one-step addition and subtraction word problems, and add and subtract within 10 using objects, drawings, or pictures.

	• **Concrete:** o Create an array (e.g., show me one group/row of three). • **Representation:** o Select a numeral to place under each representation in a modeled equation. o Select a pictorial representation of an array that matches the addition or subtraction problem. o Vocabulary: add, subtract.
	MACC.K.OA.1.CCC.2b Count two sets to find sums up to 10.
	MACC.K.OA.1.CCC.2c Solve word problems within 10.
	MACC.K.OA.1.CCC.3a Decompose a set of up to 10 objects into a group; count the quantity in each group.

Domain: NUMBER AND OPERATIONS IN BASE TEN

Cluster 1: Work with numbers 11–19 to gain foundations for place value.

STANDARD CODE	STANDARD
MACC.K.NBT.1.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Domain: MEASUREMENT AND DATA

Cluster 1: Describe and compare measurable attributes.

STANDARD CODE	STANDARD
MACC.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.MD.1.CCC.1a Describe objects in terms of measurable attributes (longer, shorted, heavier, lighter, etc.).
	MACC.K.MD.1.CCC.2a Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight). • **Concrete:**

	○ Recognize that one set of items has more than another set of items without counting. ○ Understand attributes of length, height, weight. • **Representation:** ○ Select representation of more and less. ○ Select representation of shorter and longer. ○ Select representation of heavy and light. ○ Select representation of tall and short.
MACC.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.MD.1.CCC.1a Describe objects in terms of measurable attributes (longer, shorted, heavier, lighter, etc.).
	MACC.K.MD.1.CCC.2a Compare two objects with a measurable attribute in common to see which object has more/less of the attribute. (length, height, weight). • **Concrete:** ○ Recognize that one set of items has more than another set of items without counting. ○ Understand attributes of length, height, weight. • **Representation:** ○ Select representation of more and less. ○ Select representation of shorter and longer. ○ Select representation of heavy and light. ○ Select representation of tall and short.

Cluster 2: Classify objects and count the number of objects in each category.

STANDARD CODE	STANDARD
MACC.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.MD.2.CCC.3a Sort objects by characteristics (e.g., big/little, colors, shapes).

Domain: GEOMETRY

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
STANDARD CODE	**STANDARD**
MACC.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.G.1.CCC.1a Recognize two-dimensional shapes in environment, regardless of orientation or size.
	MACC.K.G.1.CCC.1b Use spatial language (e.g., above, below) to describe two-dimensional shapes.
	MACC.K.G.1.CCC.2a Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size. • **Concrete:** o Match shapes that are the same in shape and size. o Demonstrate the understanding of classes of shapes by matching or categorizing shapes that are the same shape but are different sizes (e.g., match circles even though they are different sizes). • **Representation:** o Understand that things have names and can be labeled.
MACC.K.G.1.2	Correctly name shapes regardless of their orientations or overall size. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.G.1.CCC.1a Recognize two-dimensional shapes in environment, regardless of orientation or size.
	MACC.K.G.1.CCC.1b Use spatial language (e.g., above, below) to describe two-dimensional shapes.
	MACC.K.G.1.CCC.2a Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size. • **Concrete:** o Match shapes that are the same in shape and size. o Demonstrate the understanding of classes of shapes by matching or categorizing shapes that are the same shape but are different sizes (e.g., match circles even though they are different sizes). • **Representation:**

	○ Understand that things have names and can be labeled.
MACC.K.G.1.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.K.G.1.CCC.1a Recognize two-dimensional shapes in environment, regardless of orientation or size.
	MACC.K.G.1.CCC.1b Use spatial language (e.g., above, below) to describe two-dimensional shapes.
	MACC.K.G.1.CCC.2a Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle), regardless of orientation or size. • **Concrete:** ○ Match shapes that are the same in shape and size. ○ Demonstrate the understanding of classes of shapes by matching or categorizing shapes that are the same shape but are different sizes (e.g., match circles even though they are different sizes). • **Representation:** ○ Understand that things have names and can be labeled.

Cluster 2: Analyze, compare, create, and compose shapes.	
STANDARD CODE	**STANDARD**
MACC.K.G.2.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
	CORE CONTENT CONNECTOR
	MACC.K.G.2.CCC.6a Compose a larger shape from smaller shapes.
MACC.K.G.2.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.G.2.CCC.6a Compose a larger shape from smaller shapes.
MACC.K.G.2.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.K.G.2.CCC.6a Compose a larger shape from smaller shapes.

GRADE: 4

Domain: OPERATIONS AND ALGEBRAIC THINKING	
Cluster 1: Use the four operations with whole numbers to solve problems. Major Cluster Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.OA.1.CCC.2a Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word problem (e.g., an orange hat costs $3. A purple hat costs two times as much. How much does the purple hat cost? [3 x 2 = p]).
	MACC.4.OA.1.CCC.3a Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100.
MACC.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.OA.1.CCC.2a Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word problem (e.g., an orange hat costs $3. A purple hat costs two times as much. How much does the purple hat cost? [3 x 2 = p]).
	MACC.4.OA.1.CCC.3a Solve or solve and check one- or two-step word problems requiring addition, subtraction, or

	multiplication with answers up to 100.
MACC.4.OA.1.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.OA.1.CCC.2a Solve multiplicative comparisons with an unknown using up to two-digit numbers with information presented in a graph or word problem (e.g., an orange hat costs $3. A purple hat costs two times as much. How much does the purple hat cost? [3 x 2 = p]).
	MACC.4.OA.1.CCC.3a Solve or solve and check one- or two-step word problems requiring addition, subtraction, or multiplication with answers up to 100.

Cluster 2: Gain familiarity with factors and multiples.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.OA.2.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.OA.2.CCC.4a Identify multiples for a whole number (e.g., 2 = 2, 4, 6, 8, 10).

Cluster 3: Generate and analyze patterns.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.OA.3.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

	CORE CONTENT CONNECTOR
	MACC.4.OA.3.CCC.5a Identify multiples for a whole number (e.g., 2 = 2, 4, 6, 8, 10).
	MACC.4.OA.3.CCC.5b Generate a pattern when given a rule and word problem (I run three miles every day, how many miles have I run in three days).
	MACC.4.OA.3.CCC.5c Extend a numerical pattern when the rule is provided.

Domain: NUMBER AND OPERATIONS IN BASE TEN	
Cluster 1: Generalize place value understanding for multi-digit whole numbers. Major Cluster Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.4.NBT.1.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.NBT.1.CCC.1a Compare the value of a number when it is represented in different place values of two three digit numbers.
	MACC.4.NBT.1.CCC.2a Compare multi-digit numbers using representations and numbers.
	MACC.4.NBT.1.CCC.2b Write or select the

	MACC.4.NBT.1.CCC.3a Use place value to round to any place (i.e., 1s, 10s, 100s, 1000s). • **Concrete:** o Identify 1s, 10s, 100s in bundled sets. o Make comparisons between similar/different with concrete representations (i.e., is this set of manipulatives [8 ones] closer to this set [a ten] or this set [a one]? • **Representation:** o Identify pictorial representation of numbers in 1s, 10s, 100s blocks. o Match vocabulary of 1s, 10s, 100s, 1000s to digits in a number. o Understand that a comma indicates thousands place. o Understand the concept of rounding.
MACC.4.NBT.1.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.NBT.1.CCC.1a Compare the value of a number when it is represented in different place values of two three digit numbers.
	MACC.4.NBT.1.CCC.2a Compare multi-digit numbers using representations and numbers.
	MACC.4.NBT.1.CCC.2b Write or select the expanded form for a multi-digit number.
	MACC.4.NBT.1.CCC.3a Use place value to round to any place (i.e., 1s, 10s, 100s, 1000s). • **Concrete:** o Identify 1s, 10s, 100s in bundled sets. o Make comparisons between similar/different with concrete representations (i.e., is this set of manipulatives [8 ones] closer to this set [a ten] or this set [a one]? • **Representation:** o Identify pictorial representation of numbers in 1s, 10s, 100s blocks. o Match vocabulary of 1s, 10s, 100s, 1000s to digits in a number. o Understand that a comma indicates thousands place. o Understand the concept of rounding.
MACC.4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.

	Cognitive Complexity: Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.NBT.1.CCC.1a Compare the value of a number when it is represented in different place values of two three digit numbers.
	MACC.4.NBT.1.CCC.2a Compare multi-digit numbers using representations and numbers.
	MACC.4.NBT.1.CCC.2b Write or select the expanded form for a multi-digit number.
	MACC.4.NBT.1.CCC.3a Use place value to round to any place (i.e., 1s, 10s, 100s, 1000s). • **Concrete:** o Identify 1s, 10s, 100s in bundled sets. o Make comparisons between similar/different with concrete representations (i.e., is this set of manipulatives [8 ones] closer to this set [a ten] or this set [a one]? • **Representation:** o Identify pictorial representation of numbers in 1s, 10s, 100s blocks. o Match vocabulary of 1s, 10s, 100s, 1000s to digits in a number. o Understand that a comma indicates thousands place. o Understand the concept of rounding.

Cluster 2: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.NBT.2.CCC.5a Solve multiplication problems up to two digits by one digit.
	MACC.4.NBT.2.CCC.5b Solve a two-digit by two-digit multiplication problem using two different strategies.
MACC.4.NBT.2.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts **CORE CONTENT CONNECTOR** MACC.4.NBT.2.CCC.5a Solve multiplication problems up to two digits by one digit. MACC.4.NBT.2.CCC.5b Solve a two-digit by two-digit multiplication problem using two different strategies.
MACC.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts **CORE CONTENT CONNECTOR** MACC.4.NBT.2.CCC.5a Solve multiplication problems up to two digits by one digit. MACC.4.NBT.2.CCC.5b Solve a two-digit by two-digit multiplication problem using two different strategies.

Domain: NUMBER AND OPERATIONS - FRACTIONS	
Cluster 1: Extend understanding of fraction equivalence and ordering. Major Cluster Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.4.NF.1.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning **CORE CONTENT CONNECTOR** MACC.4.NF.1.CCC.1a Determine equivalent fractions. • **Concrete:** o Equivalency (what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., 3 = 3). o Concept of fraction and decimal(part to whole). - Ability to identify two equivalent fractions, both represented either symbolically (i.e., in numbers) (e.g. — 1/2 = 2/4) or as a model (i.e., picture) (e.g. — pizza cut in halves and in fourths with 1/2 and 2/4 shaded in). If using symbolic representations, limit denominators to 2, 4, and 8 and numerators to1–7. Use a real-world context (e.g., pizza).

	• **Representation:** o Understand and identify congruent units. o Understand how to determine equivalent fractions. o Represent fractions using shaded grids. o Understand concepts, symbols, and vocabulary: fraction and equivalent fractions.
	MACC.4.NF.1.CCC.2a Use =, <, or > to compare two fractions (fractions with a denominator or 10 or less). • **Concrete:** o Understand the concept of a fraction (a fraction is less than a whole). o Understand the concept of comparison (greater than, less than, equal). o Identify concrete representation of a fractional part of a whole as greater than, less than, equal to another (divide a rectangle into fourths and compare ¼ to ¾). Can do by showing with parts of the whole (so relates to fractions; e.g., break into four equal parts…which is more the three parts or the one part?). • **Representation:** o Understand the symbols of <, >, and =. o Label pictorial representations of fractions.
	MACC.4.NF.1.CCC.2b Compare up to two given fractions that have different denominators.
MACC.4.NF.1.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.NF.1.CCC.1a Determine equivalent fractions. • **Concrete:** o Equivalency (what is and what is not equivalent; this may begin with numbers/sets of objects: e.g., 3 = 3). o Concept of fraction and decimal(part to whole). - Ability to identify two equivalent fractions, both represented either symbolically (i.e., in numbers) (e.g. — 1/2 = 2/4) or as a model (i.e., picture) (e.g. — pizza cut in halves and in fourths with 1/2 and 2/4 shaded in). If using symbolic representations, limit denominators to 2, 4, and

	8 and numerators to1–7. Use a real-world context (e.g., pizza). • **Representation:** o Understand and identify congruent units. o Understand how to determine equivalent fractions. o Represent fractions using shaded grids. o Understand concepts, symbols, and vocabulary: fraction and equivalent fractions.
	MACC.4.NF.1.CCC.2a Use =, <, or > to compare two fractions (fractions with a denominator or 10 or less). • **Concrete:** o Understand the concept of a fraction (a fraction is less than a whole). o Understand the concept of comparison (greater than, less than, equal). o Identify concrete representation of a fractional part of a whole as greater than, less than, equal to another (divide a rectangle into fourths and compare ¼ to ¾). Can do by showing with parts of the whole (so relates to fractions; e.g., break into four equal parts…which is more the three parts or the one part?). • **Representation:** o Understand the symbols of <, >, and =. o Label pictorial representations of fractions.
	MACC.4.NF.1.CCC.2b Compare up to two given fractions that have different denominators.

Cluster 2: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Major Cluster

Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.NF.2.3	Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of

	operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.NF.2.CCC.3a Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).
	MACC.4.NF.2.CCC.3b Add and subtract fractions with like denominators of (2, 3, 4, or 8.)
	MACC.4.NF.2.CCC.3c Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.
	MACC.4.NF.2.CCC.3d Solve word problems involving addition and subtraction of fractions with like denominators (2 ,3, 4, or 8).
MACC.4.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.NF.2.CCC.3a Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).
	MACC.4.NF.2.CCC.3b Add and subtract fractions with like denominators of (2, 3, 4, or 8.)
	MACC.4.NF.2.CCC.3c Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.
	MACC.4.NF.2.CCC.3d Solve word problems involving addition and subtraction of fractions with like denominators (2 ,3, 4, or 8).

Cluster 3: Understand decimal notation for fractions, and compare decimal fractions.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.NF.3.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.NF.3.CCC.5a Find the equivalent decimal for a given fraction.
	MACC.4.NF.3.CCC.6a Identify the equivalent decimal for a fraction.
	MACC.4.NF.3.CCC.6b Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5).
	MACC.4.NF.3.CCC.6c Read, write, or select decimals to the tenths place.
	MACC.4.NF.3.CCC.6d Read, write, or select decimals to the hundredths place.
	MACC.4.NF.3.CCC.7a Use =, <, or > to compare two decimals (decimals in multiples of .10).
	MACC.4.NF.3.CCC.7b Compare two decimals to the tenths place with a value of less than 1.
	MACC.4.NF.3.CCC.7c Compare two decimals to the hundredths place with a value of less than 1.
MACC.4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.NF.3.CCC.5a Find the equivalent decimal for a given fraction.
	MACC.4.NF.3.CCC.6a Identify the equivalent decimal for a fraction.
	MACC.4.NF.3.CCC.6b Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5).
	MACC.4.NF.3.CCC.6c Read, write, or select decimals to the tenths place.
	MACC.4.NF.3.CCC.6d Read, write, or select

	decimals to the hundredths place.
	MACC.4.NF.3.CCC.7a Use =, <, or > to compare two decimals (decimals in multiples of .10).
	MACC.4.NF.3.CCC.7b Compare two decimals to the tenths place with a value of less than 1.
	MACC.4.NF.3.CCC.7c Compare two decimals to the hundredths place with a value of less than 1.
MACC.4.NF.3.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.NF.3.CCC.5a Find the equivalent decimal for a given fraction.
	MACC.4.NF.3.CCC.6a Identify the equivalent decimal for a fraction.
	MACC.4.NF.3.CCC.6b Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5).
	MACC.4.NF.3.CCC.6c Read, write, or select decimals to the tenths place.
	MACC.4.NF.3.CCC.6d Read, write, or select decimals to the hundredths place.
	MACC.4.NF.3.CCC.7a Use =, <, or > to compare two decimals (decimals in multiples of .10).
	MACC.4.NF.3.CCC.7b Compare two decimals to the tenths place with a value of less than 1.
	MACC.4.NF.3.CCC.7c Compare two decimals to the hundredths place with a value of less than 1.

Domain: MEASUREMENT AND DATA	
Cluster 1: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Supporting Cluster Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and*

	inches listing the number pairs (1, 12), (2, 24), (3, 36), ... *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.MD.1.CCC.1a Complete a conversion table for length and mass within a single system.
	MACC.4.MD.1.CCC.2a Solve word problems using perimeter and area where changes occur to the dimensions of a figure. • **Concrete:** o Identify the perimeter; identify the area; show each when size of figure changes. • **Representation:** o Understand concepts and vocabulary (pictures/symbols); area, perimeter, length, width, side, +, -, X, ÷.
	MACC.4.MD.1.CCC.3a Solve word problems using perimeter and area where changes occur to the dimensions of a figure.
	MACC.4.MD.1.CCC.3b Apply the formulas for area and perimeter to solve real-world problems.
MACC.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.MD.1.CCC.1a Complete a conversion table for length and mass within a single system.
	MACC.4.MD.1.CCC.2a Solve word problems using perimeter and area where changes occur to the dimensions of a figure. • **Concrete:** o Identify the perimeter; identify the area; show each when size of figure changes. • **Representation:** o Understand concepts and vocabulary (pictures/symbols); area, perimeter, length, width, side, +, -, X, ÷.
	MACC.4.MD.1.CCC.3a Solve word problems using perimeter and area where changes occur to the dimensions of a figure.
	MACC.4.MD.1.CCC.3b Apply the formulas for

	area and perimeter to solve real-world problems.
MACC.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.MD.1.CCC.1a Complete a conversion table for length and mass within a single system.
	MACC.4.MD.1.CCC.2a Solve word problems using perimeter and area where changes occur to the dimensions of a figure. • **Concrete:** o Identify the perimeter; identify the area; show each when size of figure changes. • **Representation:** o Understand concepts and vocabulary (pictures/symbols); area, perimeter, length, width, side, +, -, X, ÷.
	MACC.4.MD.1.CCC.3a Solve word problems using perimeter and area where changes occur to the dimensions of a figure.
	MACC.4.MD.1.CCC.3b Apply the formulas for area and perimeter to solve real-world problems.

Cluster 2: Represent and interpret data.

Supporting Cluster

Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.MD.2.CCC.4a Collect and organize data in a graph (e.g. picture, graph, line plot, bar graph).
	Essential Understandings
	Concrete: **Representation:**

	• Identify data set based on a single attribute (e.g., pencils vs. markers). • Identify data set with some number (e.g., bar graph with five pencils). • Identify data set with more of less (e.g., this bar represents a set with more). • Organize the data into a pictorial graph. • Organize the data into a graph using objects (may have number symbols). • Properly label graph (e.g., axes on bar graph).

Cluster 3: Geometric measurement: understand concepts of angle and measure angles. Additional Cluster Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.4.MD.3.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. *Cognitive Complexity*: Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.4.MD.3.CCC.6a Select appropriate tool for measurement: mass, length, angles.

	MACC.4.MD.3.CCC.6b Construct a given angle. MACC.4.MD.3.CCC.6c Measure right angles using a tool (e.g., angle ruler, protractor).
MACC.4.MD.3.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts **CORE CONTENT CONNECTOR** MACC.4.MD.3.CCC.6a Select appropriate tool for measurement: mass, length, angles. MACC.4.MD.3.CCC.6b Construct a given angle. MACC.4.MD.3.CCC.6c Measure right angles using a tool (e.g., angle ruler, protractor).
MACC.4.MD.3.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts **CORE CONTENT CONNECTOR** MACC.4.MD.3.CCC.6a Select appropriate tool for measurement: mass, length, angles. MACC.4.MD.3.CCC.6b Construct a given angle. MACC.4.MD.3.CCC.6c Measure right angles using a tool (e.g., angle ruler, protractor).

Domain: GEOMETRY

Cluster 1: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Additional Cluster

Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. *Cognitive Complexity:* Level 1: Recall **CORE CONTENT CONNECTOR** MACC.4.G.1.CCC.1a Recognize a point, line and line segment, and rays in two-dimensional figures. MACC.4.G.1.CCC.1b Recognize perpendicular and parallel lines in two-dimensional figure.

	MACC.4.G.1.CCC.1c Recognize an angle in two-dimensional figures.
	MACC.4.G.1.CCC.2a Classify two-dimensional shapes based on attributes (number of angles). • **Concrete:** o Identify attributes within a two-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle and angles – student identifies angles in rectangle). • **Representation:** o Understand concepts and vocabulary: face, edge, corner, side, angle.
	MACC.4.G.1.CCC.2b Categorize angles as right, acute, or obtuse.
	MACC.4.G.1.CCC.3a Recognize a line of symmetry in a figure.
MACC.4.G.1.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.G.1.CCC.1a Recognize a point, line and line segment, and rays in two-dimensional figures.
	MACC.4.G.1.CCC.1b Recognize perpendicular and parallel lines in two-dimensional figure.
	MACC.4.G.1.CCC.1c Recognize an angle in two-dimensional figures.
	MACC.4.G.1.CCC.2a Classify two-dimensional shapes based on attributes (number of angles). • **Concrete:** o Identify attributes within a two-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle and angles – student identifies angles in rectangle). • **Representation:** o Understand concepts and vocabulary: face, edge, corner, side, angle.
	MACC.4.G.1.CCC.2b Categorize angles as right, acute, or obtuse.
	MACC.4.G.1.CCC.3a Recognize a line of symmetry in a figure.

MACC.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.4.G.1.CCC.1a Recognize a point, line and line segment, and rays in two-dimensional figures.
	MACC.4.G.1.CCC.1b Recognize perpendicular and parallel lines in two-dimensional figure.
	MACC.4.G.1.CCC.1c Recognize an angle in two-dimensional figures.
	MACC.4.G.1.CCC.2a Classify two-dimensional shapes based on attributes (number of angles). • **Concrete:** o Identify attributes within a two-dimensional figure (e.g., rectangles have sides – student identifies sides of rectangle and angles – student identifies angles in rectangle). • **Representation:** o Understand concepts and vocabulary: face, edge, corner, side, angle.
	MACC.4.G.1.CCC.2b Categorize angles as right, acute, or obtuse.
	MACC.4.G.1.CCC.3a Recognize a line of symmetry in a figure.

GRADE: 7

Domain: RATIOS & PROPORTIONAL RELATIONSHIPS	
Cluster 1: Analyze proportional relationships and use them to solve real-world and mathematical problems. Major Cluster Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.7.RP.1.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR

	MACC.7.RP.1.CCC.1a Find unit rates given a ratio.
	MACC.7.RP.1.CCC.1b Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.
	MACC.7.RP.1.CCC.1c Solve one-step problems involving unit rates associated with ratios of fractions.
	MACC.7.RP.1.CCC.2a Identify the proportional relationship between two quantities. • **Concrete:** o Recognize the constancy of one object to its parts (i.e. one face: two eyes). • **Representation:** o Recognize the meaning of the placement of numbers in a proportion for a given situation. o Show a proportion/ratio in three ways: number to number (2 to 6) expressed as a fraction (2/6) or using a colon (2:6). o Represent the proportion of objects (e.g., female students) to the total number of objects (students in class); part-to-whole. o Represent the proportion of the number of one object (female students) to the number of other objects (male students) from a set of objects (male and female students); part-to- part. o Understand concept, symbols, and vocabulary: proportion, ratio, rate, prices, portions per person.
	MACC.7.RP.1.CCC.2b Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.
	MACC.7.RP.1.CCC.2c Represent proportional relationships on a line graph.
	MACC.7.RP.1.CCC.2d Use a rate of change or proportional relationship to determine the points on a coordinate plane.
	MACC.7.RP.1.CCC.3a Use proportions to solve ratio problems.
	MACC.7.RP.1.CCC.3b Solve word problems involving ratios. • **Concrete:** o Show rate when asked. o Show proportion when asked. o Select a set for the ratio given.

	• **Representation:** o Locate information within a word problem. o Make meaning of a word problem. o Understand concept and vocabulary: ratio.
	MACC.7.RP.1.CCC.3c Find percents in real-world contexts.
	MACC.7.RP.1.CCC.3d Solve one step percentage increase and decrease problems.
	MACC.7.RP.1.CCC.3e Use proportional relationships to solve multi-step percent problems. • **Concrete:** o Identify how one variable changes in relation to another variable in a directly proportional relationship (- a/b = c/d; if a increases, what will happen to c?) • **Representation:** o Use a proportion method to solve (part/whole = number/100). o Set up a proportion to solve for an unknown value. o Follow a sequence of steps to solve a problem. o Understand vocabulary and symbols: % (percent), proportion.
MACC.7.RP.1.2	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.RP.1.CCC.1a Find unit rates given a ratio.
	MACC.7.RP.1.CCC.1b Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.

	MACC.7.RP.1.CCC.1c Solve one-step problems involving unit rates associated with ratios of fractions.
	MACC.7.RP.1.CCC.2a Identify the proportional relationship between two quantities. • **Concrete:** o Recognize the constancy of one object to its parts (i.e. one face: two eyes). • **Representation:** o Recognize the meaning of the placement of numbers in a proportion for a given situation. o Show a proportion/ratio in three ways: number to number (2 to 6) expressed as a fraction (2/6) or using a colon (2:6). o Represent the proportion of objects (e.g., female students) to the total number of objects (students in class); part-to-whole. o Represent the proportion of the number of one object (female students) to the number of other objects (male students) from a set of objects (male and female students); part-to- part. o Understand concept, symbols. and vocabulary: proportion, ratio, rate, prices, portions per person.
	MACC.7.RP.1.CCC.2b Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.
	MACC.7.RP.1.CCC.2c Represent proportional relationships on a line graph.
	MACC.7.RP.1.CCC.2d Use a rate of change or proportional relationship to determine the points on a coordinate plane.
	MACC.7.RP.1.CCC.3a Use proportions to solve ratio problems.
	MACC.7.RP.1.CCC.3b Solve word problems involving ratios. • **Concrete:** o Show rate when asked. o Show proportion when asked. o Select a set for the ratio given. • **Representation:** o Locate information within a word problem. o Make meaning of a word problem. o Understand concept and vocabulary: ratio.

	MACC.7.RP.1.CCC.3c Find percents in real-world contexts.
	MACC.7.RP.1.CCC.3d Solve one step percentage increase and decrease problems.
	MACC.7.RP.1.CCC.3e Use proportional relationships to solve multi-step percent problems. • **Concrete:** o Identify how one variable changes in relation to another variable in a directly proportional relationship (- a/b = c/d; if a increases, what will happen to c?) • **Representation:** o Use a proportion method to solve (part/whole = number/100). o Set up a proportion to solve for an unknown value. o Follow a sequence of steps to solve a problem. o Understand vocabulary and symbols: % (percent), proportion.
MACC.7.RP.1.3	Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.RP.1.CCC.1a Find unit rates given a ratio.
	MACC.7.RP.1.CCC.1b Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.
	MACC.7.RP.1.CCC.1c Solve one-step problems involving unit rates associated with ratios of fractions.
	MACC.7.RP.1.CCC.2a Identify the proportional relationship between two quantities. • **Concrete:** o Recognize the constancy of one object to its parts (i.e. one face: two eyes). • **Representation:** o Recognize the meaning of the placement of numbers in a proportion for a given situation. o Show a proportion/ratio in three ways: number to number (2 to 6) expressed as a fraction (2/6) or using a colon (2:6). o Represent the proportion of objects (e.g., female students) to the total number of objects (students in class); part-to-whole.

	○ Represent the proportion of the number of one object (female students) to the number of other objects (male students) from a set of objects (male and female students); part-to- part. ○ Understand concept, symbols. and vocabulary: proportion, ratio, rate, prices, portions per person.
	MACC.7.RP.1.CCC.2b Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.
	MACC.7.RP.1.CCC.2c Represent proportional relationships on a line graph.
	MACC.7.RP.1.CCC.2d Use a rate of change or proportional relationship to determine the points on a coordinate plane.
	MACC.7.RP.1.CCC.3a Use proportions to solve ratio problems.
	MACC.7.RP.1.CCC.3b Solve word problems involving ratios. • **Concrete:** ○ Show rate when asked. ○ Show proportion when asked. ○ Select a set for the ratio given. • **Representation:** ○ Locate information within a word problem. ○ Make meaning of a word problem. ○ Understand concept and vocabulary: ratio.
	MACC.7.RP.1.CCC.3c Find percents in real-world contexts.
	MACC.7.RP.1.CCC.3d Solve one step percentage increase and decrease problems.
	MACC.7.RP.1.CCC.3e Use proportional relationships to solve multi-step percent problems. • **Concrete:** ○ Identify how one variable changes in relation to another variable in a directly proportional relationship (- a/b = c/d; if a increases, what will happen to c?) • **Representation:** ○ Use a proportion method to solve (part/whole = number/100). ○ Set up a proportion to solve for an unknown value. ○ Follow a sequence of steps to solve a problem. ○ Understand vocabulary and symbols: % (percent),

	proportion.

Domain: THE NUMBER SYSTEM

Cluster 1: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Major Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.7.NS.1.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

CORE CONTENT CONNECTOR
MACC.7.NS.1.CCC.1a Identify the additive inverse of a number (e.g., -3 and +3).
MACC.7.NS.1.CCC.1b Identify the difference between two given numbers on a number line using absolute value.
MACC.7.NS.1.CCC.2a Solve multiplication problems with positive/negative numbers. • **Concrete:** o Create an array of objects into groups to model the role of equal groups in a multiplication situation. o Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation. • **Representation:**

	○ Create pictorial array for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.
	MACC.7.NS.1.CCC.2b Solve division problems with positive/negative numbers. • **Concrete:** ○ Create an array of objects for the mathematical equation and match answer symbol (+ or -) following division rules for an equation. • **Representation:** ○ Create pictorial array for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.
MACC.7.NS.1.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.NS.1.CCC.1a Identify the additive inverse of a number (e.g., -3 and +3).
	MACC.7.NS.1.CCC.1b Identify the difference between two given numbers on a number line using absolute value.
	MACC.7.NS.1.CCC.2a Solve multiplication problems with positive/negative numbers. • **Concrete:** ○ Create an array of objects into groups to model the role of equal groups in a multiplication situation. ○ Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.

	• **Representation:** o Create pictorial array for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.
	MACC.7.NS.1.CCC.2b Solve division problems with positive/negative numbers. • **Concrete:** o Create an array of objects for the mathematical equation and match answer symbol (+ or -) following division rules for an equation. • **Representation:** o Create pictorial array for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.
MACC.7.NS.1.3	Solve real-world and mathematical problems involving the four operations with rational numbers. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.NS.1.CCC.1a Identify the additive inverse of a number (e.g., -3 and +3).
	MACC.7.NS.1.CCC.1b Identify the difference between two given numbers on a number line using absolute value.
	MACC.7.NS.1.CCC.2a Solve multiplication problems with positive/negative numbers. • **Concrete:** o Create an array of objects into groups to model the role of equal groups in a multiplication situation. o Create an array of objects for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation. • **Representation:** o Create pictorial array for the mathematical equation and match answer symbol (+ or -) following multiplication rules for an equation.
	MACC.7.NS.1.CCC.2b Solve division problems with positive/negative numbers. • **Concrete:** o Create an array of objects for the mathematical equation

	and match answer symbol (+ or -) following division rules for an equation. • **Representation:** o Create pictorial array for the mathematical equation and match answer symbol (+ or -) following division rules for an equation.

Domain: EXPRESSIONS & EQUATIONS	
Cluster 1: Use properties of operations to generate equivalent expressions. Major Cluster Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.7.EE.1.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. *Cognitive Complexity:* Level 1: Recall
MACC.7.EE.1.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Major Cluster Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.7.EE.2.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.EE.2.CCC.3a Solve real-world, multi-step problems using whole numbers.

	MACC.7.EE.2.CCC.4a Set up equations with one variable based on real-world problems.
	MACC.7.EE.2.CCC.4b Solve equations with one variable based on real-world problems.
	MACC.7.EE.2.CCC.4c Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. • **Concrete:** o Record/replace a variable in an equation with a fact from a story on a graphic organizer. • **Representation:** o Create a pictorial array of a simple equation to translate wording. o Understand concepts, vocabulary, and symbols +, -, X, ÷, =, ≠, <, >, equation, equal, inequality.
	MACC.7.EE.2.CCC.4d Use a calculator to solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers.
MACC.7.EE.2.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.EE.2.CCC.3a Solve real-world, multi-step problems using whole numbers.
	MACC.7.EE.2.CCC.4a Set up equations with one variable based on real-world problems.
	MACC.7.EE.2.CCC.4b Solve equations with one variable based on real-world problems.
	MACC.7.EE.2.CCC.4c Use variables to represent

	quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. • **Concrete:** o Record/replace a variable in an equation with a fact from a story on a graphic organizer. • **Representation:** o Create a pictorial array of a simple equation to translate wording. o Understand concepts, vocabulary, and symbols +, -, X, ÷, =, ≠, <, >, equation, equal, inequality.
	MACC.7.EE.2.CCC.4d Use a calculator to solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers.

Domain: GEOMETRY	
Cluster 1: Draw, construct, and describe geometrical figures and describe the relationships between them. Additional Cluster Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.	
STANDARD CODE	**STANDARD**
MACC.7.G.1.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.1.CCC.1a Solve problems that use proportional reasoning with ratios of length and area.
	MACC.7.G.1.CCC.1b Solve one-step, real-world problems related to scaling.
	MACC.7.G.1.CCC.2a Construct or draw plane figures using properties.
MACC.7.G.1.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.1.CCC.1a Solve problems that use proportional reasoning with ratios of length and area.

	MACC.7.G.1.CCC.1b Solve one-step, real-world problems related to scaling.
	MACC.7.G.1.CCC.2a Construct or draw plane figures using properties.
MACC.7.G.1.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.1.CCC.1a Solve problems that use proportional reasoning with ratios of length and area.
	MACC.7.G.1.CCC.1b Solve one-step, real-world problems related to scaling.
	MACC.7.G.1.CCC.2a Construct or draw plane figures using properties.

Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.7.G.2.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.2.CCC.4a Apply formula to measure area and circumference of circles. • **Concrete:** o Recognize the area of a circle and the circumference when shown a graphic representation. • **Representation:** o Recognize the meaning of terms used in formulas to labeled representations related to circles. o Understand concepts and vocabulary: circumference, area, pi, radius.
	MACC.7.G.2.CCC.6a Add the area of each face of a prism to find surface area of three-dimensional objects.
	MACC.7.G.2.CCC.6b Find area of plane figures and surface area of solid figures (quadrilaterals).
	MACC.7.G.2.CCC.6c Find area of an equilateral,

	isosceles, and scalene triangle.
	MACC.7.G.2.CCC.6d Solve one-step, real-world measurement problems involving area, volume, or surface area of two- and three- dimensional objects.
MACC.7.G.2.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.2.CCC.4a Apply formula to measure area and circumference of circles. • **Concrete:** o Recognize the area of a circle and the circumference when shown a graphic representation. • **Representation:** o Recognize the meaning of terms used in formulas to labeled representations related to circles. o Understand concepts and vocabulary: circumference, area, pi, radius.
	MACC.7.G.2.CCC.6a Add the area of each face of a prism to find surface area of three-dimensional objects.
	MACC.7.G.2.CCC.6b Find area of plane figures and surface area of solid figures (quadrilaterals).
	MACC.7.G.2.CCC.6c Find area of an equilateral, isosceles, and scalene triangle.
	MACC.7.G.2.CCC.6d Solve one-step, real-world measurement problems involving area, volume, or surface area of two- and three- dimensional objects.
MACC.7.G.2.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.G.2.CCC.4a Apply formula to measure area and circumference of circles. • **Concrete:** o Recognize the area of a circle and the circumference when shown a graphic representation. • **Representation:** o Recognize the meaning of terms used in formulas to labeled representations related to circles. o Understand concepts and vocabulary: circumference,

	area, pi, radius.
	MACC.7.G.2.CCC.6a Add the area of each face of a prism to find surface area of three-dimensional objects.
	MACC.7.G.2.CCC.6b Find area of plane figures and surface area of solid figures (quadrilaterals).
	MACC.7.G.2.CCC.6c Find area of an equilateral, isosceles, and scalene triangle.
	MACC.7.G.2.CCC.6d Solve one-step, real-world measurement problems involving area, volume, or surface area of two- and three- dimensional objects.

Domain: STATISTICS & PROBABILITY

Cluster 1: Use random sampling to draw inferences about a population.

Supporting Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.7.SP.1.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.SP.1.CCC.1a Determine sample size to answer a given question.
MACC.7.SP.1.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.* *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
	CORE CONTENT CONNECTOR
	MACC.7.SP.1.CCC.1a Determine sample size to answer a given question.

Cluster 2: Draw informal comparative inferences about two populations.

Additional Cluster

Don't ... Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

<table>
<tr><th>STANDARD CODE</th><th>STANDARD</th></tr>
<tr><td>MACC.7.SP.2.3</td><td>Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

<u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts
CORE CONTENT CONNECTOR
MACC.7.SP.2.CCC.3a Make or select a statement to compare the distribution of two data sets.
MACC.7.SP.2.CCC.4a Identify the range (high/low), median (middle), mean, or mode of a given data set.
MACC.7.SP.2.CCC.4b Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.

• Concrete:
o Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency).
o Identify a representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable (e.g., compare number of boys in soccer to girls in
o Make a comparison between two graphs.
• Representation:
o Identify a pictorial representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable (e.g., compare number of boys in soccer to girls in two graphs).</td></tr>
<tr><td>MACC.7.SP.2.4</td><td>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

<u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts
CORE CONTENT CONNECTOR
MACC.7.SP.2.CCC.3a Make or select a statement to compare the distribution of two data sets.
MACC.7.SP.2.CCC.4a Identify the range (high/low), median (middle), mean, or mode of a given data set.
MACC.7.SP.2.CCC.4b Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.</td></tr>
</table>

	• **Concrete:** o Understand basic information from simple graphs (e.g., interpret a bar graph using the understanding that the taller column on a graph has a higher frequency, the shorter column on a graph has a lower frequency). o Identify a representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable (e.g., compare number of boys in soccer to girls in o Make a comparison between two graphs. • **Representation:** o Identify a pictorial representation of two bar graphs (one category apiece) as having greater or less frequency of members/events related to a single variable (e.g., compare number of boys in soccer to girls in two graphs).

Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.

Supporting Cluster

Don't … Sort clusters from Major to Supporting, and then teach them in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting clusters.

STANDARD CODE	STANDARD
MACC.7.SP.3.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. *Cognitive Complexity:* Level 1: Recall
	CORE CONTENT CONNECTOR
	MACC.7.SP.3.CCC.5a Describe the probability of events as being certain or impossible, likely, less likely, or equally likely.
	MACC.7.SP.3.CCC.5b State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).
	MACC.7.SP.3.CCC.6a Using a tree diagram, represent all possible outcomes of a situation, with up to three compound events with two or three possibilities per category (selecting the color of shirt or pants, type of shoes).
	MACC.7.SP.3.CCC.7a Compare actual results of simple experiment with theoretical probabilities.
	MACC.7.SP.3.CCC.8a Determine the theoretical

	probability of multistage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8b Collect data from multi-stage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8c Compare actual results of multi-stage experiment with theoretical probabilities.
MACC.7.SP.3.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
	CORE CONTENT CONNECTOR
	MACC.7.SP.3.CCC.5a Describe the probability of events as being certain or impossible, likely, less likely, or equally likely.
	MACC.7.SP.3.CCC.5b State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).
	MACC.7.SP.3.CCC.6a Using a tree diagram, represent all possible outcomes of a situation, with up to three compound events with two or three possibilities per category (selecting the color of shirt or pants, type of shoes).
	MACC.7.SP.3.CCC.7a Compare actual results of simple experiment with theoretical probabilities.
	MACC.7.SP.3.CCC.8a Determine the theoretical probability of multistage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8b Collect data from multi-stage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8c Compare actual results of multi-stage experiment with theoretical probabilities.
MACC.7.SP.3.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.* b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
	CORE CONTENT CONNECTOR
	MACC.7.SP.3.CCC.5a Describe the probability

	of events as being certain or impossible, likely, less likely, or equally likely.
	MACC.7.SP.3.CCC.5b State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).
	MACC.7.SP.3.CCC.6a Using a tree diagram, represent all possible outcomes of a situation, with up to three compound events with two or three possibilities per category (selecting the color of shirt or pants, type of shoes).
	MACC.7.SP.3.CCC.7a Compare actual results of simple experiment with theoretical probabilities.
	MACC.7.SP.3.CCC.8a Determine the theoretical probability of multistage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8b Collect data from multi-stage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8c Compare actual results of multi-stage experiment with theoretical probabilities.
MACC.7.SP.3.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?* *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
	CORE CONTENT CONNECTOR
	MACC.7.SP.3.CCC.5a Describe the probability of events as being certain or impossible, likely, less likely, or equally likely.
	MACC.7.SP.3.CCC.5b State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals).
	MACC.7.SP.3.CCC.6a Using a tree diagram, represent all possible outcomes of a situation, with up to three compound events with two or three possibilities per category (selecting the color of shirt or pants, type of shoes).
	MACC.7.SP.3.CCC.7a Compare actual results of simple experiment with theoretical probabilities.
	MACC.7.SP.3.CCC.8a Determine the theoretical

	probability of multistage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8b Collect data from multi-stage probability experiments (two coins, two dice).
	MACC.7.SP.3.CCC.8c Compare actual results of multi-stage experiment with theoretical probabilities.

English Language Arts Standards

Below are some examples of English/Language Arts Standards. Complete list and details are presented in the following website: http://www.cpalms.org/Homepage/index.aspx

GRADE: K

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RL.1.2	With prompting and support, retell familiar stories, including key details. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story. *Cognitive Complexity:* Level 1: Recall

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.K.RL.2.4	Ask and answer questions about unknown words in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems). *Cognitive Complexity:* Level 1: Recall
LACC.K.RL.2.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

	Cognitive Complexity: Level 1: Recall

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 1: Print Concepts	
STANDARD CODE	**STANDARD**
LACC.K.RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. *Cognitive Complexity:* Level 1: Recall

Cluster 2: Phonological Awareness	
STANDARD CODE	**STANDARD**
LACC.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

	Cognitive Complexity: Level 1: Recall

Cluster 3: Phonics and Word Recognition	
STANDARD CODE	**STANDARD**
LACC.K.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. *Cognitive Complexity:* Level 1: Recall

Cluster 4: Fluency	
STANDARD CODE	**STANDARD**
LACC.K.RF.4.4	Read emergent-reader texts with purpose and understanding. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book. *Cognitive Complexity:* Level 1: Recall
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

	Cognitive Complexity: Level 1: Recall

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	**STANDARD**
LACC.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
LACC.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and

	publish writing, including in collaboration with peers. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LACC.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LACC.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LACC.K.SL.1.1	Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly. *Cognitive Complexity:* Level 1: Recall

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	**STANDARD**
LACC.K.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. *Cognitive Complexity:* Level 1: Recall

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	**STANDARD**
LACC.K.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.K.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. *Cognitive Complexity:* Level 1: Recall

GRADE: 4

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.RL.2.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RL.3.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)	
Cluster 3: Phonics and Word Recognition	
STANDARD CODE	**STANDARD**
LACC.4.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. *Cognitive Complexity:* Level 1: Recall

Cluster 4: Fluency	
STANDARD CODE	**STANDARD**
LACC.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RI.1.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	**STANDARD**
LACC.4.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
LACC.4.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.W.2.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LACC.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LACC.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	**STANDARD**
LACC.4.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LACC.4.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade *4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.SL.2.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.SL.2.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	**STANDARD**
LACC.4.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

	b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.4.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. *Cognitive Complexity:* Level 1: Recall

Cluster 2: Knowledge of Language	
STANDARD CODE	**STANDARD**
LACC.4.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	**STANDARD**
LACC.4.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LACC.4.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.4.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). *Cognitive Complexity:* Level 1: Recall

GRADE: 7

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.7.RL.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RL.1.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.7.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.7.RL.2.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes

	to its meaning. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RL.2.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.7.RL.3.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.7.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LACC.7.RI.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RI.1.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LACC.7.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LACC.7.RI.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RI.2.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LACC.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LACC.7.W.1.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

LACC.7.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LACC.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
LACC.7.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.7.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.W.2.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LACC.7.W.3.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	**STANDARD**
LACC.7.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

	d. Acknowledge new information expressed by others and, when warranted, modify their own views. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.7.SL.1.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.SL.1.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LACC.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LACC.7.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).*

	b. Spell correctly. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Knowledge of Language	
STANDARD CODE	**STANDARD**
LACC.7.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	**STANDARD**
LACC.7.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LACC.7.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LACC.7.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	Cognitive Complexity: Level 1: Recall

Science Standards

Below are some examples of Science Standards. Complete list and details are presented in the following website: http://www.cpalms.org/Homepage/index.aspx

GRADE: K

Big Idea 1: The Practice of Science **A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.** **B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."** **C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.** **D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.**	
BENCHMARK CODE	**BENCHMARK**
SC.K.N.1.1	Collaborate with a partner to collect information. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.K.N.1.5	Recognize that learning can come from careful observation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 5: Earth in Space and Time

Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.

BENCHMARK CODE	BENCHMARK
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.E.5.2	Recognize the repeating pattern of day and night. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth. *Cognitive Complexity/Depth of Knowledge Rating:* High

GRADE: 1

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.	
BENCHMARK CODE	**BENCHMARK**
SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.1.N.1.4	Ask "how do you know?" in appropriate situations. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 5

Big Idea 1: The Practice of Science A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.	
BENCHMARK CODE	**BENCHMARK**
SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.N.1.2	Explain the difference between an experiment and other types of scientific investigation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.

	Cognitive Complexity/Depth of Knowledge Rating: Moderate
SC.5.N.1.4	Identify a control group and explain its importance in an experiment. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK CODE	BENCHMARK
SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.2.2	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 5: Earth in Space and Time

Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.

BENCHMARK CODE	BENCHMARK
SC.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. *Cognitive Complexity/Depth of Knowledge Rating:* High

Big Idea 7: Earth Systems and Patterns Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.	
BENCHMARK CODE	**BENCHMARK**
SC.5.E.7.1	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.2	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.7.3	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.7.4	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.5	Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.7.6	Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.7	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 7

Big Idea 1: The Practice of Science A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method." C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to

recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.	
BENCHMARK CODE	**BENCHMARK**
SC.7.N.1.1	Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.N.1.2	Differentiate replication (by others) from repetition (multiple trials). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.N.1.3	Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.N.1.4	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment. *Cognitive Complexity:* Level 1: Recall
SC.7.N.1.5	Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.N.1.6	Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.N.1.7	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Big Idea 10: Forms of Energy A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.	
BENCHMARK CODE	**BENCHMARK**
SC.7.P.10.1	Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors. *Cognitive Complexity:* Level 1: Recall
SC.7.P.10.2	Observe and explain that light can be reflected, refracted, and/or absorbed. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.P.10.3	Recognize that light waves, sound waves, and other waves move at different speeds in different materials. *Cognitive Complexity:* Level 1: Recall

Big Idea 11: Energy Transfer and Transformations

A. Waves involve a transfer of energy without a transfer of matter.

B. Water and sound waves transfer energy through a material.

C. Light waves can travel through a vacuum and through matter.

D. The Law of Conservation of Energy: Energy is conserved as it transfers from one object to another and from one form to another.

BENCHMARK CODE	BENCHMARK
SC.7.P.11.1	Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. *Cognitive Complexity:* Level 1: Recall
SC.7.P.11.2	Investigate and describe the transformation of energy from one form to another. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.P.11.3	Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.P.11.4	Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Big Idea 15: Diversity and Evolution of Living Organisms

A. The scientific theory of evolution is the organizing principle of life science.

B. The scientific theory of evolution is supported by multiple forms of evidence.

C. Natural Selection is a primary mechanism leading to change over time in organisms.

BENCHMARK CODE	BENCHMARK
SC.7.L.15.1	Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.L.15.2	Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.15.3	Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Big Idea 16: Heredity and Reproduction

A. Reproduction is characteristic of living things and is essential for the survival of

species.

B. Genetic information is passed from generation to generation by DNA; DNA controls the traits of an organism.

C. Changes in the DNA of an organism can cause changes in traits, and manipulation of DNA in organisms has led to genetically modified organisms.

BENCHMARK CODE	BENCHMARK
SC.7.L.16.1	Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.16.2	Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.L.16.3	Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.L.16.4	Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Big Idea 17: Interdependence

A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs.

B. Both human activities and natural events can have major impacts on the environment.

C. Energy flows from the sun through producers to consumers.

BENCHMARK CODE	BENCHMARK
SC.7.L.17.1	Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.L.17.2	Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.L.17.3	Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Big Idea 2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the

supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK CODE	BENCHMARK
SC.7.N.2.1	Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered. *Cognitive Complexity:* Level 1: Recall

Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

BENCHMARK CODE	BENCHMARK
SC.7.N.3.1	Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.N.3.2	Identify the benefits and limitations of the use of scientific models. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Big Idea 6: Earth Structures

Over geologic time, internal and external sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's internal and external energy and material resources.

BENCHMARK CODE	BENCHMARK
SC.7.E.6.1	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.E.6.2	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.E.6.3	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.E.6.4	Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
SC.7.E.6.5	Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.E.6.6	Identify the impact that humans have had on Earth, such as deforestation, urbanization,

	desertification, erosion, air and water quality, changing the flow of water. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
SC.7.E.6.7	Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Social Studies Standards

Below are some examples of Social Studies Standards. Complete list and details are presented in the following website: http://www.cpalms.org/Homepage/index.aspx

GRADE: K

Strand: AMERICAN HISTORY	
Standard 1: Historical Inquiry and Analysis	
BENCHMARK CODE	**BENCHMARK**
SS.K.A.1.1	Develop an understanding of how to use and create a timeline.
SS.K.A.1.2	Develop an awareness of a primary source.

Standard 2: Historical Knowledge	
BENCHMARK CODE	**BENCHMARK**
SS.K.A.2.1	Compare children and families of today with those in the past.
SS.K.A.2.2	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5	Recognize the importance of U.S. symbols.

Standard 3: Chronological Thinking	
BENCHMARK CODE	**BENCHMARK**
SS.K.A.3.1	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
SS.K.A.3.2	Explain that calendars represent days of the week and months of the year.

Strand: GEOGRAPHY

Standard 1: The World in Spatial Terms

BENCHMARK CODE	BENCHMARK
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.
SS.K.G.1.2	Explain that maps and globes help to locate different places and that globes are a model of the Earth.
SS.K.G.1.3	Identify cardinal directions (north, south, east, west).
SS.K.G.1.4	Differentiate land and water features on simple maps and globes.

Standard 2: Places and Regions

BENCHMARK CODE	BENCHMARK
SS.K.G.2.1	Locate and describe places in the school and community.
SS.K.G.2.2	Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Standard 3: Physical System

BENCHMARK CODE	BENCHMARK
SS.K.G.3.1	Identify basic landforms.
SS.K.G.3.2	Identify basic bodies of water.
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Strand: ECONOMICS

Standard 1: Beginning Economics

BENCHMARK CODE	BENCHMARK
SS.K.E.1.1	Describe different kinds of jobs that people do and the tools or equipment used.
SS.K.E.1.2	Recognize that United States currency comes in different forms.
SS.K.E.1.3	Recognize that people work to earn money to buy things they need or want.
SS.K.E.1.4	Identify the difference between basic needs and wants.

Strand: CIVICS AND GOVERNMENT

Standard 1: Foundations of Government, Law, and the American Political System

BENCHMARK CODE	BENCHMARK
SS.K.C.1.1	Define and give examples of rules and laws, and why they are important.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.

Standard 2: Civic and Political Participation

BENCHMARK CODE	BENCHMARK
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SS.K.C.2.3	Describe fair ways for groups to make decisions.

GRADE: 1

Strand: AMERICAN HISTORY	
Standard 1: Historical Inquiry and Analysis	
BENCHMARK CODE	**BENCHMARK**
SS.1.A.1.1	Develop an understanding of a primary source.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.

Standard 2: Historical Knowledge	
BENCHMARK CODE	**BENCHMARK**
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2	Compare life now with life in the past.
SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.

Standard 3: Chronological Thinking	
BENCHMARK CODE	**BENCHMARK**
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.

Strand: GEOGRAPHY	
Standard 1: The World in Spatial Terms	
BENCHMARK CODE	**BENCHMARK**
SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
SS.1.G.1.4	Identify a variety of physical features using a map and globe.
SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.

GRADE: 4

Strand: AMERICAN HISTORY
Standard 1: Historical Inquiry and Analysis

BENCHMARK CODE	BENCHMARK
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.

Standard 2: Pre-Columbian Florida	
BENCHMARK CODE	**BENCHMARK**
SS.4.A.2.1	Compare Native American tribes in Florida.

Standard 3: Exploration and Settlement of Florida	
BENCHMARK CODE	**BENCHMARK**
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.

Standard 4: Growth of Florida	
BENCHMARK CODE	**BENCHMARK**
SS.4.A.4.1	Explain the effects of technological advances on Florida.
SS.4.A.4.2	Describe pioneer life in Florida.

Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida	
BENCHMARK CODE	**BENCHMARK**
SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.

Standard 6: Industrialization and Emergence of Modern Florida	
BENCHMARK CODE	**BENCHMARK**
SS.4.A.6.1	Describe the economic development of Florida's major industries.
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4	Describe effects of the Spanish American War on Florida.

Standard 7: Roaring 20's, the Great Depression, and WWII in Florida

BENCHMARK CODE	BENCHMARK
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.7.3	Identify Florida's role in World War II.

Standard 8: Contemporary Florida into the 21st Century

BENCHMARK CODE	BENCHMARK
SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.2	Describe how and why immigration impacts Florida today.
SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.

Standard 9: Chronological Thinking

BENCHMARK CODE	BENCHMARK
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.

GRADE: 7

Strand: GEOGRAPHY

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

BENCHMARK CODE	BENCHMARK
SS.7.G.1.1	Locate the fifty states and their capital cities in addition to the nation's capital on a map.
SS.7.G.1.2	Locate on a world map the territories and protectorates of the United States of America.
SS.7.G.1.3	Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Standard 2: Understand physical and cultural characteristics of places.

BENCHMARK CODE	BENCHMARK
SS.7.G.2.1	Locate major cultural landmarks that are emblematic of the United States.
SS.7.G.2.2	Locate major physical landmarks that are emblematic of the United States.
SS.7.G.2.3	Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
SS.7.G.2.4	Describe current major cultural regions of North America.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

BENCHMARK CODE	BENCHMARK
SS.7.G.3.1	Use maps to describe the location, abundance, and variety of natural resources in North America.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

BENCHMARK CODE	BENCHMARK
SS.7.G.4.1	Use geographic terms and tools to explain cultural diffusion throughout North America.
SS.7.G.4.2	Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Standard 5: Understand how human actions can impact the environment.

BENCHMARK CODE	BENCHMARK
SS.7.G.5.1	Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.

BENCHMARK CODE	BENCHMARK
SS.7.G.6.1	Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Strand: ECONOMICS

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.1.1	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
SS.7.E.1.3	Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
SS.7.E.1.4	Discuss the function of financial institutions in the development of a market economy.
SS.7.E.1.5	Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
SS.7.E.1.6	Compare the national budget process to the personal budget process.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

BENCHMARK CODE	BENCHMARK
SS.7.E.2.1	Explain how federal, state, and local taxes support the economy as a function of the United States government.
SS.7.E.2.2	Describe the banking system in the United States and its impact on the money supply.
SS.7.E.2.3	Identify and describe United States laws and regulations adopted to promote economic competition.
SS.7.E.2.4	Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
SS.7.E.2.5	Explain how economic institutions impact the national economy.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

BENCHMARK CODE	BENCHMARK

SS.7.E.3.1	Explain how international trade requires a system for exchanging currency between and among nations.
SS.7.E.3.2	Assess how the changing value of currency affects trade of goods and services between nations.
SS.7.E.3.3	Compare and contrast a single resource economy with a diversified economy.
SS.7.E.3.4	Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Strand: CIVICS AND GOVERNMENT

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.1.1	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

BENCHMARK CODE	BENCHMARK
SS.7.C.2.1	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.10	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13	Examine multiple perspectives on public and current issues.
SS.7.C.2.14	Conduct a service project to further the public good.
SS.7.C.2.2	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

SS.7.C.2.8	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.	
BENCHMARK CODE	**BENCHMARK**
SS.7.C.3.1	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.10	Identify sources and types (civil, criminal, constitutional, military) of law.
SS.7.C.3.11	Diagram the levels, functions, and powers of courts at the state and federal levels.
SS.7.C.3.12	Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.14	Differentiate between local, state, and federal governments' obligations and services.
SS.7.C.3.2	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
SS.7.C.3.4	Identify the relationship and division of powers between the federal government and state governments.
SS.7.C.3.5	Explain the Constitutional amendment process.
SS.7.C.3.6	Evaluate Constitutional rights and their impact on individuals and society.
SS.7.C.3.7	Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
SS.7.C.3.8	Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
SS.7.C.3.9	Illustrate the law making process at the local, state, and federal levels.

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.	
BENCHMARK CODE	**BENCHMARK**
SS.7.C.4.1	Differentiate concepts related to United States domestic and foreign policy.
SS.7.C.4.2	Recognize government and citizen participation in international organizations.
SS.7.C.4.3	Describe examples of how the United States has dealt with international conflicts.

Health Education Standards

Below are some examples of Health Education Standards. Complete list and details are presented in the following website:

http://www.cpalms.org/Homepage/index.aspx

GRADE: K

Strand: HEALTH LITERACY: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.K.C.1.1	Recognize healthy behaviors.
HE.K.C.1.2	Recognize the physical dimension of health.
HE.K.C.1.3	Recognize ways to prevent common communicable diseases.
HE.K.C.1.4	Recognize childhood injuries.
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
BENCHMARK CODE	**BENCHMARK**
HE.K.C.2.1	Name healthy behaviors that family members should practice.
HE.K.C.2.2	Identify members of the school and community that support personal health practices and behaviors.
HE.K.C.2.3	Explain the importance of rules to maintain health.
HE.K.C.2.4	Name various types of media and technology that influence health.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR	
Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.K.B.1.1	Recognize school and community health helpers.
HE.K.B.1.2	Recognize warning labels and signs on hazardous products and places.
HE.K.B.1.3	Recognize advertisements for health products.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
BENCHMARK CODE	**BENCHMARK**
HE.K.B.2.1	Recognize healthy ways to express needs, wants, and feelings.
HE.K.B.2.2	Demonstrate listening skills to enhance health.
HE.K.B.2.3	Identify the appropriate responses to unwanted and threatening situations.
HE.K.B.2.4	State ways to tell a trusted adult if threatened or harmed.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.K.B.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.
HE.K.B.3.2	Recognize healthy options to health-related issues or problems.
HE.K.B.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Strand: HEALTH LITERACY: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.1.C.1.1	Identify healthy behaviors.
HE.1.C.1.2	Recognize the physical and mental/emotional dimensions of health.
HE.1.C.1.3	Describe ways to prevent common communicable diseases.
HE.1.C.1.4	Identify ways to prevent childhood injuries.
HE.1.C.1.5	Identify health-care providers.
HE.1.C.1.6	Emphasize the correct names of human body parts.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
BENCHMARK CODE	**BENCHMARK**
HE.1.C.2.1	Identify how children learn health behaviors from family and friends.
HE.1.C.2.2	Identify what the school and community does to support personal health practices and behaviors.
HE.1.C.2.3	Recognize health consequences for not following rules.
HE.1.C.2.4	Name examples of media messages that relate to health behaviors.

GRADE: 3

Strand: HEALTH LITERACY: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.3.C.1.1	Describe healthy behaviors that affect personal health.
HE.3.C.1.2	Identify that there are multiple dimensions of health.
HE.3.C.1.3	Describe ways a safe, healthy classroom can promote personal health.
HE.3.C.1.4	Describe common childhood health conditions.
HE.3.C.1.5	Describe why it is important to seek health care.
HE.3.C.1.6	Recognize that body parts and organs work together to form human body systems.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
BENCHMARK CODE	**BENCHMARK**
HE.3.C.2.1	Explore how different family traditions and customs may influence health behaviors.
HE.3.C.2.2	Explore how friends' various traditions and customs may influence health behavior.
HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.
HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.
HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.
HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.
HE.3.C.2.7	Discuss how the community can influence healthy and unhealthy behaviors.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR	
Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.3.B.1.1	Locate resources from home, school, and community that provide valid health information.
HE.3.B.1.2	Describe how the media influences the selection of health information, products, and services.
HE.3.B.1.3	Describe criteria for selecting health information, resources, products, and services.
HE.3.B.1.4	Identify a variety of technologies to gather health information.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
BENCHMARK CODE	**BENCHMARK**
HE.3.B.2.1	Identify effective verbal and nonverbal communication skills to enhance health.
HE.3.B.2.2	Demonstrate refusal skills that avoid or reduce health risks.
HE.3.B.2.3	Demonstrate nonviolent strategies to manage or resolve conflict.
HE.3.B.2.4	Explain ways to ask for assistance to enhance personal health.

GRADE: 5

Strand: HEALTH LITERACY: CONCEPTS	
Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	
BENCHMARK CODE	**BENCHMARK**
HE.5.C.1.1	Describe the relationship between healthy behaviors and personal health.
HE.5.C.1.2	Explain the physical, mental/emotional, social, and intellectual dimensions of health.
HE.5.C.1.3	Explain ways a safe, healthy home environment and school environment promote personal health.
HE.5.C.1.4	Compare ways to prevent common childhood injuries and health problems.
HE.5.C.1.5	Recognize how appropriate health care can promote personal health.
HE.5.C.1.6	Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
BENCHMARK CODE	**BENCHMARK**
HE.5.C.2.1	Predict how families may influence various health practices of children.
HE.5.C.2.2	Predict how friends/peers may influence various health practices of children.
HE.5.C.2.3	Predict how the school and community influence various health practices of children.
HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention.
HE.5.C.2.5	Determine how media influences family health behaviors and the selection of health information, products, and services.

HE.5.C.2.6	Describe ways that technology can influence family health behaviors.
HE.5.C.2.7	Discuss how various cultures can influence personal health beliefs.
HE.5.C.2.8	Investigate influences that change health beliefs and behaviors.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.5.B.1.1	Discuss characteristics of valid health information, products, and services.
HE.5.B.1.2	Compile resources from home, school, and community that provide valid health information.
HE.5.B.1.3	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.1.4	Demonstrate the use of a variety of technologies to gather health information.

GRADE: 7

Strand: HEALTH LITERACY: CONCEPTS

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.C.1.1	Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.
HE.7.C.1.2	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.
HE.7.C.1.3	Analyze how environmental factors affect personal health.
HE.7.C.1.4	Describe how heredity can affect personal health.
HE.7.C.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
HE.7.C.1.6	Explain how appropriate health care can promote personal health.
HE.7.C.1.7	Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.C.1.8	Classify infectious agents and their modes of transmission to the human body.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

BENCHMARK CODE	BENCHMARK
HE.7.C.2.1	Examine how family health behaviors influence health of adolescents.
HE.7.C.2.2	Examine how peers may influence the health behaviors of adolescents.
HE.7.C.2.3	Examine how the school and community may influence the health behaviors of adolescents.
HE.7.C.2.4	Explain how school and public health policies can influence health promotion and disease prevention.
HE.7.C.2.5	Analyze how messages from media influence health behaviors.
HE.7.C.2.6	Evaluate the influence of technology in locating valid health information.
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior.
HE.7.C.2.8	Determine how cultural changes related to health beliefs and behaviors impact personal health.

Strand: HEALTH LITERACY: RESPONSIBLE BEHAVIOR

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.1.1	Analyze the validity of health information, products, and services.
HE.7.B.1.2	Access valid health information from home, school, and community.
HE.7.B.1.3	Determine the accessibility of products and services that enhance health.
HE.7.B.1.4	Differentiate professional health services that may be required.
HE.7.B.1.5	Access valid and reliable health products and services.
HE.7.B.1.6	Compute the cost of health products and services in order to assess value.
HE.7.B.1.7	Access a variety of technologies to gather health information.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.3.1	Predict when health-related situations require the application of a thoughtful decision-making process.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.7.B.3.3	Determine when individual or collaborative decision-making is appropriate.
HE.7.B.3.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
HE.7.B.3.5	Propose the potential outcome of each option when making a health-related decision.
HE.7.B.3.6	Select healthy alternatives over unhealthy alternatives when making a decision.
HE.7.B.3.7	Critique the potential outcomes of a health-related decision.

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.7.B.4.1	Analyze personal beliefs as they relate to health practices.
HE.7.B.4.2	Devise an individual goal to adopt, maintain, or improve a personal health practice.
HE.7.B.4.3	Explain strategies and skills needed to attain/maintain a personal health goal.
HE.7.B.4.4	Assess progress toward attaining a personal health goal.

Strand: HEALTH LITERACY: PROMOTION

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK

HE.7.P.1.1	Examine the importance of assuming responsibility for personal health behaviors.
HE.7.P.1.2	Analyze healthy practices and behaviors that will maintain or improve personal health.
HE.7.P.1.3	Differentiate a variety of behaviors that avoid or reduce health risks.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	
BENCHMARK CODE	**BENCHMARK**
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information.
HE.7.P.2.2	Utilize others' influence and support to promote positive health choices.
HE.7.P.2.3	Work cooperatively to advocate for healthy individuals, peers, and families.
HE.7.P.2.4	Analyze ways health messages and communication techniques can be targeted for different audiences.

Physical Education Standards

Below are some examples of Physical Education Standards. Complete list and details are presented in the following website: http://www.cpalms.org/Homepage/index.aspx

GRADE: K

Strand: MOVEMENT COMPETENCY	
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).	
BENCHMARK CODE	**BENCHMARK**
PE.K.M.1.1	Use a variety of locomotor skills to travel in personal and general space.
PE.K.M.1.2	Strike objects using body parts forcefully.
PE.K.M.1.3	Balance a lightweight object on a paddle while moving.
PE.K.M.1.4	Strike an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
PE.K.M.1.5	Use two hands to bounce and catch a large playground ball.
PE.K.M.1.6	Participate in a variety of introductory water skills.
PE.K.M.1.7	Catch a variety of self-tossed objects.
PE.K.M.1.8	Roll and throw a variety of objects using an underhand motion.
PE.K.M.1.9	Throw a variety of objects forcefully using an overhand motion.
PE.K.M.1.10	Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
PE.K.M.1.11	Balance on a variety of body parts.
PE.K.M.1.12	Perform a variety of rolling actions.
PE.K.M.1.13	Move in a variety of ways in relation to others.

Strand: COGNITIVE ABILITIES
Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical

activities.

BENCHMARK CODE	BENCHMARK
PE.K.C.1.1	Recognize locomotor skills.
PE.K.C.1.2	Recognize physical activities have safety rules and procedures.
PE.K.C.1.3	Recognize technology can be utilized during physical activity.
PE.K.C.1.4	Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
PE.K.C.1.5	Recognize the concept of a dominant hand/foot for throwing/striking patterns.
PE.K.C.1.6	Recite cues for a variety of movement patterns and skills.
PE.K.C.1.7	Identify personal and general space.
PE.K.C.1.8	Recognize movement concepts.
PE.K.C.1.9	Identify body parts.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.K.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.K.L.1.2	Identify opportunities for involvement in physical activities both during and after the school day.
PE.K.L.1.3	Describe physical activity goal-setting.
PE.K.L.1.4	Invite others to participate in physical activities with them.
PE.K.L.1.5	Recognize that physical activity is good for you.
PE.K.L.1.6	Verbally state the search (look left, look right, look left again) used before crossing a roadway.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.K.L.2.1	Recognize that strong muscles help the body perform physical activities.
PE.K.L.2.2	Recognize the physiological signs of physical activity.
PE.K.L.2.3	Recognize the difference in the activity of the heart during rest and while physically active.
PE.K.L.2.4	Participate in a variety of games that increase breathing and heart rate.
PE.K.L.2.5	Recognize that flexibility is important.
PE.K.L.2.6	Differentiate between healthy and unhealthy food choices.

GRADE: 1

Strand: MOVEMENT COMPETENCY

Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

BENCHMARK CODE	BENCHMARK
PE.1.M.1.1	Travel using various locomotor skills while changing directions, pathways, and speeds.
PE.1.M.1.2	Strike an object upward using body parts.
PE.1.M.1.3	Strike a lightweight object upward continuously using a paddle.
PE.1.M.1.4	Strike a stationary object a short distance using a modified long-handled implement so

	that the object travels in the intended direction.
PE.1.M.1.5	Dribble an object with hands or feet while demonstrating control in general space.
PE.1.M.1.6	Demonstrate a variety of basic water skills.
PE.1.M.1.7	Move in different directions to catch a variety of self-tossed objects.
PE.1.M.1.8	Demonstrate an underhand throwing motion for accuracy using correct technique.
PE.1.M.1.9	Demonstrate an overhand throwing motion for distance using correct technique.
PE.1.M.1.10	Perform a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
PE.1.M.1.11	Demonstrate a sequence of a balance, a roll, and a different balance.
PE.1.M.1.12	Demonstrate the ability to take weight onto hands.
PE.1.M.1.13	Chase, flee, and dodge to avoid or catch others.
PE.1.M.1.14	Use a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

GRADE: 4

Strand: MOVEMENT COMPETENCY	
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).	
BENCHMARK CODE	**BENCHMARK**
PE.4.M.1.1	Apply movement concepts to the performance of locomotor skills in a variety of movement settings.
PE.4.M.1.2	Strike a moving object using body parts from a stationary position so that the object travels in the intended direction at the desired height.
PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
PE.4.M.1.4	Strike moving and/or stationary objects with long-handled implements using correct technique so the objects travel in the intended direction.
PE.4.M.1.5	Dribble and pass to a moving partner.
PE.4.M.1.6	Perform a variety of swim strokes.
PE.4.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner from varying distances.
PE.4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion.
PE.4.M.1.9	Perform a teacher-designed sequence with or without manipulatives while demonstrating balance, coordination, clear shapes, purposeful movements, and smooth transitions.
PE.4.M.1.10	Perform two or more dances accurately and with good technique.
PE.4.M.1.11	Perform a self-designed gymnastics sequence consisting of clear beginning and ending balances and three different movement elements with correct technique and smooth transitions.
PE.4.M.1.12	Run and hurdle a succession of low to medium level obstacles.

GRADE: 7

Strand: MOVEMENT COMPETENCY
Standard 1: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories. (Team Sports, Outdoor Pursuits/Aquatics).

BENCHMARK CODE	BENCHMARK
PE.7.M.1.1	Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.
PE.7.M.1.2	Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.
PE.7.M.1.3	Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.
PE.7.M.1.4	Demonstrate introductory outdoor pursuits skills.
PE.7.M.1.5	Perform aquatics activities to improve or maintain health-related fitness.
PE.7.M.1.6	Demonstrate the critical elements in specialized skills related to a variety of sports or outdoor pursuits activities.
PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
PE.7.M.1.8	Apply technology to evaluate, monitor, and improve individual skill performance.
PE.7.M.1.9	Demonstrate principles of biomechanics necessary for safe and successful performance.

Strand: COGNITIVE ABILITIES

Standard 1: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

BENCHMARK CODE	BENCHMARK
PE.7.C.1.1	Demonstrate an understanding of the basic rules for team sports.
PE.7.C.1.2	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.
PE.7.C.1.3	Identify the critical elements for successful performance of a variety of sport skills.
PE.7.C.1.4	List specific safety procedures and equipment necessary for a variety of sports and physical activities.
PE.7.C.1.5	Explain basic offensive and defensive strategies in modified games or activities and team sports.
PE.7.C.1.6	Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.
PE.7.C.1.7	Identify and explain different types of safety equipment and practices relating to water activities.

Strand: LIFETIME FITNESS

Standard 1: Participate regularly in physical activity.

BENCHMARK CODE	BENCHMARK
PE.7.L.1.1	Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
PE.7.L.1.2	Participate in a variety of team sports, outdoor pursuits, and aquatics activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
PE.7.L.1.3	Identify the in-school and community opportunities for participation in team sports, outdoor pursuits, and aquatics.
PE.7.L.1.4	Participate in a variety of team sports, outdoor pursuits, and aquatics activities that promote effective stress management.

Standard 2: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

BENCHMARK CODE	BENCHMARK
PE.7.L.2.1	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by creating, implementing, and assessing a personal fitness program in collaboration with a teacher.
PE.7.L.2.2	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program.
PE.7.L.2.3	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan.
PE.7.L.2.4	Select a variety of physical activities when developing a personal fitness program.
PE.7.L.2.5	Recognize health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

Strand: RESPONSIBLE BEHAVIORS AND VALUES
Standard 1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK CODE	BENCHMARK
PE.7.R.1.1	Identify situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.1.2	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
PE.7.R.1.3	Demonstrate responsible behaviors during physical activities.
PE.7.R.1.4	Give examples of appropriate personal, social, and ethical behaviors that apply to specific physical activities.
PE.7.R.1.5	Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities.

Standard 2: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

BENCHMARK CODE	BENCHMARK
PE.7.R.2.1	Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.2.2	Identify the potential benefits of participation in a variety of physical activities.
PE.7.R.2.3	Discuss games, sports, and/or physical activities from other cultures.

Science Standards

Below are some examples of Science Standards in some grades K-12. Complete list and details are presented in the following website: http://www.cpalms.org/homepage/index.aspx

GRADE: K

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.K.N.1.1	Collaborate with a partner to collect information. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.N.1.2	Make observations of the natural world and know that they are descriptors collected using the five senses. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.N.1.4	Observe and create a visual representation of an object which includes its major features. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.K.N.1.5	Recognize that learning can come from careful observation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 5: Earth in Space and Time

Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.

BENCHMARK CODE	BENCHMARK
SC.K.E.5.1	Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.K.E.5.2	Recognize the repeating pattern of day and night. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.E.5.3	Recognize that the Sun can only be seen in the daytime. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.K.E.5.4	Observe that sometimes the Moon can be seen at night and sometimes during the day.

	Cognitive Complexity/Depth of Knowledge Rating: Moderate
SC.K.E.5.5	Observe that things can be big and things can be small as seen from Earth. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.K.E.5.6	Observe that some objects are far away and some are nearby as seen from Earth. *Cognitive Complexity/Depth of Knowledge Rating:* High

GRADE: 1

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.1.N.1.4	Ask "how do you know?" in appropriate situations. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 5

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.5.N.1.1	Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.N.1.2	Explain the difference between an experiment and other types of scientific investigation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.4	Identify a control group and explain its importance in an experiment. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK CODE	BENCHMARK
SC.5.N.2.1	Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.N.2.2	Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 5: Earth in Space and Time

Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.

BENCHMARK CODE	BENCHMARK
SC.5.E.5.1	Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.5.E.5.2	Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.5.3	Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it. *Cognitive Complexity/Depth of Knowledge Rating:* High

Big Idea 7: Earth Systems and Patterns

Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.

BENCHMARK CODE	BENCHMARK
SC.5.E.7.1	Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.2	Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.7.3	Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.5.E.7.4	Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.5	Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

SC.5.E.7.6	Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.5.E.7.7	Design a family preparedness plan for natural disasters and identify the reasons for having such a plan. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 6

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.6.N.1.1	Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.6.N.1.2	Explain why scientific investigations should be replicable. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.6.N.1.3	Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.6.N.1.4	Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.6.N.1.5	Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

Big Idea 2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

BENCHMARK CODE	BENCHMARK
SC.6.N.2.1	Distinguish science from other activities involving thought. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.6.N.2.2	Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.6.N.2.3	Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals. *Cognitive Complexity/Depth of Knowledge Rating:* Low

Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

BENCHMARK CODE	BENCHMARK
SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.6.N.3.2	Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.6.N.3.3	Give several examples of scientific laws. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.6.N.3.4	Identify the role of models in the context of the sixth grade science benchmarks. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 8

Big Idea 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of

those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.8.N.1.1	Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.8.N.1.2	Design and conduct a study using repeated trials and replication. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.8.N.1.3	Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.8.N.1.4	Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.8.N.1.5	Analyze the methods used to develop a scientific explanation as seen in different fields of science. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.8.N.1.6	Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

GRADE: 9-12

BODY OF KNOWLEDGE: LIFE SCIENCE

Standard 14: Organization and Development of Living Organisms

A. Cells have characteristic structures and functions that make them distinctive.

B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis.

C. Life can be organized in a functional and structural hierarchy ranging from cells to the

biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.	
BENCHMARK CODE	**BENCHMARK**
SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.5	Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis). *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.8	Explain alternation of generations in plants. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.9	Relate the major structure of fungi to their functions. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.10	Discuss the relationship between the evolution of land plants and their anatomy. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.L.14.11	Classify and state the defining characteristics of epithelial tissue, connective tissue, muscle tissue, and nervous tissue. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.12	Describe the anatomy and histology of bone tissue. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.13	Distinguish between bones of the axial skeleton and the appendicular skeleton. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.14	Identify the major bones of the axial and appendicular skeleton. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.15	Identify major markings (such as foramina, fossae, tubercles, etc.) on a skeleton. Explain why these markings are important. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

SC.912.L.14.16	Describe the anatomy and histology, including ultrastructure, of muscle tissue. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.17	List the steps involved in the sliding filament of muscle contraction. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.18	Describe signal transmission across a myoneural junction. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.19	Explain the physiology of skeletal muscle. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.20	Identify the major muscles of the human on a model or diagram. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.21	Describe the anatomy, histology, and physiology of the central and peripheral nervous systems and name the major divisions of the nervous system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.22	Describe the physiology of nerve conduction, including the generator potential, action potential, and the synapse. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.23	Identify the parts of a reflex arc. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.24	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.25	Identify the major parts of a cross section through the spinal cord. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.26	Identify the major parts of the brain on diagrams or models. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.27	Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.28	Identify the major functions of the spinal cord. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.29	Define the terms endocrine and exocrine. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.30	Compare endocrine and neural controls of physiology. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.31	Describe the physiology of hormones including the different types and the mechanisms of their action. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.32	Describe the anatomy and physiology of the endocrine system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.33	Describe the basic anatomy and physiology of the reproductive system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

SC.912.L.14.34	Describe the composition and physiology of blood, including that of the plasma and the formed elements. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.35	Describe the steps in hemostasis, including the mechanism of coagulation. Include the basis for blood typing and transfusion reactions. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.37	Explain the components of an electrocardiogram. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.38	Describe normal heart sounds and what they mean. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.39	Describe hypertension and some of the factors that produce it. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.40	Describe the histology of the major arteries and veins of systemic, pulmonary, hepatic portal, and coronary circulation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.41	Describe fetal circulation and changes that occur to the circulatory system at birth. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.42	Describe the anatomy and the physiology of the lymph system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.43	Describe the histology of the respiratory system. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.44	Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.45	Describe the histology of the alimentary canal and its associated accessory organs. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.46	Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.47	Describe the physiology of urine formation by the kidney. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.48	Describe the anatomy, histology, and physiology of the ureters, the urinary bladder and the urethra. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.49	Identify the major functions associated with the sympathetic and parasympathetic nervous systems. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.50	Describe the structure of vertebrate sensory organs. Relate structure to function in vertebrate sensory systems.

	Cognitive Complexity/Depth of Knowledge Rating: Moderate
SC.912.L.14.51	Describe the function of the vertebrate integumentary system. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.L.14.53	Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate

BODY OF KNOWLEDGE: PHYSICAL SCIENCE

Standard 8: Matter

A. A working definition of matter is that it takes up space, has mass, and has measurable properties. Matter is comprised of atomic, subatomic, and elementary particles.

B. Electrons are key to defining chemical and some physical properties, reactivity, and molecular structures. Repeating (periodic) patterns of physical and chemical properties occur among elements that define groups of elements with similar properties. The periodic table displays the repeating patterns, which are related to the atom's outermost electrons. Atoms bond with each other to form compounds.

C. In a chemical reaction, one or more reactants are transformed into one or more new products. Many factors shape the nature of products and the rates of reaction.

D. Carbon-based compounds are building-blocks of known life forms on earth and numerous useful natural and synthetic products.

BENCHMARK CODE	BENCHMARK
SC.912.P.8.1	Differentiate among the four states of matter. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.2	Differentiate between physical and chemical properties and physical and chemical changes of matter. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.3	Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.P.8.4	Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.P.8.5	Relate properties of atoms and their position in the periodic table to the arrangement of their electrons. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.6	Distinguish between bonding forces holding compounds together and other attractive

	forces, including hydrogen bonding and van der Waals forces. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.7	Interpret formula representations of molecules and compounds in terms of composition and structure. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.8	Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.9	Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.P.8.10	Describe oxidation-reduction reactions in living and non-living systems. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.11	Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.12	Describe the properties of the carbon atom that make the diversity of carbon compounds possible. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.P.8.13	Identify selected functional groups and relate how they contribute to properties of carbon compounds. *Cognitive Complexity/Depth of Knowledge Rating:* High

BODY OF KNOWLEDGE: EARTH AND SPACE SCIENCE

Standard 5: Earth in Space and Time

The origin and eventual fate of the Universe still remains one of the greatest questions in science. Gravity and energy influence the development and life cycles of galaxies, including our own Milky Way Galaxy, stars, the planetary systems, Earth, and residual material left from the formation of the Solar System. Humankind's need to explore continues to lead to the development of knowledge and understanding of the nature of the Universe.

BENCHMARK CODE	BENCHMARK
SC.912.E.5.1	Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.2	Identify patterns in the organization and distribution of matter in the universe and the forces that determine them. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.E.5.3	Describe and predict how the initial mass of a star determines its evolution. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.E.5.4	Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.5	Explain the formation of planetary systems based on our knowledge of our Solar

	System and apply this knowledge to newly discovered planetary systems. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.6	Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.7	Relate the history of and explain the justification for future space exploration and continuing technology development. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.8	Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.9	Analyze the broad effects of space exploration on the economy and culture of Florida. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.E.5.10	Describe and apply the coordinate system used to locate objects in the sky. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.E.5.11	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations. *Cognitive Complexity/Depth of Knowledge Rating:* High

BODY OF KNOWLEDGE: NATURE OF SCIENCE

Standard 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

BENCHMARK CODE	BENCHMARK
SC.912.N.1.1	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: 1. pose questions about the natural world, 2. conduct systematic observations, 3. examine books and other sources of information to see what is already known, 4. review what is known in light of empirical evidence, 5. plan investigations,

	6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), 7. pose answers, explanations, or descriptions of events, 8. generate explanations that explicate or describe natural phenomena (inferences), 9. use appropriate evidence and reasoning to justify these explanations to others, 10. communicate results of scientific investigations, and 11. evaluate the merits of the explanations produced by others. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.N.1.2	Describe and explain what characterizes science and its methods. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.N.1.3	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. *Cognitive Complexity/Depth of Knowledge Rating:* Low
SC.912.N.1.4	Identify sources of information and assess their reliability according to the strict standards of scientific investigation. *Cognitive Complexity/Depth of Knowledge Rating:* High
SC.912.N.1.5	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.N.1.6	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. *Cognitive Complexity/Depth of Knowledge Rating:* Moderate
SC.912.N.1.7	Recognize the role of creativity in constructing scientific questions, methods and explanations. *Cognitive Complexity/Depth of Knowledge Rating:* Low

Appendix G - School Disaster Planning

Riverside Science Inc.
Business Disaster Plan

As residents of Florida, we may not be able to prevent disasters from occurring, but by planning ahead we can help save lives, property, and reduce the time it takes for our communities to recover.

Included in This Disaster Plan is important information about:

- Disaster Supply Kit and Checklist
- Property Protection Checklist
- Business Recovery Checklist
- Emergency Management contacts for Broward County and the State of Florida

15.1. School Information

Riverside Science, Inc.
ADDRESS OF The School
Broward County

15.2. Disaster Supply Kit and Checklist

Each individual and business must take responsibility for their own safety and well-being in the aftermath of a major disaster. After a disaster, emergency workers may not be able to reach everyone right away. In some cases it may take three or more days for help to arrive. As a precaution, it is recommended that you have a Disaster Supply Kit prepared before a disaster strikes. The Disaster Supplies Kit should include items that will be sufficient for you and your employees to survive without assistance for at least a three (3) day period following a disaster.

Please use Table 9 of recommended items, and plan to remain self-sufficient until assistance can be provided to your location.

Table 5 - Disaster supply kit and checklist

	Your Business Disaster Plan
	Important Records and Resources stored in a water proof container
	Battery operated radio or television
	Non-perishable three day food supply for you and your employees
	Three day water supply for you and your employees (One gallon of water per

	person, per day)
	Coolers and containers for water and washing
	Blankets, pillows, cots, and chairs
	First Aid Kit including medicines, prescriptions, and first aid manual
	Flashlights, batteries, light-sticks
	Extra batteries for flashlights, radios, and televisions
	Tool kit (basic tools, gloves, etc.)
	NOAA weather radios with batteries
	Camera and film for documenting damages
	Whistle/signal flare to signal for help
	Tarps, plastic bags, duct tape
	Cleaning supplies, including mops, towels and garbage cans
	Smoke alarms and fire extinguishers
	Electric generator
	Gas for vehicles, generators and other equipment
	Cash, ATM cards, credit cards proper identification

15.3. Property Protection Checklist

With planning ahead, buildings, equipment and other business property can be protected from damages during disaster. Steps must be taken prior to an event to repair and strengthen structures and to relocate or brace equipment and other property. Small proactive measures can result in sparing your business tremendous amounts of damage in case of a disaster.

Please use Table 10 - Property protection checklist as a guide to prepare and protect your property.

Table 6 - Property protection checklist

	Protect your windows and doors against wind-borne debris by installing a shutter system or attaching plywood.
	Evaluate your roof system to make sure it can weather a storm.
	Remove overhanging trees and branches which could fall and damage structures.
	Protect exposed areas from water damages with tarps, plastic sheeting and duct tape.
	Sandbag areas that might potentially flood.
	Anchor and brace tall bookcases, filing cabinets, shelves, and racks to the wall studs to keep them from falling.
	Relocate valuable equipment and fragile items to safer locations.
	Secure all appropriate items including water heaters, gas tanks, heaters and other utilities, and when appropriate, raise them to higher locations to avoid water damages.
	Secure computers and other office equipment to desks, tables or countertops with straps, velcro or similar materials.
	Shut off your utilities (electricity and/or water)

	Update all gas appliances with flexible connections and/or breakaway gas shut-off devices.

15.4. Business Recovery Checklist

Following a disaster, it is necessary to begin the hard work of rebuilding as soon as possible. Each business will be impacted differently and will have to respond appropriately to continue short-term business operations while working towards long-term recovery. Using the information and resources identified within your Business Disaster Plan, your business will be better prepared to start the recovery process and resume your regular business operation. After ensuring the safety of family, co-workers, and office facilities, certain steps can be taken that simplify and accelerate the recovery
process.

Please use Table 11 - Business recovery checklist as a guide to begin the process of repairing your business.

Table 7 - Business recovery checklist

	Assess any damages to your business or property and document the damages
	Report any losses to you insurance company as soon as possible
	Repair and clean buildings and reorganize offices
	Prioritize the critical business functions and allocate necessary resources
	Continue the long-term recovery and returning to normal business operations
	Update your Business Disaster Plan and take appropriate actions to mitigate future Losses

Appendix H - Resumes/CVs of the Governing Board Members

FERHAT ERKAN

Office Address: 2022 West Atlantic Blvd.
Pompano Beach FL 33069
Tel: (954) 554-4793
Fax: (954) 554 4849

Residence: 5819 NW 48 Ave
Coconut Creek FL 33073
Cell: (561) 827-3055
Email: ferhaterkan@hotmail.com

Positions:
Finance & Marketing Manager

Academic Record:
Bachelor Degree: University of Erciyes: Business Administration and Economy Sciences

MBA Degree: Palm Beach Atlantic University

Research Interests:
International Marketing
Finance
Accounting
International Relations

Work History: Finance & Marketing Manager (HUROK MARBLE) 2005- Present

Finance Manager (Commercial Union) 2001

Other Educational Experience:
Quantitative Research Methods in the Study of Turkey Summer 2000
Information System for Business
Corporate Finance
Financial Accounting

RENAT SHAYKHUTDINOV

Office Address:
Department of Political Science
Florida Atlantic University
Social Science 384
Boca Raton, Florida 33431-0991
Office: (561) 297-3210
Fax: (561) 297-2997

Residence:
1086 South Military Trail #207
Deerfield Beach, Florida 33442
Cell: (512) 363-9375
Email: renat@polisci.tamu.edu

Positions:
Assistant Professor, Department of Political Science, Florida Atlantic University, August 2007 –
Graduate Assistant Lecturer / Graduate Teaching Assistant, Department of Political Science, Texas A&M University, August 2004 – August 2007
Graduate Research Assistant, Department of Political Science, Texas A&M University, August 2000 – August 2004

Academic Record:
Ph.D., Texas A&M University, August 2007
Fields: Comparative Politics, International Relations, Post-Communist Institutions
Committee: Alexander C. Pacek (chair), Maria C. Escobar-Lemmon, Nehemia Geva, Matthew Hoddie, Susan A. Lynham, Guy D. Whitten
Dissertation: Give Peace a Chance: The Origins of Territorial Autonomy Arrangements in Multiethnic States
B.A., Boğaziçi University (University of Bosphorus), Turkey, 2000

Other Educational Experience:
Inter-university Consortium for Political and Social Research (ICPSR), Quantitative Research Methods in the Study of Russia and Eastern Europe, Summer 2002

Awards and Honors:
Nomination by the Department of Political Science for a University-wide Distinguished Graduate Student Award for Excellence in Teaching, Texas A&M University, 2006
College of Liberal Arts Social Science Dissertation Research Award, Texas A&M University, 2004, $2,500
International Education Study Grant, Texas A&M University, 2002, $500

Working Papers:
"Explaining the Origins of Territorial Autonomy Arrangements in Multiethnic States."
Under review

"Education, the Economy, and Post-Materialist Values in Russia: New Evidence from the Chechnya Conflict." Co-authored with Alexander C. Pacek and Andrew Konitzer
"Ideology Games of British Conservatives and German Socialists: A Myth or a Reality?"

Research Interests:
Post-Communist Institutions
Ethnic Conflict and Identity Politics
Federalism and Decentralization
Power-Sharing Arrangements
International Relations
Democratization

Research Experience:
Research Assistant, Fall 2000 – Summer 2004: Alexander C. Pacek. Responsibilities included construction of datasets on economic attitudes of East European political parties, which involved translation of party memorandums from Ukrainian and Russian; gathered electoral data and literature for other projects.
Research Assistant, Fall 2000 – Summer 2003: Maria C. Escobar-Lemmon. Responsibilities included compiling large datasets on various Latin American legislatures as well as on global patterns of subnational expenditures and incomes. Organization of a bibliography on decentralization and federalism was among the other responsibilities.
Research Assistant, Fall 2002 – Summer 2003: Alexander Mintz. Responsibilities included coding articles for War Mapping Project as well as helping find relevant material for two undergraduate courses in International Relations.
Certified Researcher, Texas A&M University Institutional Review Board.
Participant, Texas A&M University Workshop on Grant Writing. September 24-25, 2003.

Teaching Interests:
Post-Communist Politics
Ethnic Conflict
Issues in World Politics
Introduction to Comparative Politics
Quantitative Methods
US Foreign Policy
Federalism and Intergovernmental Relations
Globalization and Democracy

Teaching Experience:
Lecturer, "Government and Politics of the Former Soviet Union" Texas A&M University. Sole instructor, responsible for preparing the syllabus, lecturing and grading. Summer 2005, Fall 2005, Summer 2006.
Lecturer, "Government and Politics of Eastern Europe" Texas A&M University. Sole instructor, responsible for preparing the syllabus, lecturing and grading. Fall 2004, Spring 2005, Summer 2005, Spring 2006, Summer 2006.
Lecturer, "Introduction to World Politics" Texas A&M University. Sole instructor, responsible for preparing the syllabus, lecturing and grading. To be taught in Fall 2006.

Guest Lecturer, "Introduction to World Politics", "Comparative Politics", "Government and Politics of the Former Soviet Union", "Government and Politics of Eastern Europe". Fall 2001 – Spring 2003.

Professional Service:
University Service:
East Europe / ex-USSR expert participant in the panel discussion "Ethnic Conflict and You", organized by The Jordan Institute for International Awareness and the Memorial Student Center at Texas A&M University, April 20, 2005.
Policy Judge at the Student Conference on National Affairs (SCONA) "Confronting Ethnic Conflict Through International Diplomacy," Texas A&M University, March 3-5, 2005.
President of the Interfaith Dialogue Student Association (IDSA), Texas A&M University, Summer 2004-Spring 2006. Vice-President of IDSA, Summer 2001-Spring 2004, Summer 2006-Spring 2007.
Facilitator of the Russian Language Discussions at the Bush School of Government and Public Service, Texas A&M University, Fall 2005-Spring 2006.

Department Service:
Served on the faculty search committee for an Assistant professor position in comparative politics, Department of Political Science, Texas A&M University, Summer 2003-Fall 2003.

Professional Memberships:
American Political Science Association
Sections: Comparative Politics
Federalism and Intergovernmental Relations
Midwest Political Science Association
American Association for the Advancement of Slavic Studies
Association for the Study of Nationalities

Languages:

Russian	native; high proficiency in reading, speaking, writing
Tatar	native; high proficiency in reading, speaking, writing
English	high proficiency in reading, speaking, writing
Turkish	high proficiency in reading, speaking, writing
French	basic skills in reading, speaking, writing
German	basic skills in reading, speaking, writing

Conference Presentations:
Shaykhutdinov, Renat. "Why Not Peace? A Study of the Origins of the Peaceful vs. Violent Movements." Presented at the 2007 Midwest Political Science Association Meeting, Chicago, IL, April 12-15, 2007.
Shaykhutdinov, Renat. "The Origins of Territorial Autonomy Arrangements in Multiethnic States." Presented at the 2006 Midwest Political Science Association Meeting, Chicago, IL, April 20-23, 2006.

Shaykhutdinov, Renat, with Andrew Konitzer and Alexander C. Pacek. "Education, Economy and Postmaterial Values: The Evidence from Russia." Presented at the 2006 Midwest Political Science Association Meeting, Chicago, IL, April 20-23, 2006.
Shaykhutdinov, Renat. "Democracy, Islam, and the Gülen Movement: A Critical Triangle." Presented at the Second International Islam in the Contemporary World Conference, Southern Methodist University, Dallas, TX, March 4-5, 2006.
Shaykhutdinov, Renat. "Bargaining and Origins of Territorial Autonomy Arrangements in Multiethnic States." Presented at the 2005 Midwest Political Science Association Meeting, Chicago, IL, April 7-10, 2005.
Shaykhutdinov, Renat, with Claudia Avellaneda, and Chih-Cheng Meng. "Bringing Politics In: Decentralization, Government, and Economic Growth." Presented at the 2004 American Political Science Association Meeting, Chicago, IL, September 2-5, 2004.
Shaykhutdinov, Renat. "Defense Expenditure and Its Effect on the Economy: The Case of the Soviet Union." Poster Presented at the 2003 Annual Convention of International Studies Association, Portland, OR, February 25-March 1, 2003.
Shaykhutdinov, Renat. "Looking for Love in All the Wrong Places: Domestic vs. International Support for National Leaders." Revised version. Presented at the 2002 American Political Science Association Meeting, Boston, MA, August 29-September 1, 2002.
Shaykhutdinov, Renat. "Looking for Love in All the Wrong Places: Domestic vs. International Support for National Leaders." Presented at the Western Political Science Association Meeting, Long Beach, CA, March 22-24, 2002.

Rasim Cinar

550 NE 43rd St #208 Boca Raton, Florida
rsmcnr@yahoo.com
(561) 542 6353

Education

_ Palm Beach Atlantic University, *WPB, Florida:*
MBA, International Business, *Graduate 2004*
Senior project: Country risk assessment in construction industry.
_ Yildiz Technical University, *Istanbul , Turkey:*
Bachelor of Science, Civil Engineering, Graduated 2002
Senior project: Analysis of traffic current on Bosphorus Bridge, *Istanbul* 2002
awarded by TUBITAK (The Scientific and Technical Research Council of Turkey)

Profile

_ Experienced in cost analysis, operations, strategic, resource, and budget and risk management.
_ Team player and capable of performing independently in a competitive business environment.
_ Goal oriented, dedicated individual, highly motivated self starter and sound decision-maker.
_ Superior analytical, problem solving, administrative, organizational and presentation skills.
_ Leadership skills with ability to motivate others and encourage peek performance.
_ Good verbal and written communications with interpersonal skills at all levels.
_ Registered to Florida Board of Engineers as EIT.

Skills

All MS Office applications, MS Project, AutoCAD, SPSS, Enercalc, Staadwin, XP and Vista operating systems.

Work Experience

_ *Civil Engineer*, Research Hospital Construction, University of Samsun, *Turkey* (2001)
Managing construction crew of 24 at a $10M Hospital Construction.
Responsibilities included QA check for iron, cement work, scheduling.
_ *Design Engineer and Construction Manager*, Boca Development & Construction, Inc. *Boca Raton, Florida* (2005 - current)
Running multiple construction and engineering projects in the State of Florida.
Responsibilities such as cost estimate, scheduling, structural design, inspections, providing coordination between architect, builder and client, QA check of the work, etc.

HASAN KAYA

1200 Brickell Bay Drive PH 4102
MIAMI, FL 33131
Phone: 305-490-4539

Education:
1994 - 1997 Graduated Nilufer Private High School
1997 - 1998 Media & Communications - Istanbul Bilgi Private University - Istanbul, TURKEY
1998 - 1999 English Courses – King's School of English - London, England
1999 - 2000 English Preparation College courses Fall Term at University of Miami – FL.
2000 - 2005 Business Administration at Miami-Dade College – Miami, FL.

Work History:
1997 - General Manager of Marketing & in Kaya Super Market - Istanbul, Turkey
Since 1998 - Board Member of KAYA Import Export Internal Trade, Inc. - Istanbul, Turkey
2004 - 2005 Operations Manager of Artemis USA, Inc. - Miami, FL.
Since 2006 - President & CEO of KAYA Import Export International Trade, Inc. - MIAMI, FL.

Phone:(904) 312-2038
dtozoglu@yahoo.com

DOGAN TOZOGLU, PH.D.

EXPERIENCE

Spring 2007 – Current, River City Science Academy, Jacksonville FL
Executive Director
Serving as the chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member; to establish, implement and evaluate procedures used to carry out the daily routine of the school.

Fall 2004 – Spring 2007, Program Monitoring and Evaluation, Division of Teaching and Learning, Leon County Schools, Tallahassee FL.
Program Evaluator
Planning, conducting, and implementing evaluations for educational programs currently in use in the School District and presenting reports to the School Board and administrators and creating Databook for the School District. Helping teachers to implement those education programs.

Fall 2005 – Spring 2006, Child Support Enforcement, Department of Revenue, Tallahassee FL.
Research Assistant
Planning, designing, conducting, and implementing an evaluation for an intervention developed by Child Support Enforcement to improve child support services and customer satisfaction, and writing up the results on efficiency and effectiveness of the program.

Summer 2004-Fall 2005, Center For Academic Retention and Enhancement (CARE), Florida State University, Tallahassee, FL
Tutor
Outreaching and supporting undergraduate students who may be disadvantaged due to economic, educational or cultural circumstances. Providing tutoring in the areas of math, science, computer, and statistics.

Summer 2000 – Spring 2004, Learning System Institute, Florida State University, Tallahassee FL.
Research Assistant
Identifying and designing tools and/or processes for analyzing or evaluating online courses and providing academic review and comparative analysis of the two commercial off the shelf (COTS) libraries (containing the majority of informational technology and "softskills" courseware) hosted on Navy E-Learning.

Designing guidelines and instructor tips that will assist Navy course developers in revising existing instructor-led training courses or redesigning them to be Web-delivered.

Collaboration with team members in discussion and decision-making related to distributed learning and distance education. Research various topics and issues related to distributed learning and making synthesis on research findings.

EDUCATION

2001 – 2006, College of Education, Florida State University, Tallahassee, FL **Ph.D. in Instructional Systems,**

1999 – 2001, College of Education Florida State University, Tallahassee, FL**M.S. in Instructional Systems,**

1992 - 1996 Karadeniz Technical University, Trabzon, TURKEY **Honor BS in Electrical Engineering**

PUBLICATIONS

Varank, I. & Tozoglu, D. (2007). Why are teachers resistant to change? Key issues and challenges in technology integration. Afyonkarahisar Kocatepe Üniversitesi Sosyal Bilimler Dergisi (Afyonkarahisar Kocetepe University *Social Sciences Journal*).

CONFERENCE PRESENTATIONS AND PROCEEDINGS

Southard, M., Tozoglu, D., & Dean, L (2006). Reading Progress: Student performance after implementation of READ 180. Paper presented at Florida Education Research Association (FERA) Conference, November, 2006, Jacksonville, FL.

Southard, M., Dean, L., Liebert, G., & Tozoglu, D. (2006). Multi-Site Evaluations: Methodological Challenges and Opportunities. Paper presented at Southeast Evaluation Association (SEA) Conference, February 2-3, 2006, Tallahassee, FL.

Tozoglu, D. (2005) Perceptions of Teachers on Receiving Student Ratings Feedback. Paper presented at the First Southeastern Conference in Instructional Design and Technology, March 11-13, Mobile, AL.

Tozoglu, D., Tozoglu, M.D., Gurses, A., & Dogar, C. (2004). The students' perceptions: Essay versus multiple choice type exams. Journal of Baltic Science Education, 2,(6).

Tozoglu, D. & Keller, J. (2004). Effects of Student Ratings Feedback: Using Different Types of Feedback to Improve Instructional Practices and Teaching Effectiveness. Paper presented at the American Educational Research Association (AERA), April 12-16, 2004, San Diego, CA.

Tozoglu, D. & Demirbilek, M. (2002). Motivational strategies for Web-based instruction. In C. Crawford et al. (Eds.) Society for Information Technology and Teacher Education International Conference (SITE) Proceedings, March 18-23, 2002 (1), Nashville, TE, (pp. 308-310).

Tozoglu, D. & Varank, I. (2001). Technology Explosion and its Impact on Education. Proceedings of Association for Educational Communications and Technology (AECT), November 8-10, 2001, Atlanta, GA, (pp. 463-470).

Tozoglu, D., Varank, I & Demirbilek, M. (2001). Issues in Integrating Computers into Classrooms. Proceedings of Association for Educational Communications and Technology (AECT), November 8-10, 2001, Atlanta, GA, (pp. 458-463).

Demirbilek, M., Tozoglu, D. & Varank, I. (2001). Safety Strategies While Surfing Online in the Classroom. Proceedings of Association for Educational Communications and Technology (AECT), November 8-10, 2001, Atlanta, GA, (pp. 29-36).

Demirbilek, M., Tozoglu, D. & Varank, I. (2001). Comparing for Different Genres of the Internet in Education. Proceedings of Association for Educational Communications and Technology (AECT), November 8-10, 2001, Atlanta, GA, (pp. 24-29).

Tozoglu, D. & Varank, I. (2001). Justification of Technology Teacher Training from Human Performance Perspective. In C. Crawford et al. (Eds.), Proceedings of SITE. March 5-10, 2001, Orlando, FL, (pp. 771-776).

Tozoglu, D. & Varank, I. (2001). A Model to Design Technology Teacher Training Program. Crawford et al. (Eds.), Proceedings of SITE. March 5-10, 2001, Orlando, FL, (pp. 1210-1215).

Bibliography

[1] Eric Hoffer, (American philosopher, 1902-1983).

[2] Fred M. Newmann, in Curriculum Planning. (2000).

[3] IPI Special Report, 1983.

[4] Areglado, R. J.; Bradley R.C.; Lane P. S.(1996). Learning for life, Creating Classrooms for Self-directed Learning.

[5] Raffini, J. P. 1993, Winners without losers: Structures and strategies for increasing student motivation to learn, Allyn and Bacon.

[6] Jennings, L. (1990, August 1). Parents as partners. Education Week, pp.23-32.

[7] Epstein, J. (1987, January). What principals should know about parental involvement. Principal, pp. 6-9.

[8] National Committee for Citizens in Education. (1989, Winter Holiday). Parent involvement in middle school-Your young adolescent needs you more than ever. Network for Public Schools, 15(3), 7-9.

[9] Thring, E., in Tomlinson, J. (1991). Community Education: An assessment and the Challenge for the Future, British Journal of Educational Studies, 39(1), 59-64.