

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Florida High School for Accelerated Learning – Metro Broward Campus, School II

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Florida High School for Accelerated Learning – Metro Broward, Inc.

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

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NAME OF EDUCATION SERVICE PROVIDER (if any): Accelerated Learning Solutions

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

Projected School Opening: August 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9 th – 12 th	400	500
Second Year	9 th – 12 th	425	500
Third Year	9 th – 12 th	450	500
Fourth Year	9 th – 12 th	500	500
Fifth Year	9 th – 12 th	500	500

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


Signature

Eileen Quinlan
Printed Name

Regional Director
Title
7/26/13
Date

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**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
METRO BROWARD CAMPUS, SCHOOL II**

I. EDUCATIONAL PLAN

1. MISSION, GUIDING PRINCIPLES AND PURPOSE

1.A. PROVIDE THE MISSION STATEMENT FOR THE PROPOSED CHARTER SCHOOL.

(1) Mission

The mission of the Florida High School for Accelerated Learning – Metro Broward Campus, School II (FHSAL or referred to as “the School”) is to provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

(2) Purpose

The Board of Directors understands that there are students all over Florida who are struggling with life’s challenges. These students are in need of a high school graduation option that takes their unique needs into consideration and provides a supportive environment where they can focus on their learning. It is for these students that we, the Board of Directors, propose to provide this alternative option for graduation.

As such, the purpose of the Florida High School for Accelerated Learning – Metro Broward Campus, School II is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. This purpose is based on the philosophy that all students deserve a quality education, opportunities to succeed in school, and preparation for postsecondary success.

1.B. DESCRIBE HOW THE SCHOOL WILL UTILIZE THE GUIDING PRINCIPLES FOUND IN SECTION 1002.33(2)(A), F.S.

The School’s educational program and accelerated learning model will offer an individualized program that will allow each student to progress at an appropriate pace based on his/her learning needs. Accordingly, the major focus of the School’s instructional methods align directly with its mission provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success. The School will utilize the Guiding Principles found in s. 1002.33(2)(a), F.S. as described below.

(1) Meet High Standards of Student Achievement

The educational program and learning model of the School offer an individualized program that will allow students to progress at an appropriate pace based on individual learning needs. As further described in Section 3 – Educational Program, the foundation of our educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances. The curriculum will be based on the Florida Next Generation Sunshine State Standards (NGSSS) as defined by Senate Bill 1076, “Next Generation Sunshine State Standards means the state’s public K-12 curricular standards, including common core standards in English Language Arts and mathematics, adopted under s. 1003.41, Florida Statute (F.S.). The curriculum will also be

informed by student entry capacity in each content area as determined through standardized assessment results.

A unique academic plan will be specifically designed to take each student where he/she is and outline all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. The academic plan will have as its base the means to accelerate each student's progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma. Students will be able to work on courses at their own pace based on their comprehension of the subject matter, and demonstrate their understanding on quizzes after each activity and passing of the final semester exam. Students who demonstrate mastery of the content through success on the quiz at the first attempt will be able to move on quickly to the next activity – thus accelerating progress

Each student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies. These student focused interventions are aimed at providing the tools necessary to arm each student with the ability to advance to or excel beyond the student's age-appropriate grade level.

Accordingly, the major focus of the School's instructional methods align directly with its mission provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success. The School's instructional methods also directly align with s. 1006.29(3), F.S., which states, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format." Furthermore, the School's instructional methods align with the State's Digital Learning Plan¹ to engage students with interactive content, create a technology-rich learning experience, and implement blended learning models that transform public schools for the digital age and empower students to be lifelong learners.

Teachers will provide direct instruction, coaching, and guidance as determined by student needs and progress. Targeted, face-to-face direct instruction will be conducted in small groups or individually to assist struggling students with further understanding and mastery of course content using supplemental reading, math, and foundational skills resources. This individualized instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students' individual needs including test-taking skills preparation and foundational skills improvement. Students who do not participate in the targeted direct instruction will work on courses as per their Individual Success Plans.

Our proposed charter school model distinguishes itself from traditional schools and sets itself apart from other charter schools by taking students where they are, whenever they enroll, and surrounding them with "wraparound" social services support and crisis intervention services as they work through an academically rigorous curriculum that prepares them for graduation and a successful postsecondary transition.

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, child care, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success. As a Board, we understand that unless social, emotional and behavioral needs are effectively addressed,

¹ http://www.fldoe.org/board/meetings/2012_07_17/digitalplan.pdf

learning will be difficult and academic growth will be an unrealistic objective. A key differentiator of this School will be the provision of social and crisis intervention services to students. As such, students will be provided with comprehensive social services, crisis intervention and behavioral health services.

Students will be surrounded by a climate of respect in which school leadership, faculty, and staff understand that the complex, often disruptive lives of these students frequently impede attendance and learning. The tone of the school campus will be generated through respect and care from all administrators and staff members for all students regardless of their circumstances. Underpinnings of this climate of respect will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of hard work.

(2) Promote Enhanced Academic Success and Financial Efficiency

The School will align financial accountability with its responsibility for students' academic success in the following ways:

- o Hiring highly-qualified certified teachers and administrators who are experienced in working with the target student population. Research continues to demonstrate that experienced and highly-qualified teachers are the primary contributors to student achievement and success.
- o Integrating the most appropriate instructional software that meets the needs of the target student population.
- o Using a cost-benefit analysis process to ensure that school funding is effective in achieving the mission and goals of the school.

(3) Information Provided to Parents 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

(a) Reading at Grade Level

The School will use Wonderlic's General Assessment of Instructional Needs (GAIN) on each student's first or second day of attendance) and/or other assessment data to determine grade-equivalent reading levels. If a student is not reading on grade level, he/she will be placed into Apex Learning foundational skills courses and in a targeted reading program to build reading skills to grade-appropriate levels. The Apex Learning course content is based on the National Council of Teachers of English (NCTE) standards and aligned to the Next Generation Sunshine State Standards (NGSSS).

The foundational skills courses will help struggling readers develop mastery in the primary strands of reading comprehension, vocabulary building, study skills, and media literacy. Using these strands, the student will develop the skills necessary to be successful in the academic world and beyond. The reading comprehension strand will focus on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student will learn specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student will learn effective study and test-taking strategies. In the media literacy strand, the student will learn to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. Reading Plus, which is assigned to all students, will be implemented as an intervention for all Tier I and II students to accelerate reading growth as well as enrichment for all students to prepare them for college boards and college level text.

In addition to participation in a foundational skills development course, several interventions will be in place for students not reading at grade level:

- 1) Pull out groups for intensive reading instruction conducted face-to-face by a reading teacher

- 2) Use of supplemental curriculum resources such as Reading Plus (30 minutes daily) or for students reading below fourth grade reading level, software other than Reading Plus will be assigned, e.g., MindPlay's Virtual Reading Coach
- 3) Tutors (peers or community members)

More detail is provided below in Section 4: Curriculum Plan, Question C. regarding how the School will meet the needs of students reading below grade level.

The School will be accountable to parents and responsible to students through daily assessments of measurable goals and objectives that continuously monitor academic progress and the pace of learning in every academic area including reading. An Individual Success Plan (ISP) will be created for each student based upon the results of a baseline entry assessment(s), past academic performance as measured by the Florida Comprehensive Assessment Test (FCAT) 2.0 (or Common Core Assessments upon full implementation by the FLDOE) and previous school records, a career interest inventory and career plan, social/personal needs inventory, disciplinary records, and parent and student input. The ISP will outline all academic, social, and career needs and goals for each student, including graduation requirements. Administrators and highly-qualified certified teachers, along with support staff, will collaborate to develop the ISP on the student's behalf.

(b) Year's Worth of Learning

In order to reach postsecondary-readiness standards, a baseline profile will be developed for each student to use as a comparison by which to assess each student's strengths and needs, incremental academic progress and growth, annual learning gains, and ongoing improvement. The School will request access to student records from the enrolling student's previously attended school. Those records should include the incoming student's prior year FCAT, common core assessment, and EOC results, attendance records, report card grades, transcripts, and any other testing the student has completed (i.e. achievement tests, Advanced Placement, etc.). A determination will be made as to the student's English Language Learner (ELL), Individual Educational Plan (IEP), or 504 plan status. Data will be compiled to create a baseline profile for each student:

In addition, each student will be administered Wonderlic's General Assessment of Instructional Needs (GAIN), or a similar instrument, on each student's first or second day of attendance). The GAIN assessment for learning will measure English and math skills from basic literacy and numeracy to more advanced skills. GAIN will provide data to help create individualized remediation and intervention plans. The GAIN will be administered, minimally, twice each school year to demonstrate educational gains.

These student records' data along with the GAIN results will provide an initial baseline for each student that will illuminate the student's areas of strength and need. As detailed below, these results will be reviewed throughout the student's enrollment at the School to create a longitudinal performance profile. These data will also be used to determine the level of academic intervention necessary before the student is allowed to begin the self-paced program for course completion.

This information will be tracked through the School's data management system. Formative assessments will be used to measure where students are in the process of demonstrating a year's worth of learning. In addition to these test results, success on the Common Core Assessments, the passing of grade-appropriate high school courses, required state assessments, and progression to the next grade level will determine if the student is gaining at least a year's worth of learning for every year spent in the School.

Students, parents, and staff will be able to access student progress data through the *MY SUCCESS*® Student and Parent Dashboard (see Attachment A), an online, secured private portal available 24 hours a day, seven (7) days a week. School achievement data will be reported in Annual Reports to parents and the school district sponsor, and will include the School's progress as indicated by the School Improvement Rating (SIR). In addition to the *MY SUCCESS*® Student and Parent Dashboard, the School will communicate with parents through phone calls, e-mails, and mailings that describe their child's progress and success.

1.C. DESCRIBE HOW THE SCHOOL WILL MEET THE PRESCRIBED PURPOSES FOR CHARTER SCHOOLS FOUND IN S. 1002.33(2)(B), F.S.

The School will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b), F.S. as described below.

(1) Improve Student Learning and Academic Achievement

The School's model will improve student learning and academic achievement by meeting students' academic, social, and behavioral needs. Our target population will include students who are currently enrolled in a public high school but may be at risk of dropping out, as well as those who have already dropped out. While many students will be over-age and under-credited, it is anticipated that a small percentage will be "on-track" to graduate with their peers, but need a more flexible high school option to accommodate their life circumstances. Students will have the option of regularly attending a morning or afternoon session, with the option of attending both sessions if a seat is available.

Specifically, academic outcomes will be enhanced by providing:

- o teacher-directed instruction – highly qualified, certified teachers will be leading instruction in every classroom at a ratio of one (1) teacher for every twenty-five (25) students;
- o targeted intervention to meet Next Generation Sunshine State Standards (NGSSS) and benchmarks, End of Course assessment requirements, and graduation requirements;
- o support by social services, crisis intervention, and behavioral health professionals located in the school to help students to remove barriers that prevent them from attending school;
- o two and up to three, four-hour sessions per day to accommodate students who are working, have family responsibilities, or need the scheduling flexibility this program provides;
- o individual-pacing by the student;
- o mastery-based curriculum aligned to Florida standards; and
- o technology-enhanced classrooms using the best available instructional software and computer technology that are a proven solution for at-risk students.

The School's program uses an innovative curriculum designed to address each student's unique and diverse learning needs. A unique academic plan will be specifically designed to take each student where he/she is and outline all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. The academic plan will have as its base the means to accelerate each student's progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma. As will be further described in Section 3, Educational Model, each student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies. These student focused interventions are aimed at providing the tools necessary to arm each student with the ability to advance to or excel beyond the student's age-appropriate grade level.

The Board understands that unless social, emotional and behavioral needs of our students are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. This charter school

will enhance academic outcomes by removing barriers to attendance and learning that are often at the core of these social, emotional, and behavioral needs. The Board intends to partner with social service agencies, faith based organizations, mental health providers, substance abuse counselors, and other behavioral health providers, both public and private, to support students by addressing social and emotional needs as well as academic objectives. The services provided by these organizations may include but are not limited to: counseling, case management, health and medical, crisis intervention, mentoring and tutoring, parenting and pregnancy support, substance abuse prevention, postsecondary preparation, and employment opportunities / assistance.

Research demonstrates that high-need, high-risk students often need a variety of instructional approaches to meet their needs, motivate them, support their learning, and ensure both short- and long-term success². The goal of this School, as more specifically detailed in Section 3, Educational Program, will be to dramatically increase the long-term educational achievement of each student and ensure that each student graduates with the requisite skills, knowledge, and transition plan for postsecondary success.

Our charter school model will enhance the academic outcomes for students in the following ways:

- o build foundational skills in reading and math;
- o accelerate the successful completion of courses and earning of credits; and
- o provide a foundation for students to become successful members of their communities.

(2) Increase Learning Opportunities for all Students

The School will meet the needs of over-age, under-credited, high-need students and students needing a non-traditional approach with an innovative academic design and schedule. Potentially, this opportunity may be a young adult's last chance to successfully earn a high school diploma. The foundation of our educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances.

Students to be enrolled in the School will typically have the following characteristics:

- o Average age of 17 years old with approximately seven (7) high school credits earned
- o 20+% previously dropped out
- o 90+% over-age and not on-track to graduate with peers
- o 80+% reading below grade level

² Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Ascher, C. & Maguire, C. (2007). Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). Grad nation: A guidebook to help communities tackle the dropout crisis. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices.

- o 20+% needing special education accommodations
- o 20+% English language learners

Reading is a critical component of every education program, and literacy and reading for information create the basic foundation for all areas of learning. Foundational reading and math skills levels will be essential in both the development of each student's ISP and placing students in appropriate content. The School's educational program will utilize curriculum that has substantial focus in skills development and core content areas. The School will adhere to the specifications set forth by, and take full advantage of, myriad resources available from the Just Read, Florida! Office of the Florida Department of Education.

The educational program is designed to improve foundational skills in reading and math, accelerate students toward passing core and elective courses, prepare each student for success on state competency exams and end of course assessments, ensure that each student is on track to earn a high school diploma, and successfully transition each student to a postsecondary opportunity.

(3) Innovative Learning Methods

Innovation in education may be defined as an approach to teaching and learning that results in a transformative educational experience for students. Students who have not been successful in the traditional classroom discover that an individualized program will allow them to progress at an appropriate paced based on individual needs, earn required credits, pass required state assessments, and graduate with a postsecondary transition plan.

The amount and quality of technology available for education has increased exponentially over the past decade and increasing numbers of schools and school districts are harnessing the power of technology to engage students (Bebell and O'Dwyer, 2010)³, to quickly and easily differentiate instruction based on individual needs, and to provide immediate interventions. In fact, the RtI Action Network states that RtI implementation can be easier and more likely to occur with the use of technology.⁴

School districts across Florida are developing and implementing plans for improving access to technology and increasing the use of technology in classrooms. Miami-Dade County Public Schools is in the process of upgrading the technology infrastructure so that 1:1 computing will be accessible to all of their students.⁵ The Pasco County School District Strategic Plan identifies one of the goals as increasing technological capacity.⁶ In Broward County Public Schools, the district technology plan states that technology will be used to

... engage students more meaningfully in their learning to prepare them for the global workforce, enable teachers to integrate digital tools and resources across the K-Adult curriculum, provide administrators with integrated data systems to increase efficiency and improve learning, provide all stakeholders with easily accessible student information, improve efficiencies in business management practices/procedures, and develop Digital Citizens who employ ethical, responsible, courteous and productive behavior within the context of 21st century learning.⁷

³ Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment*, 9(1). Retrieved [date] from <http://www.jtla.org>.

⁴ <http://www.rtinetwork.org/getstarted/implement/using-technology-to-enhance-rti-implementation>

⁵ <http://www.merunetworks.com/collateral/case-studies/2012-case-study-miami-dade-county-public-schools-wi-fi-network-1-to-1-learning-initiative.pdf>

⁶ http://www.pasco.k12.fl.us/temp/strategic_plan.pdf

⁷ http://www.broward.k12.fl.us/detp/docs/DETP_V7.pdf

Our proposed school will open with an infrastructure that has the capacity to provide 1:1 learning in a blended learning model that supports the academic achievement of at-risk students and successful transition to postsecondary opportunities.

Blended learning has been used to define a variety of educational models. A blended learning approach combines face-to-face classroom methods with computer-generated activities to form an integrated instructional approach. In the past, digital materials have served in a supplementary role, helping to support face-to-face instruction. The School's blended learning program uses technology to individualize educational plans, address foundational gaps and provide acceleration opportunities for students. The School's blended learning model combines direct, face-to-face, small and large group, individual and technology-based instruction. The goal of this blended approach is to join the best aspects of both face-to-face and online instruction. Classroom time can be used to engage students in interventions to eliminate barriers as well as to provide advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content throughout the course of the day. This allows for an increase in flexibility for scheduling intervention, social support, and career guidance for students.

Accordingly, the major focus of the School's instructional methods align directly with its mission to provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success. The School's instructional methods also directly align with s. 1006.29(3), F.S., which states, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format." Furthermore, the School's instructional methods align with the State's Digital Learning Plan⁸ to engage students with interactive content, create a technology-rich learning experience, and implement blended learning models that transform public schools for the digital age and empower students to be lifelong learners.

When students are working on the computer, the teacher will be circulating and assisting or monitoring all students in the classroom. This approach requires the teachers to use the same, if not more, instructional strategies when working one on one with students than they would in a direct instruction lesson to a class of twenty-five (25) students. In our academic model, the teacher ensures that each student is engaged and working on applicable courses, taking notes, maintaining a vocabulary log, keeping an organized notebook, and meeting due dates set in the pacing guide for each course. The teacher provides any support and instruction needed and may refer a student to a specialist or other subject matter expert, as applicable. The School will use the Marzano teacher (and leadership) evaluation system. All elements (research based strategies) found on the Marzano learning maps may be observed in any of the School's classrooms.

The innovative instructional program contains the following elements, which contribute to student learning and achievement.

- o **Rigorous and Relevant Curriculum** – Rigorous, relevant, and engaging curricula aligned to the NGSSS that prepare students for graduation and successful postsecondary activities.
- o **Individual Success Plan** – A comprehensive plan that serves as a "roadmap" to student success. The ISP will include the following essential components: (1) Individual Graduation Plan, (2) Personal Goals Statement, (3) Foundational Skills Assessment and Growth, (4) Social/Personal Needs Intervention Plan, (5) Career Interests Inventory, (6) Employment and Workforce Assistance, and (7) Individual Transition Plan.

⁸ http://www.fldoe.org/board/meetings/2012_07_17/digitalplan.pdf

- o **Compressed and Concentrated Instruction** - Accelerated learning, which in turn reduces the time required to complete courses.
- o **Lesson and Module Based** – Self-contained student learning activities based on a specific concept, standard, and/or topic.
- o **Direct Instruction** – Individual and small group instruction led by highly qualified teachers and focused on intervention strategies as determined by ongoing learning gap analyses.
- o **Multi-tiered System of Support** – An integrated set of collaborative procedures and processes designed to provide quality interventions and support processes for the struggling student that often seeks the services of our schools.
- o **Targeted Small Group Instruction** - Targeted intensive instruction in reading and math by teachers and/or other staff or outside community agency tutors via pull out groups of students during class time and at no cost to the student.
- o **Mastery-based Instruction** – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- o **Continuous Progress Monitoring** – Ongoing monitoring of student progress to make data driven decisions.
- o **Student Accountability** – Professional approach to redirecting students who are not meeting expectations. This includes monitoring of learning, development of improvement plans, and individualized intervention support.
- o **Technology-enhanced Teaching and Learning** – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software.
- o **Critical Thinking and Problem Solving** – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- o **College and Career Readiness**– Development of competencies to ensure adequate preparation for success in entry level community college and university courses as well as in the global workforce. These include mastery of core subjects and themes; learning and innovation skills such as creativity, critical thinking, problem solving, communication, and collaboration; information, media, and technology skills; and life and career skills such as flexibility, adaptability, initiative, self-direction, social and cultural skills, productivity, accountability, leadership, and responsibility.
- o **Integrated Support Services** – Family Support Specialist (FSS) and Career Coach work with each student during the enrollment and/or orientation sessions to identify, address, and/or mitigate the personal, social, and behavioral barriers that prevent students from being successful. In addition, the FSS will work closely with other faculty and staff and/or an outside provider throughout the school year to identify students in need of ongoing support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students’ personal needs. The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student’s ISP.
- o **Seminars and School Events** – Relevant learning opportunities for students and parents to gain information about college and careers, and to interact with experts in chosen career fields and postsecondary pathways during school-sponsored events such as open houses, career seminars, financial aid workshops, and college visits.
- o **Ongoing Communication of Student Progress** – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- o **Respect and Relationships** – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.

(4) Measurement of Learning Outcomes

Being able to determine where a student is academically at any point in the learning process is essential to determining appropriate interventions and ensuring student success. Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth.

Student performance will be measured in each of the following ways:

- o Assessment of foundational reading and math skills levels upon students' initial enrollment.
 - Foundational reading and math skills levels are essential in the development of each student's ISP and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments.
- o Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support.
 - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists.
 - Benchmarking (which may include the use of district benchmarks, pre-tests, locally developed mini-assessments, or other diagnostic assessments) will be used to modify instruction and tutorials for state assessment success.
 - Content mastery will be measured through the achievement of benchmarks and successful completion of each course.
- o Summative evaluations of content mastery.
 - End of Course assessments will validate and verify credits earned for promotion to the next grade level.
 - Measurement of annual growth.

1.D. DESCRIBE HOW THE CHARTER SCHOOL WILL FULFILL, IF APPLICABLE, THE OPTIONAL PURPOSES OF CHARTER SCHOOLS FOUND IN S. 1002.33(2)(C), F.S. THIS SECTION IS OPTIONAL.

The School will fulfill the following Optional Purposes of charter schools found in s. 1002.33(2)(c), F.S. as described below.

(1) Innovative Measurement Tools

The School will use a "value-added" approach by combining several diagnostic instruments and measurement tools [e.g., General Assessment of Instructional Needs (GAIN), social/personal needs assessment, Individual Success Plan (ISP), Common Core Assessments, EOCs] that track and monitor student progress. These progress tools allow for program customization to meet individual student needs ensuring mastery and success. Critical assessment data will be housed in an electronic Learner Profile which may include but is not limited to the following data:

- o Prior academic record
- o Common Core Assessments / EOC / PERT assessment results
- o GAIN or other similar assessment - reading and math scores
- o Benchmark results
- o Reading Plus levels
- o Intervention levels
- o Attendance
- o Social services provided

In addition to the tools listed above, classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, checklists, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track mastery to prevent a student from proceeding to the next lesson until he/she reaches the mastery level on the current lesson. The continuous assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student is experiencing difficulty and needs additional instruction.

The technology-enhanced courses and content to be used by the School will provide both teachers and students with the ability to monitor student progress continuously. Students will be able to check the quality of their work, see if they are on schedule for completing courses, review all assignment and test deadlines, and access an Activity Score Report. This Activity Score Report will contain:

- o An on-schedule indicator
- o Information on any overdue or not yet scored activities
- o Feedback on quality of work
- o Grades-to-date and exam results
- o Grading deadlines
- o Learning activities scores and due dates

Teachers will have access to the SPR and Activity Score Report for each student enrolled in the School and will utilize these reports during individual progress monitoring sessions with their students. They will also have the ability to run a diagnostic summary to track overall student and class performance for all technology-enhanced courses.

(2) Rigorous Competition Within the Public School District

Challenging life situations for students often require a non-traditional and alternative approach to teaching and learning. The innovative and unique elements of the School that address these diverse needs and target unique populations of students will create an atmosphere of friendly competition within the school district that will only benefit all students and families in our communities.

(3) Expand the Capacity of the Public School System

The School will serve as a dropout recovery (retrieval) program along with serving students who are at risk of dropping out. The School anticipates that student referrals will be received from high school leadership or other student counseling professionals within the School District for students who are not thriving academically.

The School will offer flexible scheduling of school hours, which will provide a great advantage for those young adults who have unique life challenges and circumstances that prevent them from attending school during a required timeframe or traditional school day. The School is designed to meet the needs of students who need a non-traditional option, thus expanding the capacity of the School District to serve this student population who may not otherwise be served.

(4) Mitigate the Education Impact of New Dwelling Units

The School does not anticipate locating in a new housing development or addressing overpopulation of existing schools.

(5) Professional Opportunities for Teachers

The core purpose of the School's professional development is improving student achievement. Teacher training will be aligned to the standards required by s. 1012.98 – School Community Professional Development Act, F.S.

Teacher and staff quality, experience, and preparation are critical to students' and the School's initial and ongoing success. Professional development will be extensive, ongoing, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful with the School's target population. Professional learning modules and activities will focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, research-based instructional strategies, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses. (See Attachment B for training objectives.)

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules are:

- o Evidence-based and targeted for success with high need students;
- o Job-embedded for direct application and improved performance;
- o Aligned to the innovative instructional programs of the School; and
- o Synchronous and asynchronous for efficient use of time.

Professional development will be delivered face-to-face by subject matter experts. Staff and administrators may also participate in any district-sponsored trainings, as well as local, state, and/or national conferences.

Online professional development will consist of participating in WebEx trainings or any of the over 300 online courses in the School's Learning Management System (LMS). iObservation, which is a tool for managing teacher and leadership evaluation, also contains a resource library of videos and print resources. Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources among all schools resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can be delivered via face to face or reviewed independently. All training will be tracked on the LMS and professional development will be aligned to the Florida Professional Development Protocol, Third Cycle.

The School will use the Teacher Evaluation System and School Leader Evaluation System in place at the Board's existing charter school, which have been approved by Broward County Public Schools. The systems meet the requirements of s. 1012.34, Florida Statutes. The FLDOE in June 2012 conducted state technical assistance meetings on Deliberate Practice, which may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FLDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. The Deliberate Practice Guide (in Attachment C) is aligned to the state model and is designed as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration.

The School's Deliberate Practice Plan will follow the Inclusive Method and be twenty percent (20%) of the individual's Instructional Practice Score, which is fifty percent (50%) of the overall evaluation.

iObservation, an electronic management tool developed by Learning Science International and configured to the School's Teacher Evaluation System, will be used to document and track the Deliberate Practice Plan. This tool also contains a professional development resource library. Administrators and instructional personnel will have access to iObservation at all times via any Internet-based workstation.

The Learning Management System (LMS), a tool for tracking, monitoring, and delivering online training, will also be available at all times via any Internet-based workstation. The LMS contains over 300 self-directed, online-courses that may be used for both personal and professional growth. Training evaluation will be conducted on a regular basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

Training and training plans will align with Florida's Protocol Standards – Third Cycle, and will emphasize initiatives currently influencing education in the state, including transitioning to the Common Core State Standards and high-quality assessments, using data systems to inform instruction, improving educator and principal effectiveness through personnel evaluation systems, and focusing on interventions the support struggling student.

2. TARGET POPULATION AND STUDENT BODY

2.A. DESCRIBE THE ANTICIPATED TARGET POPULATION TO BE SERVED.

The Board of Directors is committed to establishing programs to help high school students who desire to earn a high school diploma and transition successfully to postsecondary opportunities. High need students ages 16-21 [including students with special needs, students with disabilities, and English Language Learner (ELL) students] will be eligible to enroll in the School. These will include students who are low-performing, under-credited, or have dropped out (or are dangerously close to dropping out) of their traditional public schools. Our target student population includes students who are over-age for their current grade level. It is anticipated that up to 80% of enrolled students will not be in their expected grade nor graduate with their 9th grade cohorts. The School will integrate and adhere to all state and local requirements for successful high school graduation of all students.

Students to be enrolled in the School will typically have the following characteristics:

- o Average age of 17 years old with approximately seven (7) high school credits earned
- o 20+% previously dropped out
- o 90+% over-age and not on-track to graduate with peers
- o 80+% reading below grade level
- o 20+% needing special education accommodations
- o 20+% English language learners

Enrollment will not be denied to any eligible applicants based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. The School will also not discriminate in its student admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be discriminatory if used by any public school.

2.B. PROVIDE THE FOLLOWING PROJECTION FOR EACH YEAR OF PROPOSED OPERATION: THE GRADES THAT THE SCHOOL WILL SERVE, THE PROJECTED NUMBER OF STUDENTS TO BE SERVED IN EACH GRADE, THE NUMBER OF STUDENTS EXPECTED IN EACH CLASS, AND THE TOTAL NUMBER OF STUDENTS ENROLLED.

(1) Enrollment

The School intends to enroll 400 students by the end of the initial year of operation. The budget documents (in Attachment D) assume a gradual build up of enrollment to 500 students.

Grade levels will not be a factor for determining eligibility for enrollment because each student will work on his/her own Individual Success Plan (ISP) and will be focused on completing all of the items in the plan, earning a high school diploma, and progressing to the next step in his/her Individual Transition Plan.

The table below shows the grades that the School will serve, the expected number of students to be served in each grade, the number of students expected in each class, and the maximum student enrollment.

Florida High School for Accelerated Learning Student Enrollment Breakdown

School Year	Grade Levels	Estimated No. of Students Per Grade	No. of Students Per Class	Estimated Enrollment	Maximum Student Enrollment
Year 1	9 th – 12 th	9 th grade – 100 10 th grade – 100 11 th grade – 100 12 th grade – 100	25	400	500
Year 2	9 th – 12 th	9 th grade – 125 10 th grade – 100 11 th grade – 100 12 th grade – 100	25	425	500
Year 3	9 th – 12 th	9 th grade – 125 10 th grade – 125 11 th grade – 100 12 th grade – 100	25	450	500
Year 4	9 th – 12 th	9 th grade – 125 10 th grade – 125 11 th grade – 125 12 th grade – 125	25	500	500
Year 5	9 th – 12 th	9 th grade – 125 10 th grade – 125 11 th grade – 125 12 th grade – 125	25	500	500

(2) Class Size Requirements

The School will comply with the requirements of s. 1002.33(16)(b)3., F.S. requiring charter schools to be in compliance with the maximum class size requirements based on the school-level average. The enrollment forecasts, tables, and budgets included with this application are all consistent with class size requirements. The School's student/teacher ratio will not exceed 25:1.

The School will also comply with the requirements for all data elements that have been created by the Florida Department of Education (FDOE) in order to allow accurate reporting from schools concerning the number of students in each classroom throughout the day, on any given day of the week. These data elements will enable the School to provide benchmark class size data and track changes over time.

2.C. PROVIDE A DESCRIPTION OF HOW THE STUDENT POPULATION PROJECTIONS WERE DEVELOPED.

The high school dropout crisis has been well documented. Diplomas Count (2013)⁹ projects that “...1 million students will fail to graduate with the class of 2013.”

The Board has learned that young people, ages 16 to 21 who have dropped out of high school, face substantial challenges to earn their high school diploma and move on to a viable postsecondary option. These challenges are often more than academic and include economic, social, and personal barriers that must be removed.

Many of these young people live in poor and often violent surroundings that prevent them from completing high school with their peers¹⁰. Many have not had good role models and are unaware of the preparation needed to become productive citizens or nurturing parents. If they are in high school, most are over-age for their expected grade, low performing, and credit deficient with no reasonable chance of earning a high school diploma.

The Board has researched the Florida dropout challenge and concluded that sufficient demand exists to activate a viable charter school with the proposed mission. In Florida, approximately twenty-six percent (26%) of high school students do not graduate from high school on time with a regular diploma. The number of these Florida non-graduates and dropouts from the class of 2012 is 48,674. Unless this challenge is effectively addressed, entire generations of vulnerable, disadvantaged, disengaged youth and young adults will be “lost” and locked out of the job market if there are no viable, immediate solutions for students – or former students. If half of these projected drop-outs graduated from high school, the impact on the state economy would be astonishing¹¹.

- o These graduates would likely earn as much as \$461 million more in an average year compared to their likely earnings without a high school diploma.
- o New graduates’ increased earnings, combined, would likely allow them to spend an additional \$346 million and invest an additional \$114 million during an average year.
- o By the midpoint of their careers, these new graduates, combined, would likely purchase homes totaling in value of as much as \$1.1 billion more than what they otherwise would have spent without a diploma.
- o They would likely spend up to an additional \$50 million in vehicle purchases during an average year.
- o The additional spending and investments by these new graduates, combined, would be enough to support as many as 4,000 new jobs and increase the gross state product by as much as \$597 million by the time they reach their career midpoints.
- o As a result of increased wages and higher levels of spending, state tax revenues would likely grow by as much as \$34 million during an average year.

⁹ www.edweek.org/go/dc13

¹⁰ Balfanz, R. (2007, May 9). *What your community can do to end its drop-out crisis: Learnings from research and practice*. Prepared for the National Summit on America’s Silent Epidemic. Washington, D.C. Center for Social Organization of Schools, Johns Hopkins University.

¹¹ Ibid

According to *Diplomas Count*,

...there are 1.8 million recoverable youths nationwide, with largest numbers tending to be found in more populous states: California, Florida, Georgia, New York, and Texas;...Native American, Latino, and black youths are disproportionately represented among young adults who are out of school without a high school credential; [and] [w]ithin the out-of-school population, employment rates are 75 percent higher for those who have finished high school, compared with dropouts.

In Broward County Public Schools (BCPS):

- o The district graduation rate for the Class of 2012 was 76%.
- o 2,389 BCPS students in the 9th, 10th, 11th and 12th grades were repeating a grade in 2012-13.
- o 4,502 students from the Class of 2012 dropped out, did not graduate on time or transferred to an Adult Education program.
- o 18,463 BCPS students (49%) in the 9th and 10th grades scored at Level I or II on FCAT 2.0 Reading in 2012-13.
- o 12,086 BCPS students (35%) did not meet state standard on Algebra I EOC and Geometry EOC Assessments in 2012-13.

To further exemplify this issue, in-depth graduation data and dropout projections for Broward County Public Schools (the School District) are included in Attachment E.

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 offer two and up to three, four-hour sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of the sessions (or more as space permits). Our School will work on a tight “bell-to-bell” learning schedule. Without students changing classes, and without a lunch period and the time taken to enter and exit classrooms, the four-hour day is similar in actual instructional time to that of a traditional high school.

Consistent with s. 1011.61(1)(a)(2), F.S., the School will operate as a double session school year-round and provide 820 hours of instruction (205 days and 4 hours per day), more than the 810 annual hours required by statute (See Attachment F). In addition, the School will mirror the district’s school calendar relating to holidays. A sample calendar is included in Attachment G.

As demonstrated in the innovative purposes for the existence of charter schools, school leaders will be creative in program delivery and programs that allow students to progress by demonstrating mastery in essential learning standards. As illustrated below in our daily school schedule, the School will implement the schedule that best fits and accommodates its program and mission. Below is a typical daily schedule at the School.

School Daily Schedule	
Session I	7:30 a.m. – 11:30 a.m.
Session II	11:30 a.m. – 3:30 p.m.
Session III	4:00 p.m. – 8:00 p.m.

Sample Session Schedule

Time	Activity	Location
105 minutes	Self-paced, teacher-directed work on curriculum; review and update My Success Student and Parent Dashboard, progress monitoring meetings	Technology Learning Lab
30 minutes	Direct instruction related to employment; personal/social skills; internships, Common Core standards and assessments, SAT, ACT, etc. preparation; foundational skills development	Classroom
90 minutes	Self-paced, teacher-directed work on curriculum	Technology Learning Lab
15 minutes	Complete daily assignments, progress monitoring meetings, dismissal	Technology Learning Lab

3.B. DESCRIBE THE PROPOSED CHARTER SCHOOL'S EDUCATIONAL PROGRAM.

(1) Philosophy

The Board of the Florida High School for Accelerated Learning believes it is imperative that an organizational and school culture be created that is focused on the needs of students and removes the barriers that prevent students from academic success and graduation. The following are core, compelling beliefs that provide the basis for the philosophical foundation of the School's program. We believe:

- o All students can learn.
- o All students have the intellectual ability to complete high school coursework and successfully transition to a postsecondary opportunity if the barriers to high school attendance and learning are removed.
- o All students can be taught to be accountable for their learning, to identify their own learning needs, and to find the resources and support they need.
- o All students deserve another chance at receiving a first-class education that sets them on a path toward a successful future and life.
- o All students need access to responsive, supportive relationships and guidance from adults.
- o Some students need another, flexible option to graduate from high school that provides a thorough understanding of alternative postsecondary choices.
- o All students deserve every opportunity to live up to their potential.

No one educational organization, philosophy, or program is right for everyone. All students learn at different rates and in different ways, and students should have educational choices that meet their individual needs, learning styles, and pace. The students to be served at this school are more likely to be successful, despite the odds, when they are connected to important adult relationships, services, and interventions that address their academic and social challenges. In addition, students' high school experiences need to prepare them adequately for postsecondary education and the demands of work by helping them to overcome the barriers to successful postsecondary transition and ensuring a rigorous and relevant academic program.

We believe that delivering instruction through our learning model, implementing research-based interventions and curricula, and utilizing evidence-based approaches that improve transition from high school best fit the individual educational needs of our target population.

(2) Accelerated Learning Model

Our accelerated learning model provides an innovative option for high school students ages 16-21 in one of three target groups: students at-risk of dropping out of their traditional high school, students about to drop out in the very near future, and students who have already dropped out and are interested in returning to school to earn a high school diploma. The School's design incorporates a blended model of face-to-face and on-line instruction that is teacher-directed, mastery-based, self-paced, and technology-enhanced delivered at the School.

The educational program and learning model of the School offer an individualized program that will allow students to progress at an appropriate pace based on individual learning needs. The foundation of our educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and learning environment designed specifically to address each student's unique and diverse learning needs, and provide schedule options that accommodate his/her life circumstances. The curriculum will be based on the Florida Next Generation Sunshine State Standards (NGSSS) as defined by Senate Bill 1076, "Next Generation 220 Sunshine State Standards means the state's public K-12 curricular standards, including common core standards in English Language Arts and mathematics, adopted under s. 1003.41, Florida

Statute. The curriculum will also be informed by student entry capacity in each content area as determined through standardized assessment results.

A unique academic plan will be specifically designed to take each student where he/she is and outline all of the coursework and necessary interventions and supplemental instruction needed to ensure that course requirements and graduation standards are met. The academic plan will have as its base the means to accelerate each student's progress toward the accumulation of course credits, which will result in improved student performance, grade promotion, and a high school diploma. Each student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies. These student focused interventions are aimed at providing the tools necessary to arm each student with the ability to advance to or excel beyond the student's age-appropriate grade level.

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, child care, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success¹. As a Board, we understand that unless social, emotional and behavioral needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. A key differentiator of this School will be the provision of social and crisis intervention services to students. As such, students will be provided with comprehensive social services, crisis intervention, and behavioral health services as they work through an academically rigorous curriculum that prepares them for graduation and a successful postsecondary transition.

Students will be surrounded by a climate of respect in which school leadership, faculty, and staff understand that the complex, often disruptive lives of these students frequently impede attendance and learning. The tone the School campus will be generated through respect and care from all administrators and staff members for all students regardless of their circumstances. Underpinnings of this climate of respect will include significant adult connections, positive adult interactions, greeting of students by name and with a handshake at the door, celebrations of successes, and a spirit of hard work.

A Family Support Specialist (see qualifications for this and other positions in the Job Descriptions in Attachment H) will work closely with other faculty and staff to identify students in need of support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students' personal needs. On-site service providers will be available for regularly scheduled on-site individual, family, and group counseling to students, along with immediate crisis intervention services. The service providers will be qualified individuals with the expertise to provide grief support, anger management counseling, addictions and substance abuse counseling, referrals to specialized support services, and consultation and support for the parents/guardians of students who have outside barriers to their education and/or are considering terminating school enrollment.

The School will develop a memorandum of understanding (MOU) or agency agreement with each partner who will provide counselors, social workers, interns, behavior specialists, etc. to work with our students. The MOUs will clearly state that only master's level therapists or those with appropriate credentials will be allowed to work with students. Counseling and social work interns are typically master's level students supervised by the Family Support Specialist or contracted licensed counselor or social worker. Each agency/institution will be required to provide copies of the provider's education credential, licenses, and certificate. All service providers working unsupervised with students will be required to complete fingerprinting and criminal background check and be cleared before the individual can begin work with students.

A Career Coach will provide instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's Individual Success Plan (ISP). Students will explore career options and develop requisite skills for postsecondary success while they develop career and exit portfolios using career planning and preparation print resources and software. This instruction will help students develop real-world knowledge and skills and will offer credit to students engaged in each of these activities. The Career Coach will work closely with students to teach job skills, assist with finding employment, and prepare students for a successful postsecondary transition.

Within the School, amid a climate of respect for adult learners and supported by attention to individual needs, students will be provided with the knowledge and skills required for postsecondary readiness and transition. In the current information and technology-based economy, a high school diploma is no longer sufficient as a terminal degree. Preparing students for postsecondary education and/or the rigors of work is a key component of the School's program. All students will be provided with a challenging, engaging, and aligned high school/college curriculum that adequately prepares students for postsecondary success and acquisition of college and career-ready skills. Several strategies will be used to target college and career readiness and support successful postsecondary transition. These include the development of Individual Success Plans, teacher mentors for every student, focused college and career planning, test preparation and support, parent/guardian and community involvement, and the use of data to continuously improve support for students.

Our students will come to us with a desire to earn a high school diploma but with gaps in their foundational and academic content area skills. It is for this reason that the school will provide students with an individualized plan to bridge gaps while they work toward earning credits. Students will be provided with a rigorous and engaging curriculum based on the Next Generation Sunshine State Standards (NGSSS) and instruction informed by student entry capacity in each content area. Student capacity will be determined through standardized assessment results and an academic plan specifically designed to take students where they are and provide all of the coursework and necessary intervention and supplemental instruction needed to ensure that they meet course and graduation standards.

The School understands and respects that "one size does not fit all" and that at-risk students require a plethora of learning activities and opportunities. As such, the School will use a blended learning model that incorporates direct instruction with technology-enhanced courses and research-based learning programs. The School's blended learning model combines direct, small group, individual, and online technology based instruction. The goal of this blended approach is to join the best aspects of both direct and online instruction. Classroom time can be used to implement interventions to eliminate barriers as well as to provide advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content throughout the course of the day. This allows for an increase in flexibility for scheduling intervention, social support, and career guidance for students.

Continuous assessment will provide regular information to students about their progress and allow teachers to adapt instruction to meet student needs. Student progress data will be available at any time to students, parents, and teachers via the virtual *MY SUCCESS*® Student and Parent Dashboard (See Attachment A). This real-time system of monitoring student performance will be a key tool for engaging and motivating students, identifying needed support services, and adapting instruction. Additionally, the data management system, Student Tracking and Academic Records System (STARS), will allow teachers to administer benchmark assessments and receive disaggregated reports that will be critical in monitoring students, particularly those who have not passed the Common Core Assessments or other required state assessments. The data management system will allow the School to maintain a full profile for each student that contains past state assessment performance, benchmark results, attendance data, and social service interventions. The

data management system will also maintain curriculum, store resources, and develop reports for instructional decision making.

When a student expresses interest in the School, the Enrollment Specialist at the School will meet with the student and his/her parent or guardian to assist them with completing the required paperwork, including an application and, if space is available, an enrollment packet; provide an overview of and orientation to the program; and discuss student support services available at the School. The Enrollment Specialist will review the information the student or parent/guardian has included in the Student Services section of the paperwork, which includes identification of any issues the student is experiencing or potential services the student may need. Students with identified issues that may be barriers to the student's success, such as anger management, substance abuse, depression, housing, habitual low attender, or teen parent, will be immediately referred to the appropriate staff, administrator, or service provider for support and assistance.

After enrolling, all students will go through the Orientation Program, which will provide the foundation for success in the School. During this three-day program, expectations will be set, and students will be introduced to the instructional program, school support services, and best practices for maximum success. Additionally, during Orientation, in small group settings, students will complete an Individual Success Plan (ISP). The ISP will include the following essential components:

- o Individual Graduation Plan (IGP) - Includes transcript review and all courses required for graduation.
- o Personal Goals Statement - Individual goals developed by each student.
- o Foundational Skills Assessment and Growth - Assessment of foundational reading and math skills levels, and prescription for requisite growth.
- o Social/Personal Needs Identification - Identification of any social/personal barriers to success and referral to appropriate service providers.
- o Career Interest Inventory - Survey of each student's career interests, occupational goals, and development of an electronic career portfolio.
- o Employment and Workforce Assistance - Career Coach will work with local businesses and community organizations to place students in part-time employment and/or internships.
- o Individual Transition Plan - Plan for transition into postsecondary pathway.

The School's instructional program has ten essential components described below: a) daily school calendar; b) technology-enhanced instructional delivery; c) mastery-based learning; d) face-to-face direct instruction; e) competency exam preparation; f) college planning and career development; g) support services; h) assessment; i) performance communication; and j) parent and community involvement.

(a) Daily School Calendar

The School will offer two and up to three, four-hour sessions for curriculum instruction, college and career preparation, and personal/social needs counseling. Students will choose to attend one of these sessions (or more as space permits). Our School will work on a tight "bell-to-bell" learning schedule. Without students changing classes, and without a lunch period and the time taken to enter and exit classrooms, the four-hour day is similar in actual instructional time to that of a traditional high school.

Consistent with s. 1011.61(1)(a)(2), F.S., the School will operate year-round and provide 820 hours of instruction (205 days and 4 hours per day), more than the 810 annual hours required by statute (See Attachment F). In addition, the School will mirror the district's school calendar relating to holidays and school breaks. The School will offer 205 days of instruction per year beginning in year two. A sample calendar is included in Attachment G.

As demonstrated in the innovative purposes for the existence of charter schools, school leaders will be creative in program delivery and programs that allow students to progress by demonstrating mastery in essential learning standards. As illustrated below in our daily school schedule, the School will implement the schedule that best fits and accommodates its program and mission. Below is a daily schedule at the School.

School Daily Schedule	
Session I	7:30 a.m. – 11:30 a.m.
Session II	11:30 a.m. – 3:30 p.m.
Session III	4:00 p.m. – 8:00 p.m.

The following is a composite schedule that represents students' weekly learning activities:

Learning Activity	Delivery / Instructional Method	Proposed Instructional Resource	Schedule
Content mastery of high school courses	<ul style="list-style-type: none"> Direct instruction (one-on-one, small group, large group, collaborative learning, and other effective strategies for struggling learners) by core/elective area teachers Technology enhancements 	<ul style="list-style-type: none"> Apex Learning instructional software for English, Math, Science, Social Studies, PE/Health, and Elective courses Supplementary instructional resources (electronic and print) for addressing all EOC objectives and cognitive levels 	<ul style="list-style-type: none"> Monday – Friday
Foundational skills development to meet high school graduation requirements and college and career readiness standards (Reading and Math)	<ul style="list-style-type: none"> Direct instruction by a teacher Technology enhancements 	<ul style="list-style-type: none"> Reading Plus and/or other reading software Supplementary mathematics instructional resources Supplementary instructional resources for addressing reading and language development and math 	<ul style="list-style-type: none"> Monday – Friday As determined by MTSS Team review and informed by student assessments
Interventions for Common Core Assessments / or other required state assessments	<ul style="list-style-type: none"> Direct instruction by a teacher Tutoring Technology enhancements 	<ul style="list-style-type: none"> Supplementary content area print and/or electronic resources Apex Learning foundational skills courses 	<ul style="list-style-type: none"> Monday – Friday As determined by MTSS Team review and informed by student assessments

Learning Activity	Delivery / Instructional Method	Proposed Instructional Resource	Schedule
Career planning and preparation	<ul style="list-style-type: none"> • Direct instruction (one-on-one, small group, large group) • Coaching • Technology enhancements 	<ul style="list-style-type: none"> • Bridges/Choices and/or Apex instructional software • Individual Portfolio • Exit Activities • College and Career Center 	Minimum weekly
Social/Personal skills development	<ul style="list-style-type: none"> • Direct instruction • Coaching • Technology enhancements 	<ul style="list-style-type: none"> • School Connect curriculum • Other instructional resources 	Minimum twice monthly
Financial Literacy	<ul style="list-style-type: none"> • Direct instruction • Project-based • Guest Speakers 	<ul style="list-style-type: none"> • FDIC Money Smart curriculum 	Minimum twice monthly
Work Experience, Apprenticeships, and Internships	<ul style="list-style-type: none"> • Direct instruction • Seminars and field trips for students and parents/guardians • Performance-based 	<ul style="list-style-type: none"> • Partnerships with local business and organizations • Collaboration with economic development agencies 	Individualized
Postsecondary Readiness	<ul style="list-style-type: none"> • Direct instruction • Guest speakers/ career experts • Postsecondary institution staff • Mentors • College and Career fairs • Field trips and college visits • Technology enhancements 	<ul style="list-style-type: none"> • testGEAR software for ACT/SAT preparation • College and Career Center 	Ongoing

(b) Instructional Delivery

The educational model will offer an innovative and individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Accordingly, the major focus of the School's instructional methods align directly with its mission to provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

The School's instructional delivery methods also directly align with s. 1006.29(3), F.S., which states, "Beginning in the 2015-2016 academic year, all adopted instructional materials for students in kindergarten through grade 12 must be provided in an electronic or digital format." Furthermore, the School's instructional delivery methods align with the State's Digital Learning Plan¹² to engage students with interactive content, create a technology-rich learning experience, and implement blended learning models that transform public schools for the digital age and empower students to be lifelong learners.

The educational program will use a variety of interactive, technology-enhanced courses and research-based learning programs aligned to the NGSSS to meet the individual learning needs of each student. Interactive technology may include the following 1) computer station and headphones for each student; 2) interactive whiteboard and projector; 3) response systems; and 4) tablets. Interactive technology also refers to educational software applications that incorporate technology and interactive tools for student learning achievement.

Students will be provided with direct instruction and engage in technology-enhanced mastery-based courses which include supplementary, off-line instructional resources so that students are ensured the proper content and cognition associated with the End of Course assessments.

Some of the specific evidence-based instructional strategies used throughout the School will include:

- o **Lesson and Module Based** – Self-contained student learning activities based on a specific concept, standard, and/or topic.
- o **Direct Instruction** – Individual, small, and large group instruction led by highly qualified teachers focused on Common Core literacy and mathematics standards, and intervention strategies as determined by ongoing learning gap analyses.
- o **Multi-tiered System of Support** – An integrated set of collaborative procedures and processes designed to provide quality interventions and supports for the struggling student.
- o **Targeted Small Group Instruction** - Targeted intensive instruction teachers and/or other staff or outside community agency tutors via pull out groups of students.
- o **Mastery-based Instruction** – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- o **Technology-enhanced Teaching and Learning** – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software.
- o **Seminars and School Events** – Relevant learning opportunities for students and parents to gain information about college and careers, and to interact with experts in chosen career fields and postsecondary pathways during school-sponsored events such as open houses, career seminars, financial aid workshops, and college visits.

Instructional strategies used during large and small group and individual instruction will incorporate effective strategies identified by Marzano including, but not limited to: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, setting objectives and providing feedback, generating and testing hypotheses, and using cues, questions, and advance organizers.

Curriculum to be used will be in compliance with all federal and state laws and regulations, and in alignment with the NGSSS, but informed by student entry capacity in each content area as determined through

¹² http://www.fldoe.org/board/meetings/2012_07_17/digitalplan.pdf

standardized assessment results and an academic plan specifically designed to take students where they are and provide all of the coursework and necessary intervention and supplemental instruction needed to ensure that they meet course and graduation requirements. The curriculum will also include all core and elective courses required for graduation.

Apex Learning courses will serve as the primary curriculum and provide foundational, comprehensive, prescriptive credit recovery, honors, and advanced placement courses. The Apex Learning courses may be supplemented with other curriculum lessons from effective resources such as Reading Plus, Mindplay Virtual Reading Coach, TestGEAR, School Connect, FDIC Money Smart, and Bridges for technology-enhanced interventions and postsecondary planning. Reading Plus and Ascend Math (or other approved math software) will help students achieve proficiency in reading and math through online and offline lessons. TestGEAR provides online tutorials and practice tests for state assessments, end of course tests, ACT, and SAT. School Connect is designed to help students develop social/personal skills. FDIC Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Bridges/Choices will be used for career planning and preparation.

The School will use a variety of instructional strategies and resources to support and enhance student learning and success. By using content and programs from multiple entities, standards-based courses in math, science, English, social studies, world languages, and electives for grades 9 through 12 can be provided along with foundational skills development courses, reading courses, career planning courses, and social/personal skills development courses. Depending on student need, additional instructional programs may be added or removed to improve student performance and success. All learning activities will focus on the development of critical thinking and problem solving skills and strategies to target college and career readiness, i.e., the knowledge and skills necessary to succeed in entry-level community college and university courses.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. The Learner Profile will collect, store, and analyze student test data as well as document tiered academic interventions and other services provided to the student. The test data will populate into the student's graduation plan to show which state assessments the student is required to pass to graduate as per state regulations for the student's cohort year. The Learner Profile will identify the student's postsecondary pathway and profession, along with links to the Student Services page showing interventions provided to student by faculty and outside service providers.

Administrators and faculty will be able to review multiple sources of data by individual student as well as by classroom and school. These data will be analyzed to inform interventions, school improvement decisions, test preparation and professional development. The Learner Profile will enable faculty and administrators to use the data to ensure that all students have customized learning plans and interventions resulting in students graduating prepared for postsecondary success.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum and software, the School will continuously review the curricula used by the School and the research and development of new software options that may become available. The Board and school administrators will remain open to selecting and replacing these planned curricula with more appropriate options in the future.

(c) Mastery-based Learning

The current belief is that seat time represents student learning as expressed by grade levels that are one school year in length or semester units that are defined by time units of the daily school calendar and the annual

school calendar. However, recent educational research and trends suggest more appropriate measures of learning should include demonstrations of what students know and are able to do. With the growth in recent years in distance education, the introduction of technology in delivering instruction, and the increase in independent study courses, the nature of contact hours has changed and requires greater flexibility. The Board understands that all classes and courses must be of reasonable length and include both content and contact sufficient to meet state requirements, and maintain high academic quality and standards commensurate with credits awarded for a “traditional” class or course. The instructional software programs used by the School will allow students to demonstrate mastery based on performance through pre-tests, post-tests, and completion of learning activities. Mastery-based learning with instructional software will include supplemental direct instruction for assurance that all objectives, rigor, and cognitive level requirements are addressed and met.

(d) Face-to-Face Direct Instruction

Carefully selected and certified, highly-qualified teachers will provide direct instruction, coaching, and guidance in order to ensure students are engaged, reengaged, and making progress on their individual academic plan developed during the orientation program. Roles and responsibilities of the teachers will include the following: providing instruction that addresses each student’s Individual Success Plan; providing instruction aligned to the NGSSS; assisting students with setting daily goals; monitoring student’s goals and academic progress; assisting students in course work; providing academic intervention when necessary; helping students daily to develop appropriate personal/social skills; assisting in planning for transition after high school; facilitating the use of student assessment results for future career decision making; helping students become independent learners; teaching skills necessary for success in postsecondary education and the workplace; and communicating with each student and his/her family about the student’s progress.

During each session, teachers will provide direct instruction, coaching, and guidance as determined by student needs and progress. Targeted, face-to-face direct instruction will be conducted in small and large groups or individually to assist struggling students with further understanding and mastery of course content using supplemental reading, math, and foundational skills resources. This individualized instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students’ individual needs including test-taking skills preparation and foundational skills improvement. Students who do not participate in the targeted direct instruction will work on courses as per their Individual Success Plans.

(e) Competency Exam Preparation

As evidence by the curriculum alignment found in Attachment I, the School’s curricula are aligned to the Next Generation Sunshine State Standards (NGSSS), which puts us in an ideal position to prepare students to succeed on the Common Core Assessments. Students with identified deficiencies on EOC, Common Core, and/or other state assessments will be provided with individualized instruction through tutoring in essential knowledge for future assessment success. Identified gaps in content knowledge will be addressed through intensive remediation (as more fully-described in the response to question 4.D. Section 4 of this application) using teacher-directed approaches, technology-enhanced activities, and supplementary resources and materials. Supplemental instructional time, e.g., additional session, may be allocated for all students with low state assessment scores. Students will be encouraged to attend an additional session (e.g., morning and afternoon) to work on credit acquisition and/or to receive additional tutoring to meet state standards.

Tutoring will involve providing academic assistance in the subject area and/or state standards for which the student is struggling: English, reading, math, science, or social studies. Tutoring will be free of charge and conducted by 1) classroom teachers, ESE teacher, reading teacher, and other staff with expertise in areas in which a student needs tutoring; and 2) tutors recruited from colleges, local businesses, or other agencies.

Tutoring may occur during the student's regularly scheduled session or the student may elect to attend the other session for extra tutoring.

TestGEAR software will also be available to students from any Internet based workstation both at their school and offsite. TestGEAR provides online tutorials and practice tests for state assessments, end-of-course assessments, ACT, and SAT. Small group or one-on-one test preparation instruction will be provided by the teachers, tutors, and/or community volunteers.

(f) College Planning and Career Development

Space will be allocated in the School for a College and Career Center where resources for postsecondary preparation, test preparation, scholarship application, employment search, etc. will be readily available to all students, their families, and school staff. This state-of-the art center will be multi-dimensional and multi-functional and will help prepare students for success after high school graduation. The Center will provide facilities for the following essential components: Employment Office, Counseling Suite, SAT/ACT/College Entrance Exam Testing Center, and Mock Interview Room. This center will be approximately 400 square feet and will be furnished with student workstations with lightweight tables and chairs that can be easily reconfigured for various functions, and will have wireless capacity and electrical capacity for additional student computer stations.

Instructional time will be offered during the school day to students in the areas of employability skills, career and college planning, personal/social needs development, and identification of postsecondary education options based on each student's ISP. Students will use Bridges/Choices career planning software to explore career options and develop requisite skills for postsecondary success. Students will have the opportunity to earn elective credit for courses such as Personal Social Career Development and Executive Internship which will be taught by certified staff members. These courses will focus on postsecondary readiness skills, including researching postsecondary requirements for careers.

The Career Coach will work closely with students to teach job skills, assist with finding employment, and prepare students for a successful postsecondary transition. The Career Coach will work closely with students to teach resume writing and job skills; and assist with finding employment and completing postsecondary institution and financial aid applications. Parents and students may access the career software and student's electronic portfolio from any Internet connected workstation for three years after the student graduates from School. Students and their families will be invited to participate in career and postsecondary planning and readiness workshops and events on topics such as, but limited to, understanding students' career assessments and inventories, resume writing, postsecondary institution application process, high school course selection, and financial aid.

The School will seek input from families and students regarding information and resources needed to support the student's college and career aspirations, and will partner with area business, industry, and institutions of higher education to provide career and college planning services to students and their families.

(g) Support Services

Many students who drop out or are at risk of dropping out of school face barriers to educational success unrelated to their school experience. Students report that family obligations, pregnancy, child care, mental health issues, addiction, homelessness, or the need to work can distract them from their educational success¹³.

¹³ Bridgeland, J.M.; DiIulio, Jr., J.J., & Morison, K.B. (March, 2006). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Bridgeland, J.M., Balfanz,

The Board of Directors understands that unless social, emotional and behavioral needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. A key differentiator of campuses operating under this charter will be the provision of social services, crisis intervention, and behavioral health services to students.

The Career Coach and Family Support Specialist (FSS) will be in ideal positions to intervene and offer alternatives to students who are at risk of dropping out of school. These individuals will work closely with other faculty and staff to identify potential dropouts, and with community resource providers to identify programs for individual planning to meet students' academic, personal, and career needs. The Career Coach and Family Support Specialist will be expected to provide referrals to specialized support services, and provide consultation and support for the parents/guardians of students who are considering terminating school enrollment or have other barriers to their education. The School will seek partnerships with public and private agencies to provide social services, crisis intervention, and behavioral health services that may include counseling, case management, tutoring, mentoring, postsecondary readiness, and work experience.

Mentoring programs will serve as a means of assisting low-income, first generation, and underrepresented students to succeed in school and postsecondary education. The School will recruit mentors and tutors to work with students. Research¹⁴ shows that mentored students are more likely to attend and graduate from college; less likely to skip classes and tend to have a better attitude toward school and teachers; less likely to experiment with drugs and alcohol; less likely to be violent or be arrested; and benefit from receiving the support they don't always get in the home, particularly when focusing on going to college.

A face-to-face exit interview will be scheduled with any student who wishes to withdraw from school. The exit interview is intended to determine enrollment status and encourage re-enrollment or transfer to an appropriate adult education or alternative education program. For students who are considering terminating school enrollment, the exit interview will offer advisement on educational alternatives, as well as make students and parents aware of sanctions related to non-attendance.

(h) Assessment

Knowing where a student is academically at any point in the learning process is essential to ensuring student success. Learner feedback will be ongoing to measure both incremental and annual growth. Student learning outcomes will be measured in each of the following ways: (1) initial assessment of reading and math skills levels, (2) formative assessments to capture incremental student progress and allow teachers to modify instruction, (3) summative assessments to ensure student content mastery, and (4) measurement of annual growth for grade promotion and credit accumulation.

All of these data will be managed through a data management system that collects and displays pertinent student data for real time use by each Principal and other authorized users. The system also will provide a full profile of each student and all related performance data, both past and current. The data from the system will then be used to modify instruction, as needed, for the learner.

R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Princiotta, D. & Reyna, R. (2009). *Achieving graduation for all: A governor's guide to dropout prevention and recovery*. National Governors Association Center for Best Practices.

¹⁴ Pathways to Improving Practice, <http://www.pathwaystocollege.net/pdf/PIP4.pdf>

(i) Performance Communication

The MY SUCCESS® Student and Parent Dashboard (See Attachment A) will serve as the foundation for communicating and monitoring student learning results. This portal will link with the School's student information system to provide up-to-date information on student attendance, grades, Common Core Assessments or other required state assessment results, skills development, and academic performance. In addition, Student Progress Reports (SPR) and report cards will be created and distributed on a regular schedule. For students and parents/guardians without access to the Internet, hard copies of all reports will be sent home with students and also mailed to parents/guardians. Based on parent's/guardian's preference, student learning results may also be e-mailed.

(j) Parent and Community Involvement

Research results indicate that parent and community involvement are key elements in the success of students at risk of dropping out of school¹⁵. When families and community are involved in schools, education improves. Studies have found that students with involved parents, no matter what their income or background are more likely to earn high grades and test scores and enroll in higher-level programs; pass their classes, earn credits, and be promoted; and attend school regularly. Community involvement, including postsecondary institutions, community organizations, faith based institutions, and local businesses, can also contribute to helping students transition successfully to college and careers. Therefore, the School will ensure substantial parent and community involvement through a variety of strategies, which may include but are not limited to the following:

- o The MY SUCCESS® Student and Parent Dashboard will allow parents/guardians (of students age 17 and younger), students, and school staff to monitor students' college and career interests, postsecondary path action plan, and short and long term goals.
- o Students and parents/guardians may access the student's online career portfolio for three years after the student graduates from School.
- o Workshops for parents/guardians and students on postsecondary options, scholarship programs, financial aid, college entrance requirements, entrance exams, applications, and the college search and application process.
- o Opportunities for parents/guardians to receive assistance on navigating the college search and application process.

¹⁵ Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America's Promise Alliance. On line at: <http://www.americaspromise.org/GradNation>; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Boston, MA: Mass Insight Education & Research Institute; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>; Gunn, T.M., Chorney, D.W., & Poulsen, J.C. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, 15(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices; Quint, J. (2008). Lessons from leading models. *Educational Leadership*, 65(8), 64-68; Seltz, J. (2008). A focus on high school reform. *Educational Leadership*, 65(8), 96

- o Collaboration with postsecondary institutions (e.g., visits to college campuses, shadow opportunities, guest speakers to show students and families the possibility and value of going to college).
- o Career and college fairs
- o Armed Services Vocational Aptitude Battery (ASVAB) preparation and testing
- o Alternative approaches for working parents/guardians and students (e.g., lunchtime workshops, meetings on weekends in local church or other community meeting place).
- o Space in each campus allocated for the College and Career Center where resources for postsecondary preparation, test preparation, scholarship application, employment search, etc. are readily available to all students, their families, and school staff.
- o Regularly scheduled newsletters
- o Senior meetings for parents/guardians and seniors to prepare for graduation and plan for students' chosen secondary pathway.
- o Automated and personal calls to parents/guardians to remind them of important events, notify them of celebrations, and check on student absences.
- o Home visits to follow up on absences, barriers, and to provide information on opportunities.

According to s. 1002.32(8), F.S., each public school in the state must establish a school advisory council that is reflective of the population served by the school, pursuant to s. 1001.452, F.S., and is responsible for the development and implementation of the school improvement plan pursuant to section 1003.02(3), F.S. Board members will meet with local stakeholders to explain the requirement and recruit representatives, including parents and students, to serve on the School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of each School's operation. The role of the SAC will be to:

- o provide a venue for feedback among all partners and give a voice to the community
- o agree upon community-related goals for the program
- o make constructive recommendations for the School Improvement Plan
- o establish relationships with members of the broader community and recognize their value
- o provide information to the community about the purpose, vision, and mission of the School

Parents will have a number of other opportunities for involvement in their student's education. Parents will be invited to attend an enrollment/orientation session with the student during which time opportunities, expectations, and requirements of the program will be clearly explained. The orientation will set the stage for expected student progress and achievement. This will be supplemented by mailings to homes, newsletters and phone calls from teaching staff, and conferences with the student and parent(s). Parents/Guardians will be provided information on how to access the Parent Portal so that they can monitor their student's progress (e.g., attendance, course progress, goals, teacher feedback), which will be available to view 24 hours a day, seven days a week. Throughout the year, parents will be encouraged to visit their child's school and to participate in school functions and events, including school sponsored workshops, open houses, parent nights, conferences, and student award ceremonies.

The Board will hold regular meetings with parents to discuss the successes of the School, including reporting on the performance of the School with data regarding enrollment, attendance, academic performance, parent/student satisfaction, withdrawals, suspensions, and dismissals. Parents and key community members will receive notices of these routine public meetings, in accordance with all applicable open meetings laws, and the agendas well in advance of each occurrence. Notifications of all Board meetings will be posted at the School and included in newsletters.

Additionally, an annual Parent/Student Satisfaction Survey will be administered to assess performance as judged by parents and students. The results of this survey will be considered by the Board as important input

regarding the success of the School. A corrective action plan will be developed, if necessary, after review and discussion with the Board.

The School also intends to involve and engage the local community in the School's mission and activities. All members of the Board are engaged in their communities and are currently building the support of various agencies and employers in the local area. Some of the activities associated with community involvement will be: open houses, periodic newsletters, partnership agreements, intern programs, creation and implementation of a SIP and a SAC as described above, and periodic community events hosted by the School.

School leaders and the Board will ensure that parental involvement, partnerships, and collaborations will be an ongoing process that includes a commitment to ongoing evaluation and improvement, access to available human and financial resources, adequate representation of stakeholders, adequacy of staffing and resources to perform key functions, and adequate performance / accountability mechanisms.

The School will also comply with s. 1002.33(7)(d)1., F.S. that requires each charter school's governing board to appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative will reside within the boundaries of the School District.

(3) Typical Day for a Student

Following is a description of a typical day for students enrolled in our School. Since this is an individualized program, not all students will participate in the same learning activities or counseling programs at the same time or in the same order.

- o Arrive at school, sign the classroom attendance roster, review *MY SUCCESS*® Student and Parent Dashboard, and prepare for instruction.
- o Go to first instructional block classroom. According to their individualized education plans, students may transition to three (3) additional instructional blocks throughout the course of the day.
- o Teachers facilitate learning, provide direct instruction, monitor student progress, and help students address any non-mastery of key concepts. This may occur individually or in a large or small group as determined by the teacher to best meet students' needs.
- o Students identified as requiring instructional support are assigned to intervention sessions.
- o Student may spend time with the Family Support Specialist or onsite service provider to address any social/personal barriers to learning.
- o Student may spend time with the Career Coach in the College and Career Center to work on college and/or career planning, preparation, and postsecondary transition.
- o Student will have the option to remain on campus for an extra session to accelerate progress through course work or participate in a certificate program.
- o Depart school at end of learning session.

3.C. DESCRIBE THE RESEARCH BASE FOR THE EDUCATIONAL PROGRAM.

(1) Rationale

In general, research suggests that a mix of academic instruction and experiential learning appears to be most beneficial for the target population¹⁶. Successful instruction includes focused reading and writing activities,

¹⁶ Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), p. 24-31; Woods, E.G. (1995). *Reducing the dropout rate*. School Improvement Research Series: Close Up #17.

foundational skills development, test-taking skills, self-esteem building, social skills development, and parenting skills. Learning content with real-world application has been shown to enhance students' interest and involvement.

The foundation of the educational program at our School will be a blended teaching and learning model that is teacher-directed, self-paced, mastery-based, and technology-enhanced designed specifically to address each student's unique and diverse learning needs. The School will use a variety of instructional strategies and resources to support and enhance student learning and success. All learning activities will focus on the development of critical thinking and problem solving skills, 21st century competencies, and strategies to target college and career readiness.

In order to enhance student learning and promote high expectations, the School will use evidence-based instructional methods to include:

- o **Rigorous and Relevant Curriculum** – Rigorous, relevant, and engaging curricula aligned to the NGSSS that prepare students for graduation and successful postsecondary activities.
- o **Individual Success Plan** – A comprehensive plan that serves as a “roadmap” to student success. The ISP will include the following essential components: (1) Individual Graduation Plan, (2) Personal Goals Statement, (3) Foundational Skills Assessment and Growth, (4) Social/Personal Needs Intervention Plan, (5) Career Interests Inventory, (6) Employment and Workforce Assistance, and (7) Individual Transition Plan.
- o **Compressed and Concentrated Instruction** - Accelerated learning, which in turn reduces the time required to complete courses.
- o **Lesson and Module Based** – Self-contained student learning activities based on a specific concept, standard, and/or topic.
- o **Direct Instruction** – Individual, small and large group instruction led by highly qualified teachers focused on Common Core literacy and mathematics standards and intervention strategies as determined by ongoing learning gap analyses.
- o **Multi-tiered System of Support** – An integrated set of collaborative procedures and processes designed to provide quality interventions and supports for the struggling student.
- o **Targeted Small Group Instruction** - Targeted intensive instruction by teachers and/or other staff or outside community agency tutors via pull out groups of students.
- o **Mastery-based Instruction** – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- o **Continuous Progress Monitoring** – Ongoing monitoring of student progress to make data driven decisions.
- o **Student Accountability** – Professional approach to redirecting students who are not meeting expectations. This includes monitoring of learning, development of improvement plans, and individualized intervention support.
- o **Technology-enhanced Teaching and Learning** – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software.
- o **Critical Thinking and Problem Solving** – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- o **College and Career Readiness**– Development of competencies to ensure adequate preparation for success in entry level community college and university courses as well as in the global workforce. These include mastery of core subjects and themes; learning and innovation skills such as creativity, critical thinking, problem solving, communication, and collaboration; information, media, and technology skills; and life and career skills such as flexibility, adaptability, initiative, self-direction, social and cultural skills, productivity, accountability, leadership, and responsibility.²

- o **Integrated Support Services** – Family Support Specialist (FSS) and Career Coach who work with each student during the enrollment and/or orientation sessions to identify, address, and/or mitigate the personal, social, and behavioral barriers that prevent students from being successful. In addition, the FSS will work closely with other faculty and staff and/or an outside provider throughout the school year to identify students in need of ongoing support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students’ personal needs. The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student’s ISP.
- o **Seminars and School Events** – Relevant learning opportunities for students and parents to gain information about college and careers, and to interact with experts in chosen career fields and postsecondary pathways during school-sponsored events such as open houses, career seminars, financial aid workshops, and college visits.
- o **Ongoing Communication of Student Progress** – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- o **Respect and Relationships** – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.

(2) Rationale for Instructional Methods

High-need students require a variety of instructional approaches, targeted resources, support services, and intervention strategies to motivate them, support their learning, and ensure both short-term and long-term success. The School’s instructional program, support services, and facility design were developed based on the needs identified in the latest research on success with high need students. The National Dropout Prevention Center¹⁷ has identified that:

- o Dropping out of school is related to a variety of factors that can be classified in four areas or domains: individual, family, school, and community factors.
- o Dropouts are not a homogeneous group. Many subgroups of students can be identified based on when risk factors emerge, the combinations of risk factors experienced, and how the factors influence them.
- o Students who drop out often cite factors across multiple domains.
- o Dropping out of school is often the result of a long process of disengagement that may begin before a child enters school.
- o Dropping out is often described as a process, not an event, with factors building and compounding over time.

Understanding who our student population is, why they are high-need, and what their needs are enables the School to deliver accelerated learning in an individualized and customized learning environment to help our students succeed personally, socially, and academically.

The School’s educational approach is based on a comprehensive and systematic model of teaching and learning. A plethora of research¹⁸ identifies elements of programs that have been effective in keeping students

¹⁷ Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.

¹⁸ Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment*. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America’s Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T

in school, leading them to graduation, and assisting them in planning for postsecondary success. This research points to success through targeted and coordinated efforts in three broad categories: School Environment, Academics, and Supports.

(a) School Environment

Many students who drop out of school have typically been unsuccessful in a traditional high school environment. Efforts to modify this environment can create a foundation for success. Schools that have been effective in improving the success of students who are returning to school provide a small learning community, a safe and secure facility, and flexible scheduling options.

The primary support structure for a successful school campus is the tone of the building supported by administration, faculty and students. The tone of the building is generated through respect and care from all administrators and staff members for all students regardless of their circumstances. The following components underpin the development of quality culture and climate our School.

[1] Significant Adult Connection

With students having experienced failure and rejection for so many years of their school life, it is important that every student have at least one adult that knows them very well. Creating this important connection will begin the first day the student comes on campus and will continue throughout the student's stay. It is expected that this important connection will assist in the retention of each student through the long term.

[2] Positive Adult Interactions

Throughout the School, adults and students alike will be coached to engage in language and behavior that is conducive to positive interactions that focus the work of the student on learning. Teachers will receive intensive training on positive engagements and how to engage in difficult conversations so that the student is exposed to productive strategies in handling their own difficult conversations but more importantly, create the expected results.

Teachers will receive training that allows them to focus on the fundamental personal traps that lead adults into non-productive conversations with students who have extended experience with dysfunctional behavior.

Foundation and the America's Promise Alliance; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Boston, MA: Mass Insight Education & Research Institute; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional; Gunn, T.M., Chorney, D.W., & Poulsen, J.C. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, 15(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc.; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). Achieving graduation for all: A governor's guide to dropout prevention and recovery. National Governors Association Center for Best Practices; Quint, J. (2008). Lessons from leading models. *Educational Leadership*, 65(8), 64-68; Seltz, J. (2008). A focus on high school reform. *Educational Leadership*, 65(8), 96; Shore, R. & Shore, B. (2009, July). *Reducing the high school dropout rate* (KIDS COUNT Indicator Brief). Baltimore, MD: The Annie E. Casey Foundation.

The teachers will be encouraged to screen their own behaviors and then explore the possible difficulties that students could present for them who have not yet learned how to negotiate difficulties in social situations.

Teachers will model appropriate behavior while coaching students as they interact with the adults on campus. In addition, students will be expected to exhibit appropriate behavior to each other.

[3] Greetings

At the beginning of every session, administrators and staff will be at the door greeting students by name and with a handshake, and will mention successes that the student has achieved during recent times. This behavior will provide an immediate and personal connection upon entry to School and underscore the expectations of the adults.

[4] Celebrations

A prominent aspect of a supportive, encouraging culture is the existence of routine celebrations that are designed to support and uplift student progress and possibly teacher achievements or progress. Administrators and teacher will be expected to create celebratory events that highlight students and their work such as: 1) notifications of notable progress or achievement placed above the student's assigned computer, 2) hallway posters displaying progress in a particular software, 3) attendance acknowledgements, 4) pictures of seniors and graduation ceremonies, 5) events celebrating achievement on high stakes testing, 6) recognition of students who have achieved honors in the community, and 7) any other activities that highlight students' work and achievement.

The Principal may invite School staff, community, family members, and Board members to celebratory events. Celebrations will be accompanied by appropriate certificates, trophies, and banners in order to commemorate the event. Positive student recognition will be an integral part of the School's culture and support a healthy, student-centered climate.

[5] Climate of Hard Work

Every adult in the School will be expected to model a strong work ethic with the intention of supporting every student in his or her quest to graduate. Our School will provide a supportive environment with the sole purpose of enabling students to graduate. Every adult will commit to hard work and will expect every student to give their best and work hard.

(b) Academics

Academics must be a major area of reform for programs focused on dropout prevention and recovery in order to prepare students for successful transitions into college and careers. Not surprisingly, the majority of studies reviewed in the design of the proposed educational program recommended a clear focus on academic innovations and interventions. Successful dropout prevention programs are characterized by challenging coursework and rigorous academics, coursework that is clearly relevant to postsecondary goals, an expectation that all students will be successful, and early interventions to provide support to struggling students and close achievement gaps. Each of these elements has been thoughtfully and deliberately integrated into our School model.

(c) Supports

The research on dropout prevention and recovery is clear about the need for comprehensive and coordinated support services to students. Small, safe, and flexible school environments with an emphasis on academics alone will not be as successful as the same environment and academic emphasis in a school with supports that are designed to also address the social, emotional, and psychological well-being of the students. Several support structures appear to be key in leading students to school success and graduation, including effective

use of data, personal attention and a close relationships with an adult at school, a graduation and postsecondary plan, family and community involvement, skilled teachers and leaders who participate in regular and meaningful professional development, and access to specialists including the Family Support Specialist and Career Coach.

The educational program model closely and thoughtfully aligns with these recent recommendations for dropout prevention and recovery. Thus, the School's educational model, resources, and support services are built upon best practices and effective strategies.

<i>Organization</i>	Our School will be set up and administered to effectively impact the retention of high-need students and reduce the dropout rate. The School will be small in size, have a low student/teacher ratio, and will be located in a nontraditional setting in the community where our target population resides.
<i>School Climate</i>	The School will have a climate characterized by significant adult connections, positive adult interactions, greetings, celebrations, and hard work. The School will provide a sense of safety, security, and orderliness. The School's success will be built upon quality relationships with students and a deep respect for their challenges and circumstances. Students will have input in the development of programs and activities which increase their commitment and the perceived relevance of the program.
<i>Flexible Scheduling</i>	A flexible schedule will meet each student's individual needs and will be customized to address barriers to student success. The School will offer two and up to three, four-hour sessions for curriculum instruction, college and career preparation, and personal/social needs counseling.
<i>Individualized Planning</i>	An Individual Success Plan (ISP) will be developed for each student to track and monitor individual student outcomes and progress. This plan will serve as the "roadmap" to student progress and success. The ISP will include the following essential components: (1) Individual Graduation Plan, (2) Personal Goals Statement, (3) Foundational Skills Assessment and Growth, (4) Social/Personal Needs Intervention Plan, (5) Career Interest Inventory, (6) Employment and Workforce Assistance, and (7) Individual Transition Plan.
<i>Curriculum and Assessment</i>	The curriculum at the School will provide students with content that is challenging and rigorous, yet relevant to their postsecondary goals. Students will be placed in courses that match their instructional level based on information gleaned from individual baseline data. Appropriate initial course placement will provide a platform for ongoing success. Frequent assessment using both objective and subjective data will inform students, teachers, and parents about student progress, and allow teachers to adjust instruction to better meet students' needs.
<i>Teaching and Learning</i>	A common thread that runs through successful dropout prevention programs is a student-centered approach to teaching and learning. No one structure or set of activities works for all students. A mix of direct instruction and experiential learning is most beneficial. Successful instruction will be focused on the Common Core literacy and mathematics standards, reading and writing activities, foundational skills development, test-taking skills, self-esteem building, social skills development, and parenting skills. Learning content with real-world application will enhance students' interests and involvement. Links to the world of work will include goal setting, employability skills, job training, internships, work attitudes and habits, and career planning and preparation. The School will use a variety of strategies in various combinations to address the range of student needs or factors that typically hinder learning for our student population.

<i>Highly Qualified Teachers</i>	Teachers will be effective, certified, highly qualified, and experienced with at-risk youth ages 16-21. Characteristics will include being open, innovative, flexible, empathetic, and caring. They will be committed to program success and hold high expectations for student academic achievement and success. These caring and passionate adults will deal with the "whole child," showing interest and concern, which will lead to the development of close and authentic relationships between students and the adults in the School. A climate of collegiality will exist among staff, and extend to engendering a sense of belonging among students and their families.
<i>Support Staff</i>	The Career Coach and Family Support Specialist will provide a variety of services and assistance needed, e.g., postsecondary preparation, career development, counseling, financial assistance as well as support with issues such as transportation, parenting/pregnancy. Other staff, i.e., Data Specialist, Enrollment Specialist, Security Specialist, and Executive Assistant/Receptionist will ensure accurate recording of student and School data, safety and security, and a warm reception upon arriving at the School
<i>Parental Involvement and Support</i>	The more that parents are involved in their child's education, the more engaged and motivated students are in school. Parents will be encouraged to take an active role to ensure student success. Opportunities will be provided for parents/guardians to participate in conferences, school activities, committees, and field trips.
<i>Leadership</i>	The Principal will serve as the instructional leader of the School and have vast experience in working with our target population. The leader will be passionate and committed to helping both students and staff reach their full potential.

(3) Research on Instructional Delivery

The amount and quality of technology available for education has increased exponentially over the past decade and thus it is important to discover what types of tools exist and in what ways they are most effective. Technology also becomes increasingly important for the development of 21st century skills. The Framework for 21st Century Learning¹⁹ promotes technological literacy because students must know how to use technology effectively and ethically in order to succeed in a global community. To educate students who can compete in a global job market, it is necessary to improve upon their technology skills as well as their skills in core content, according to the 21st Century Framework. Thus, integrating technology into core content courses promotes technological literacy as well as a better understanding of core concepts.

Blended learning has been used to define a variety of educational models. A blended learning approach combines face-to-face classroom methods with computer-generated activities to form an integrated instructional approach. In the past, digital materials have served in a supplementary role, helping to support face-to-face instruction. The School's blended learning program uses technology to individualize educational plans, address foundational gaps and provide acceleration opportunities for students. The School's blended learning model combines direct, face-to-face, small and large group, individual and technology-based instruction. The goal of this blended approach is to join the best aspects of both face-to-face and online instruction. Classroom time can be used to engage students in interventions to eliminate barriers as well as to provide advanced interactive experiences. The online portion of the course can provide students with multimedia-rich content throughout the course of the day. This allows for an increase in flexibility for scheduling intervention, social support, and career guidance for students.

¹⁹ Partnership for 21st Century Skills. (2010). On line at:
http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The School's blended learning model takes into account the instructional and social emotional needs of at risk students. In many cases, these students have struggled in a school setting for a variety of reasons. As a result, the School's model takes into account the whole learner. Each student will work on an individualized plan, will be provided academic and social/emotional interventions and support, and will benefit from a climate of encouragement and celebration toward graduation.

While many blended learning programs are so new that data over multiple years are not yet available, studies and research are already showing promising results.

In the blended learning environment, according to *Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice* (2010)²⁰, "the teacher is critical, as blended learning requires a transformation of instruction as the teacher becomes a learning facilitator; instruction involves increased interaction between student-and-instructor, student-to-content, and student-to-student." *Keeping Pace* also notes that blended learning offers more possibilities for engagement, personalization and increased learning:

The most important potential benefit of blended learning is increased student engagement and learning.... Blended learning can personalize instruction to each student in a classroom, freeing the teacher to focus on working one-on-one with students in particular areas that they need additional help. It can allow students to work through math problems, for example, at their own rate, moving on as they demonstrate mastery and providing additional instruction in areas where students need help—or highlighting for the teacher the students who need assistance in a particular area.... When blended learning is used to enhance classroom instruction, it can foster the development of 21st century literacies, which do not merely hinge on technological proficiency. Quality blended learning prepares students to think critically, to build collaborative relationships, to problem solve, and to communicate in a diverse global community.

In a study of blended learning (face-to-face and online/digital), Pape²¹ observed:

...with blended learning, teachers can use online tools and resources as part of their daily classroom instruction. Using many of the online tools and resources students already are using for social networking, blended teaching helps teachers find an approach that is more engaging for this generation of students. The benefits of blended learning include giving students a variety of ways to demonstrate their knowledge while appealing to diverse learning styles and fostering independent learning and self-directed learning skills in students, a critical capacity for lifelong learners. Blended learning helps students better develop their higher education and workforce skills. It extends teaching and learning beyond the classroom walls, developing critical thinking, problem solving, communication, collaboration and global awareness.

According to Cakir, Delialioğlu, Dennis, & Duffy²², the student achievement gap between urban and suburban districts is a major issue in U.S. schools. Technology-enhanced learning environments that support teaching and learning processes with advanced technology may close this achievement gap. Their research studied the impact of student and school factors with an emphasis on schools' geographic location on student achievement in a technology enhanced learning environment. The instructional model investigated by Cakir et al. combined face-to-face learning with online/digital curriculum and instructional materials that were

²⁰ Watson, J., Murin, A., et al. (2010). *Keeping pace with K-12 online learning: An annual review of policy and practice*. Retrieved from http://www.kpk12.com/wp-content/uploads/KeepingPaceK12_2010.pdf.

²¹ Pape, L. (2010). Blended teaching and learning. *Education Digest: Essential Readings Condensed for Quick Review*, 76(2), p22-27.

²² Cakir, H., Delialioğlu, O., Dennis, A., & Duffy, T. (2009). Technology enhanced learning environments for closing the gap in student achievement between regions: Does it work? *AACE Journal*, v17 n4 p301-315.

distributed over the Internet so that all teachers and students received the same instructional materials and content tests. 4,670 students from 386 high schools participated in this study. Considering together with gender, ability and motivation factors, results showed that students located in different districts achieved equally well. Their results concluded that this combination of technology-enhanced classroom learning environment helped students be successful, which gives promising results to remedy student achievement gaps between urban and suburban districts and their respective student populations.

As noted by Larson, Kuhn, Collins, Balthazor, Ribble, & Miller²³,

...high school students spend much of their educational journeys immersed in 'old' literacies of paper, pencil, and print books. But outside of the classroom, they are exposed to information and communication technologies--such as blogs, wikis, Internet browsers, multimedia, social networking sites, and a wide range of software--each of which demand new literacies. This disconnect is a serious problem for schools because it reflects a decline in school's relevancy to students' futures, and the gap between how schools teach and how students learn will only grow over time. The first step in updating a school's technology and instruction is to revisit and revise current vision statements by facilitating conversations with all stakeholders about expectations for student skills upon graduation. Vision setting must include the new literacies. Teachers and education leaders must model expectations and support visionary teaching and learning through technology.

A study conducted by Korkmaz & Karakus²⁴ investigated the impact of a blended learning model on students' attitudes towards a Geography course and their critical thinking dispositions and skills. An experimental pattern with pretest-posttest control group was used in the study. The study group consisted of fifty-seven (57) high school students (28 in the experiment group and 29 in the control group). The experimental group was subject to hybrid learning through the Geography web page, while the traditional learning model was used for the control group. The results indicated that the blended learning model contributed more to student attitudes toward the geography course when compared to the traditional learning model; the blended learning model contributed more to student critical dispositions and levels when compared to the traditional learning model; and there was a positive correlation between student attitudes toward geography course and their critical thinking dispositions and levels.

As noted by the National Council of Teachers of Math (NCTM)²⁵:

Technology is an essential tool for learning mathematics in the 21st century, and all schools must ensure that all their students have access to technology. Effective teachers maximize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When technology is used strategically, it can provide access to mathematics for all students.

Barrow & Rouse²⁶ examined whether a computer-based curriculum in mathematics was more effective than traditional classroom instruction at teaching pre-algebra and algebra concepts to middle- and high-school

²³ Larson, L., Kuhn, C., Collins, R.A., Balthazor, G., Ribble, M., & Miller, T.N. (2009). Technology instruction: Fixing the Disconnect. Principal Leadership, v10 n4 p54-58.

²⁴ Korkmaz, O. & Karakus, U. (2009). The impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels. *Turkish Online Journal of Educational Technology - TOJET*, 8(4) p51-63.

²⁵ National Council of Teachers of Mathematics. (2008). The role of technology in the teaching and learning of mathematics: A position of the National Council of Teachers of Mathematics. Available on line at: http://www.nctm.org/uploadedFiles/About_NCTM/Position_Statements/Technology%20final.pdf

²⁶ Barrow, L., Markman, L., & Rouse, C. (2008). Technology's edge: The educational benefits of computer-aided instruction, NBER Working Paper No. 14240. National Bureau of Economic Research.

students. The study included about 1,600 students in fifteen (15) high schools and two middle schools in three large urban school districts. Math classrooms in each school were randomly assigned to use either the computer-based curriculum or a traditional math curriculum. The study assessed the program's effectiveness by comparing the test scores of the two instruction groups at the end of the school year. At the end of the school year, students in classrooms using the computer-based curriculum scored higher on the assessment of pre-algebra and algebra skills than students in traditional math classrooms. The estimated effect size was 0.17, equivalent to moving a student from the 50th to 57th percentile. In one of the three study districts, students in classrooms using the computer-based curriculum also scored higher on their standardized statewide math test.

(a) Safe, Ethical, and Appropriate Use of Technology

Since the School's curriculum is technology-enhanced, it is critical that safe, ethical and, appropriate use of all technology usage are promoted at the School. The School supports compliance with the established policy on safe and legal use of technology resources. All students are required to complete an Internet safety course during Orientation. In addition, all students and school staff are required to sign the Acceptable Use Policy (AUP) (see Attachment J) for using technology at the School. The School provides for compliance with its established policies through filtering techniques. These techniques, in addition to blocking inappropriate materials, automatically notify School staff of such attempts immediately. All School staff will be required to participate in the School's professional development modules on effective use of technology and demonstrate proficiency in delivering and supporting instruction using technology.

(b) Technology Infrastructure

Given the importance of the use of technology in supporting students' success and progress, and delivery of the curriculum, a strong technology infrastructure is critical to the implementation of the school's program. The Board is planning to contract with Accelerated Learning Solutions (ALS), an educational service provider and school management company. As part of the management contract, ALS will provide all technology and infrastructure to support the School's instructional programs and data reporting systems.

3.D. EXPLAIN HOW THE EDUCATIONAL PROGRAM ALIGNS WITH THE SCHOOL'S MISSION.

The mission of the School is to provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

America's high school students are culturally diverse and have a wide range of intellectual abilities, social supports, and economic resources. Every student has a unique set of desires and challenges, such that a single solution to meet the learning and graduation potential for each and every student is unrealistic. Typical characteristics of students who need a non-traditional educational approach include:

- o Over-age for current grade level, usually having been retained for one or more school years
- o Reading and performing math below a sixth grade skills level
- o Average score of 70% or below in two or more core high school courses
- o Not earning credits at a rate that allows the student to graduate on time with his/her cohort class
- o Not performing satisfactorily on state competency exams or high school exit exams
- o Frequently changing schools
- o Pattern of poor attendance

There is no quick-fix solution to the dropout problem. The problem is complex and requires a rich combination of interventions that include implementation of innovative instructional systems and individual student support. Dropouts have dissimilar characteristics and therefore need different kinds of programs that respond to their individual circumstances and needs. Our educational program provides one-on-one intensive attention to high-need students, who often must be convinced that they are competent and can be successful in school. Our program focuses on foundational skills development, removal of social/personal barriers to success, and offers a strong emphasis on college and career readiness so that high-need students have a chance our success.

Helping students who are at-risk of dropping out, recovering students who have already dropped out, or students seeking to accelerate the earning of a high school diploma require non-traditional approaches to teaching and learning. Our accelerated learning model provides a new option for students. The model is teacher-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software aligned to the Next Generation Sunshine State Standards (NGSSS), teacher-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the NGSSS, succeed on the Common Core Assessments, End-of-Course, and/or other required state assessments, and meet Florida graduation requirements to earn a high school diploma.

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 S. 1002.33, F.S.

The School has two primary goals: 1) help high-need, high-risk students earn a high school diploma; and 2) help students transition successfully to postsecondary opportunities. These two goals align with the strategic areas of focus of Florida's Next Generation PreK-20 Education Strategic Plan.

Goal 1: Highest Student Achievement: Increase the percentage of students performing at grade level.

Our School will strengthen foundation skills by utilizing skills development curricula and frequent assessment to guide instruction and affect student outcome. This will result in increasing the percentage of students scoring at or above satisfactory levels on the Common Core Assessments and succeeding on End of Course or other required state assessments.

Goal 2: Seamless Articulation/ Maximum Access

- o **Increase High School Graduation Rates:** The purpose of the School is to provide students with an innovative, non-traditional educational alternative leading to high school graduation. Our educational program has been designed specifically to meet the individual needs of students who have dropped out of school or are likely to drop out, and support their successful graduation from high school.
- o **Improve College and Career Readiness:** Our School will improve college and career readiness by increasing the number and percentage of students passing required state assessments; enrolling in college the year following high school graduation and meeting the approved postsecondary readiness standard via assessment in math, reading, and/or writing; and increasing the number and percentage of students successfully entering the military or other workforce option.
- o **Expand Digital Education:** This educational model will offer an innovative and individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Students

will engage in technology-enhanced course instruction using research-based curriculum to earn credits. During this time, a team of teachers will facilitate student learning and provide instruction, coaching, mentoring, and tutoring as determined by student needs and progress.

The School's educational programs and curricula are built upon rigorous and relevant standards that will help improve student achievement and attainment of the NGSSS as defined by Senate Bill 1076, "Next Generation Sunshine State Standards means the state's public K-12 curricular standards, including common core standards in English Language Arts and mathematics, adopted under s. 1003.41, Florida Statute (F.S.)." The School's instructional staff will utilize assessment data and results to drive instructional decisions, integrate strategic interventions to address gaps in student performance, and improve student outcomes.

The School will offer multiple levels of core curriculum including foundational courses, core courses integrated with reading development, core content courses, honors courses, and advanced placement courses to help prepare students for success in college. Course offerings will depend upon student needs. Our goal is to graduate students who are prepared to enroll in freshman-level college courses and succeed without requiring remediation. The School's programs are focused on increasing postsecondary enrollment, and increasing the diversity and number of high school graduates who enroll in postsecondary education.

Research demonstrates that high-need, high-risk students often need a variety of instructional approaches to meet their needs, motivate them, support their learning, and ensure both short and long-term success²⁷. The goal of this School will be to dramatically increase the long-term educational achievement of each student and ensure that each student graduates with the requisite skills, knowledge, and transition plan for postsecondary success. Our charter school model will enhance the academic outcomes for students in the following ways.

1. Build Foundational Skills in Reading and Math

- o Initial assessment of reading and math and assignment to appropriate level courses
- o Development of an Individual Success Plan (ISP)
- o The Multi-tiered System of Support (MTSS) Team review and analysis of student information/data after Orientation to determine Tier placement, allowing teachers to design initial instruction for students
- o Curriculum selected and assigned to address specific learning skill gaps in reading and math
- o Participation in reading and math intervention programs and courses if reading or math is below grade-appropriate levels. This may include spending 30-45 minutes daily participating in Reading Plus (or other reading software) lessons designed to build independent reading skills and confidence, mathematics targeted instruction, and prepare for Common Core Assessments, EOC assessments, and/or other required state assessments

²⁷ Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education ; Ascher, C. & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment*. Annenberg Institute for School Reform at Brown University; Ascher, C. & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low-performing ninth graders to timely graduation and college enrollment*. Annenberg Institute for School Reform at Brown University; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America's Promise Alliance.; Bridgeland, J.M., Balfanz, R., Moore, J.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). *Achieving graduation for all: A governor's guide to dropout prevention and recovery*. National Governors Association Center for Best Practices.

- o Instruction on study strategies, note-taking, and organizational skills which begins during the three-day Orientation
- o Classroom equipment such as computers for all students, software tools, interactive whiteboards, mobile devices, print materials, manipulatives and other resources
- o Tutoring and mentoring

2. Rigorous and Relevant Curriculum and Instruction

- o Mastery-based curriculum aligned to Common Core Assessments and designed to meet graduation requirements
- o Instruction informed by student entry capacity to prepare students for graduation and postsecondary pathway
- o Teacher-directed instruction – highly qualified, certified teachers will be leading instruction in every classroom at a ratio of one (1) teacher for every twenty-five (25) students
- o Blended learning that includes both online as well as one-on-one, small group, large group, and pull-out instruction
- o Curriculum and instruction differentiated to meet each student's academic needs
- o Software instruction that includes audio support for all lessons, written transcript for all video and audio portions of lessons, interactive graphics, and hyperlinks to definitions of key terms and additional review activities,
- o Software available with Spanish support (e.g., text and audio)
- o Software activities and teacher lessons address multiple modalities and levels of cognition
- o Data-driven focus on continuous program improvement and student achievement

3. Student Engagement Over Time

- o Rigorous and relevant curriculum
- o Recognitions and incentives for attendance and academic progress
- o Attendance calls made to eligible student / parents / guardians
- o Positive contact monthly for every student
- o Celebrations of success focused on positive student recognition which may include appropriate certificates, trophies, and banners
- o Climate and culture of respect and high expectations
- o Support staff and onsite and offsite service providers that remove barriers to student success

4. Accelerate the Successful Completion of Courses and Earning of Credits

- o Three-day Orientation that sets expectations for success, emphasizes rules and procedures, and introduces student to the curriculum
- o Two sessions per day to accommodate students who are working, have family responsibilities, or need the scheduling flexibility this program provides
- o Individual-pacing by the student
- o Technology-enhanced classrooms using the best available instructional software and computer technology that are a proven solution for at-risk students and allow for the individualization of instruction
- o MTSS, a multi-tiered approach to improving behaviors and accelerating academic progress
- o Continuous progress monitoring by MTSS Team data review and assessment
- o Students and parents/guardians able to track student progress, attendance, goals, and assessment scores via MY SUCCESS® Student and Parent Dashboard
- o Equipment and materials provided to each student, e.g., computer, paper, notebooks, and graphing/scientific/four function calculators

5. Provide a Foundation for Students to Become Successful Members of Their Communities

- o Staffing includes a Family Support Specialist and Career Coach
- o Career development
- o Individual Success Plan that includes a Postsecondary Transition Plan
- o College and Career Center
- o Postsecondary planning and preparation
- o Support by social services, crisis intervention, and behavioral health professionals located in the School to help students to remove barriers that prevent them from attending school
- o School events such as cultural field trips, college visits, financial aid nights, health fairs, job club, college and career fairs

It is known that many students who drop out or are at risk of dropping out of school face barriers to educational success that are not related to their school experience. To support our academic focus, the Family Support Specialist (FSS) and Career Coach will work with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. The FSS will work closely with other faculty and staff and/or a contracted counselor, social worker, therapist, etc. to identify students in need of support services, and will link with community resource providers to identify programs that will provide wraparound services to meet students' personal needs. The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's ISP.

The School will have a targeted professional development program to improve the quality of teaching and prepare teachers to be successful with our target population (See Training Objectives in Attachment B). Our teacher evaluation system will be aligned to student performance and success.

As a charter school, the School will provide additional educational options for high school parents and their children as we target high-need students to improve college and career readiness. The School's educational programs and individualized teaching and learning better prepare our students for success, and help motivate and encourage students from populations typically underrepresented in higher education to enroll in college.

IF THE SCHOOL INTENDS TO REPLICATE AN EXISTING SCHOOL DESIGN:

3.F. PROVIDE EVIDENCE THAT THE EXISTING DESIGN HAS BEEN EFFECTIVE IN RAISING STUDENT ACHIEVEMENT.

The proposed school design will replicate the educational model used in the applicant Board's existing school, Seminole Heights High School.

Students to be enrolled in the School will typically have the following characteristics:

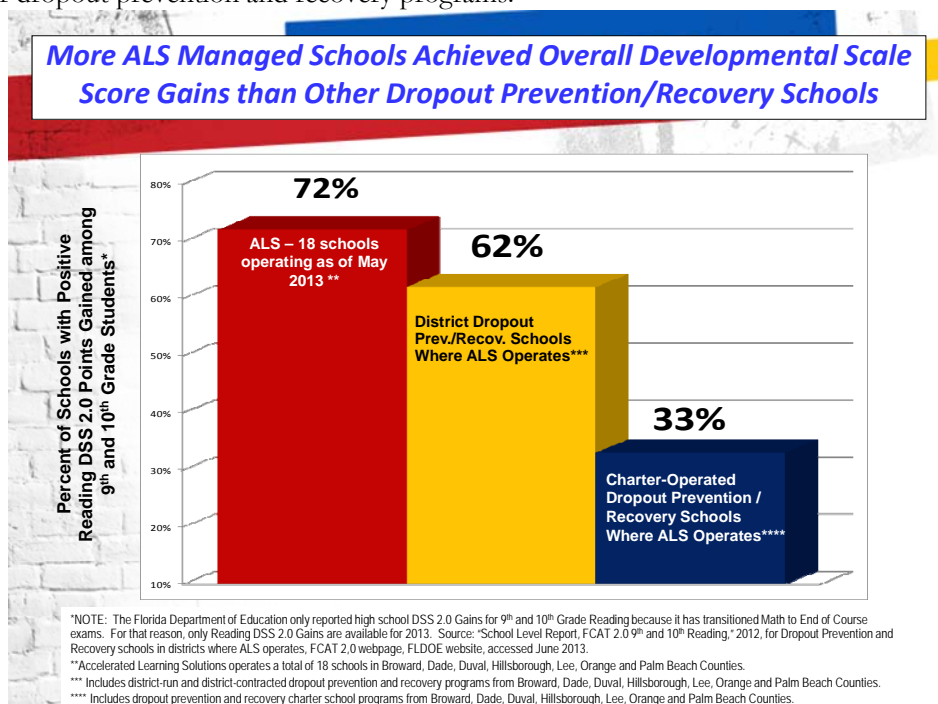
- o Average age of 17 years old with approximately seven (7) high school credits earned
- o 20+% previously dropped out
- o 90+% over-age and not on-track to graduate with peers
- o 80+% reading below grade level
- o 20+% needing special education accommodations
- o 20+% English language learners

There are many factors that precede and may cause these students to fall "off track" in their school progress. Students report that they become disengaged from the traditional high school classroom because the pace of instruction is too fast or too slow; they are not interested in being a member of the traditional high school

“community” (i.e., do not want to be involved in social and extra-curricular activities); they are unable to attend a traditional high school because their family or financial commitments do not allow them to attend a school with a traditional schedule; and they are often dealing with family and personal crises that create uncertainty in their lives (e.g., family dysfunction, childcare, change of residence, addictions, etc.).

The Board intends to offer a contract for management of this proposed school to Accelerated Learning Solutions (ALS), a charter school management company that provides management services to Seminole Heights High School. ALS has a proven track record of success with our Board and with the target student population.

Students in ALS managed schools showed developmental scale score gains on the FCAT 2.0 that exceed gains in other dropout prevention and recovery programs.



In addition, students at ALS schools earn more credits at a faster rate than at their prior school.

These Students are Earning More Credits at a Faster Rate than in Their Prior School

Measure	Credits Earned Per Year
Annual Credit Earning Rate at Prior School*	4
Annual Credit Earning Rate at ALS Managed School, 2011-12	6
Percent Improvement or Reduction	+50%

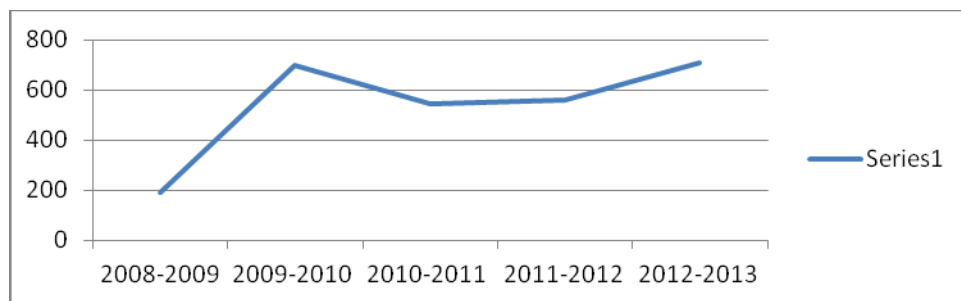
Source: "Student Tracking and Reporting System," ALS, 2013, for students attending one semester or more.

*Prior credits earned and semesters attended are tabulated from enrolling student transcripts. Students attended for 210 days for 4 hours each day, or 840 hours per year at ALS schools. Students in traditional public schools attend for 180 days for 6 hours each day, or 1,080 hours per year.

The number of graduates in ALS managed schools has increased over the last five (5) years of school operations.

School Year	Graduates
2008-2009	188
2009-2010	699
2010-2011	544
2011-2012	562
2012-2013	706
Total Graduates	2699

ALS Graduates 2009-2013



The Board is confident that the proposed school, with management assistance from ALS, will be able to effectively raise student achievement.

3.G. DESCRIBE THE APPLICANT’S CAPACITY TO REPLICATE AN EXISTING SCHOOL DESIGN.

The applicant Board is a diverse group, and its members have professional expertise in programs for at-risk youth, workforce development, K-12 education, finance, accounting, human resources, marketing, and economic development. The members of the applicant Board are also members of the Boards governing three (3) charter schools which are operating successfully in Broward County: Dolphin Park, Lauderdale, and North University High Schools; and two (2) schools scheduled to open in August, 2013: Flagler and Melrose High Schools. Each of these schools are fully staffed and operating within budget (See Attachment D). The Board has policies and standardized procedures in place to support effective replication of the school design.

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 instructional software used by the Schools delivers a broad curriculum (foundational skills to Advanced Placement courses) to support teachers in creating rich, in-depth learning experiences for their students. Each course provides a complete scope and sequence with original instructional content that not only guides students in mastering critical skills and developing an understanding of key concepts but also encourages them to extend their learning beyond required content.

Apex Learning courses will serve as the School's primary curriculum and provide foundational, comprehensive, prescriptive credit recovery, honors, and advanced placement courses. Apex Learning instructional software used by the School is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum in math, science, English, social studies, world languages, and Advanced Placement is widely used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation. Multiple course pathways help teachers successfully engage all students in rigorous coursework that prepares them for college and work. During the 2012-2013 school year, Apex Learning served 395,000 students with more than 1.35 million course enrollments. Apex Learning delivers a broad curriculum (foundational skills to Advanced Placement courses) to support teachers in creating rich, in-depth learning experiences for their students. Each course, reviewed for alignment to the NGSSS standards (See Attachment I), provides a scope and sequence with original instructional content that will be supplemented with direct instruction and print and technology-enhanced resources for students to complete all of the expected content and be ready for the rigor and cognitive levels of the Common Core Assessments, EOC assessments, or other required state assessments.

Apex Learning courses and instruction may be supplemented with curriculum lessons from effective resources such as Apex Learning Tutorials, Reading Plus, MindPlay Virtual Reading Coach (MVRC), supplementary math resources (such as Ascend Math), TestGEAR, School Connect, FDIC Money Smart, and Bridges/Choices. Apex Learning Tutorials, Reading Plus, and the supplementary math resources will help students achieve proficiency in reading and math through online and off-line lessons. TestGEAR provides online tutorials and practice tests for state assessments, end of course tests, ACT, and SAT. School Connect is designed to help students develop social/personal skills. FDIC Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Bridges/Choices will be used for career planning and preparation.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum and software, the School will continuously review the curricula used by the School and the research and development of new software options that may become available. The Board and school administrators will remain open to selecting and replacing these planned curricula with more appropriate options in the future.

(1) Apex Learning

Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content and assessments that help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Online

diagnostic assessments pinpoint student strengths and weaknesses. Detailed reports provide teachers with performance information for an entire class and individual students. Study plans help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. Apex Learning gives teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

Based on relevant national standards, aligned to the NGSSS, and moving toward alignment with the Common Core State Standards (CCSS), Apex Learning helps teachers create active learning experiences that keep students alert and engaged. By 2014-15 the following Apex courses will be aligned to the CCSS: English 9, 10, 11 and 12; and Algebra I, Algebra II, and Geometry. Apex has focused on math and English, as those two subjects are the heart of the Common Core standards. Apex does recognize that the Common Core literacy standards extend to all subjects. As Apex updates each of the science and social studies courses in the coming years, Apex will incorporate the Common Core literacy standards into the revisions.

Interactive, original subject material is presented in a step-by-step fashion designed specifically to appeal to students. Multimedia tutorials provide opportunities to explore and discover new material. Manipulative tools encourage hands-on interaction to master concepts. Interactive exercises and self-checks give frequent opportunities to confirm understanding and apply new concepts. Multiple representations help teachers reach each student.

Assessment opportunities – including formative, summative, and diagnostic assessments – are integrated throughout Apex Learning’s digital curriculum. Each lesson begins with the learning objectives for the lesson. Assessments address each learning objective and are designed specifically to test students at various levels of Bloom’s Taxonomy. Formative and diagnostic assessments provide opportunities to gauge student progress on an ongoing basis. Summative assessments require students to demonstrate content mastery at the end of each unit and semester.

Each Apex Learning online course provides a complete scope and sequence based on state and national standards. Courses are organized into semesters, units, lessons, and activities. A typical semester includes 5-6 units, each with 5-6 lessons. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, web explorations, reviews, and both computer- and teacher-scored assessments, including unit diagnostics. Each semester has an average of 750 pages, 1,000 images, 250 multimedia tutorials, 250 interactive exercises, 50 computer-graded assessments, and 85 vetted web links.

(a) Development of the Curriculum

The Apex curriculum developers drew from decades of educational research to identify those factors most essential for a high-quality curriculum.

[1] Instructional Design. Instructional design is based on time-tested pedagogical principles.

- o Create an anticipatory set for the student.
- o Provide focused instruction using varied teaching strategies such as guided-inquiry and direct instruction.
- o Engage students in practice and application exercises that clarify and deepen conceptual understanding and mastery of skills.
- o Assess student progress throughout the instructional phase with formative assessments that provide feedback to both students and teachers.
- o Remediate where necessary.
- o Integrate assessment:
- o Diagnostic, formative, summative

- o Based on Bloom's classical six-level taxonomy.

[2] Philosophy. Consistent instructional philosophy is implemented across courses in each subject area.

- o English
 - Integrate literature study, composition and skills instruction in each unit
 - Include literature from a wide variety of genres and time periods
 - Engage students in before-, during-, and after-reading activities
- o Math
 - Implement the Discovery-Confirmation-Practice model of instruction
 - Develop students' conceptual understanding, problem solving skills, and computational proficiency
 - Relate math to science and to real-world applications
- o Science
 - Teach through inquiry and use of the scientific process
 - Develop conceptual understandings
 - Combine learning of scientific knowledge with reasoning and thinking skills
 - Connect the study of science to history, mathematics and student's lives
- o Social studies
 - Build instruction around the Knowledge-Skills-Application (KSA) model
 - Combine higher-level thinking with the basic facts or elements of knowledge. Encourage active learning: reading, viewing, and listening; engaging in reflective, creative, and analytical processes
 - Include a variety of types of information including engaging narratives, primary sources and focused analytical studies

[3] Standards Alignment. Course design is based on Florida's Next Generation Sunshine State Standards (NGSSS) and courses have been and continue to be redeveloped to align with the CCSS.

- o Standards used to direct development of each course's scope and sequence, content, media, interactivity, and assessment.
- o Correlation reports for Florida NGSSS are available online
 - To ensure validity, correlations are developed by a third-party independent source, EdGate Correlations Services
 - Reports are available at the subject area, by course, and activity level
- o Correlations and alignment are kept up-to-date
 - Within 60 days of formal adoption of new standards, new correlations are developed
 - To ensure the highest levels of correlation, any gaps in coverage of the new correlations are evaluated, and plans for creation of new content or revision of existing content are made

Sample curriculum maps illustrating the alignment between the School's curriculum and the NGSSS are included in Attachment I.

(b) Course Options

The School will offer the curriculum required for earning a graduation diploma and for meeting NGSSS standards as defined by Senate Bill 1076, "Next Generation Sunshine State Standards means the state's public K-12 curricular standards, including common core standards in English Language Arts and mathematics, adopted under s. 1003.41, Florida Statute." The curriculum will also be informed by student entry capacity in each content area as determined through standardized assessment results. The foundation of our educational program will be a teacher-directed, individualized, mastery-based, and technology-enhanced teaching and

learning environment designed specifically to address each student's unique and diverse learning needs and provide schedule options that accommodate his/her life circumstances.

Through utilization of the Apex curriculum, the School will be able to offer courses that can be aligned to individual student needs. These include Foundations Courses, Literacy Advantage, Core Courses, Honors Courses, and Advanced Placement Courses. (Selected Course Descriptions are in Attachment K.)

[1] Foundations Courses. Designed to provide a bridge to high school, Apex Learning Foundations Courses target high school students unprepared to successfully complete grade-level work. Foundations Courses feature structured remediation designed to facilitate student progress through grades 3-8 skills. Courses develop math and English-language arts skills and strategies while raising academic performance up to high school levels. Each semester course offers approximately 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose, and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards. In addition, Apex foundations courses integrate writing across the curriculum by offering opportunities for students to explain key concepts in their own words and to respond in writing to discussion prompts.

Students working on foundations courses will also receive supplementary instruction to ensure alignment to NGSSS standards. Foundations courses will be assigned after the student completes Orientation and meets with the Assistant Principal to determine planned courses. Students will complete GAIN testing in Orientation. These scores, state assessment scores, and academic history will be reviewed to determine which, if any, foundations courses will be assigned to the student. The student will earn elective credit for successfully completing each semester course. The student will be enrolled in at least one core subject as well as a foundations course. Students who require foundation courses will also most likely qualify for intervention and other instructional supports to help them bridge gaps and gain ability and confidence to accelerate through upcoming coursework toward a diploma.

[2] Literacy Advantage Courses. Literacy Advantage courses are standards-based general studies courses that meet the needs of students who are not prepared for grade-level academic challenges because they are not proficient in reading. These high school courses target students reading at a middle school level. Course content supports students in mastering required content in math, science, English, and social studies to earn credits toward high school graduation while simultaneously developing literacy skills. Literacy Advantage courses are based on the most current research in adolescent literacy and best practices for instruction and intervention. Each semester course offers 60–80 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Struggling readers may also be assigned to the Reading Plus program. Mathematics interventions and resources may also be assigned to address the needs of students struggling with math. A detailed description of these programs can be found below.

[3] Core Courses. Focused on building essential skills and content knowledge, Apex Learning Core Courses are designed to support success for both struggling and mainstream high school students. Rich graphics, engaging multimedia, hands-on interactivity, video, and audio tracks provide support for those reading below grade level and address different learning styles for all students. Robust scaffolding in the form of annotated readings, study sheets, and graphic organizers assists all learners in making consistent progress through coursework. Each semester course offers 70-90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Information is presented in small, manageable ‘chunks’ that require students to make decisions as they navigate through the content. Strict attention is given to keeping sentence and paragraph length short in accordance with online reading habits and readability principles. Images, sound tracks, short movies, animations, charts, and graphs integrated throughout the text provide alternative representations and address different learning styles. Prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn as they progress through a subject. Rollover vocabulary provides important assistance to students who may otherwise be held back in their learning due to their reading level. Math online manipulatives (e.g., graphing tool or number line tool) provide hands-on opportunities for students to master difficult concepts. Extensive use of audio and video that are controllable by the student bring learning to life in a way that no text-based curriculum can. Apex software has online Spanish audio support for mathematics courses.

In addition, online courses integrate writing across the curriculum by offering opportunities for students to explain key concepts in their own words and to respond in writing to discussion prompts. In the core English courses offered by Apex, students write one short composition in each unit and receive step-by-step writing process assistance to support their success and skill development in writing. Across the curriculum, core content students can expect to find scaffolding in constructive activities to guide their success.

Assessment is embedded throughout the learning process. The emphasis is on computer-graded assessments. Diagnostic assessments included for each unit can be used as a pre- or a post-test to gauge a student’s level of knowledge and understanding. Individual study plans generated based on performance on the diagnostics outline a personalized learning path for every student. Computer-graded quizzes integrated throughout the instructional content give students and teachers immediate feedback on an ongoing basis. Students are required to demonstrate what they have learned through computer-graded unit tests and semester exams.

Core courses include optional teacher-graded summative assessments that can be used to evaluate higher-order and critical thinking skills. English courses include multiple teacher-graded writing assignments as well as teacher-graded semester exams that are important components in the evaluation of a student’s writing ability.

[4] Honors (College Prep) Courses. Apex Learning Honors Courses are designed to meet the needs of highly motivated students who want to build advanced skills and content knowledge in preparation for undergraduate study. Placement in Honors (and Advanced Placement) classes will be determined by Assistant Principal’s review of student’s academic history upon enrollment, the student’s goals, recommendations of teachers or other staff who identify students with potential for more advanced coursework, and teachers’ and Assistant Principal’s progress monitoring meetings with the student.

Honors courses place students in a college preparatory track that frequently culminate in Advanced Placement coursework. Courses target students who are reading at grade level or above and who are fully prepared for high school coursework. Each semester course offers 90-120 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Courses include a variety of activities that challenge students to explore further, extend their understanding, think critically, apply skills and concepts to new situations, and develop and express their points of view. Students are actively engaged in learning as they read, watch, listen, inquire, write, discuss, explore, and manipulate objects and data.

Formative and diagnostic assessments integrated throughout the curriculum provide frequent opportunities to gauge student progress on an ongoing basis. Students are required to demonstrate what they have learned with summative assessments at the end of each unit and semester. Objective, computer-graded assessments, such as multiple-choice, fill-in-the-blank, and true-false, give immediate feedback to students and teachers. In addition, comprehensive courses make extensive use of more subjective open-ended, teacher-graded testing tools to evaluate higher order and critical thinking skills. Teacher-graded assessments include essay questions, research assignments, mathematical proofs, scientific inquiry, and application of skills and concepts.

[5] Advanced Placement (AP) Courses. Authorized by the College Board AP Course Audit, Apex Learning online Advanced Placement Courses are designed to meet the higher education expectations of a college-level course and prepare students to demonstrate college-level achievement through success on the AP exams. Courses target highly-motivated students who are reading at grade level or above and who have a track record of success in high school coursework. Each semester course offers approximately 120 hours of direct instruction and integrated formative, summative, and diagnostic assessment.

[6] Exam Preparation Courses. Even the most accomplished students can benefit from targeted preparation in advance of high stakes exams. The School will provide interventions and tutoring to help prepare students for meeting state assessment standards. Intervention and tutoring lessons will be aligned to the state's test blueprint, including the Common Core Assessments or other state required assessments.

Advanced Placement (AP) Exam Review is an online study resource that prepares students for the AP exams.

A complete course list with course descriptions is provided in Attachment K.

(c) Alignment with State Standards

The content of each Apex Learning course is fully aligned with Florida's Next Generation Sunshine State Standards (NGSSS) (See Attachment I). The alignment to the Common Core State Standards (CCSS) is in progress.

(2) Reading and Math Curricula

It is likely that some, if not many, of the School's students will struggle with language in some way. Some may be English Language Learners, some may have reading difficulties, and yet others may have a limited vocabulary. To focus on and address language and reading development, teachers will receive professional development in the areas of ESOL strategies, vocabulary development, use of word walls, integration of writing, and other language development related strategies. Technology-enhanced tools and resources will be used along with print resources to provide a text rich environment for students and a Reading Teacher will work with students as identified through the MTSS process on developing fluency, vocabulary, comprehension, and any other reading gap. Reading curricula will be delivered in classrooms, in one-on-one

sessions, small groups, and via the use of Reading Plus, MindPlay Virtual Reading Coach (MVRC), or other approved reading software.

Reading Plus is an online reading intervention system aligned to the NGSSS that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. Reading Plus was chosen because of its ability to differentiate instruction and pinpoint student needs. It uses an online placement test to place students within the program in one of fourteen (14) levels. The readability of these levels ranges from elementary through college level reading.

Reading Plus can remediate students who are moderately behind in reading as well as accelerate reading growth for students who are on grade level. The program picks up where phonics and oral reading instruction leave off, providing rapid, sustainable and deep vocabulary, comprehension, and silent reading fluency gains. Reading Plus helps to develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension. It has been shown that most students increase one reading level every forty (40) sessions in the program. Students will spend approximately forty-five (45) minutes a day in Reading Plus until they complete the college reading readiness levels of the program. Each classroom will have a specific 45-minute period for Reading Plus usage during the four-hour session. The reading teacher along with the advisory teacher will monitor students' usage, review students' data, review students' monitoring sheets and progress graphs, and intervene as needed. Because Reading Plus increases silent reading fluency, vocabulary, and comprehension, students may also use it as an SAT/ACT and state assessment preparatory program.

Students who come to the School reading at or below a fifth grade level need a more intensive approach to increasing reading skills, therefore, instead of being enrolled in Reading Plus, they will be enrolled in MindPlay Virtual Reading Coach (MVRC). The MVRC program:

- o Is one of the most technologically advanced programs for teaching reading to second language learners, special education students, and students likely to dropout.
- o Is based on an approach of explicit, sequenced, and scaffolded instruction and teaches basic skills such as phonics, phonetic rules, grammar, reading comprehension, vocabulary, and reading fluency.
- o Uses instructional software which enables the learner to receive individualized instruction with a syllabus and learning path created especially for them.
- o Provides online coaches who teach through direct instruction with immediate feedback and error correction procedures with a multitude of practice activities.
- o Is especially effective with second language learners with no English reading skills and low performing students with disabilities.

Best practice has clearly demonstrated the importance of multisensory activities in effective instruction. Instruction and practice in MVRC includes auditory, visual, tactile, and kinesthetic components. Providing these components increases a student's neuronal connections, and mastery of content is achieved. Progress through the program is controlled by the student's performance in the activities. The pre-test only assigns lessons the student needs.

MVRC uses instruction and activities to help students master core educational concepts. Grouping of the components: Phonemic Awareness, Phonics, Grammar & Meaning, Fluency and Comprehension, and Vocabulary, and the skills addressed in each, constitute the MVRC curriculum. Mastery of skills is verified by MVRC and advancement or regression in the curriculum is managed automatically.

Although the curriculum is ordered and intended for the student to complete sequentially, MVRC will consistently exclude or reassign curriculum skills based on assessments and performance. Reports are available through MindPlay Manager for the Diagnostic Assessment as well as for the individual components.

Supplementary online mathematics programs, such as Ascend Math, will be used to serve as an intervention to improve student mathematics performance. Ascend Math is a catalyst that will motivate students to succeed by delivering instruction at individual levels to build math skills faster and close math gaps. Ascend utilizes web-based technology to address student needs one student at a time.

Ascend goes beyond drill and practice. Ascend identifies gaps and then guides students through differentiated instruction, interactive activities, and practice in order to fill in these skill gaps and bring students back to grade level. Automated features that target individual math gaps mean that students can better understand and take ownership of their learning initiatives, thereby increasing the impact on their math success. Additionally, Ascend's automated tracking of student performance provides built-in and easy to access accountability reporting tied to the NGSSS.

The School may also use Apex Learning Tutorials with lessons aligned to the Common Core State Standards in subjects that include but are not limited to: English 9, 10, 11 and 12; Algebra I; Geometry; and Algebra II. With content developed specifically for the standards, tutorials in math and English language arts offer direct instruction, practice, review, and assessment to build the required knowledge and skills. Each unit has a diagnostic pre-test that identifies which learning objectives a student has mastered and which require additional focus. Based on pre-test results, an individualized learning plan directs each student to the relevant content modules. The post-test for each unit assesses student knowledge and serves as a tool for teachers to evaluate student progress against the standards. Tutorials may be used to enhance initial instruction, provide targeted intervention and/or ensure that students are meeting the expectations of the standards.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum and software, the School will continuously review the curricula used and the research and development of new software options that may become available. The Board and school administrators will remain open to selecting and replacing these planned curricula with more appropriate options in the future.

(3) Personal, Social, and Career Development Curriculum

In addition to the core academic content, the Schools will deliver an expansive personal, social, and career development curriculum designed to help students refine social skills, develop financial literacy, evaluate aptitudes and interests, and plan for postsecondary success. Direct instruction lessons by teachers will include interactive discussions and activities involving collaborative problem solving, respectful listening, effective communication, cooperative learning, and responsible decision making.

The personal, social, and career development curriculum resources may include, but are not limited to:

- o *School-Connect®* Social Emotional Learning curriculum

School-Connect®: Optimizing the High School Experience is a 40-lesson curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and teachers. The program consists of four modules, based on the Social and Emotional Learning Competencies identified

by researchers²⁸ as critical to success in school, the workplace, and life in general: social awareness, self-awareness, self-management, relationship skills, and responsible decision making.

- o Bridges/Choices Career Planning software

Bridges/Choices is web-based software that provides students with the opportunity for career and college exploration and planning. Students will prepare electronic portfolios that they will be able to access for three (3) years following graduation.

- o TestGEAR

TestGEAR provides student practice on college entrance exams, e.g., SAT, ACT. This online learning system adapts to students' needs targeting their weaknesses in helping them to build necessary skills. It also introduces test-taking strategies and builds confidence so students can walk into their exams feeling well prepared. Reports track and evaluate student performance and indicate where students need to improve allowing for intervention and data-driven instruction.

- o Federal Deposit Insurance Corporation (FDIC) Money Smart software

FDIC Money Smart is a comprehensive financial education curriculum designed to help low- and moderate-income individuals enhance their financial skills. Research shows that the curriculum can positively influence how consumers manage their finances, and these changes are sustainable in the months after the training.

The FDIC Money Smart for Adults instructor-led curriculum consists of eleven (11) training modules that cover basic financial topics. Topics include a description of deposit and credit services offered by financial institutions, choosing and maintaining a checking account, spending plans, the importance of saving, how to obtain and use credit effectively, and the basics of building or repairing credit.

Each of the eleven (11) modules is structured in an identical manner and includes:

- o A comprehensive, fully scripted guide for instructors. The guide includes everything necessary to start teaching the program, including easy to follow cues, script, and interactive class exercises.
- o Overhead slides in PowerPoint and PDF format.
- o A take-home guide for participants that includes tools and information that participants can use independently after completing a module.

The FDIC's Money Smart for Young Adults curriculum helps youth ages 12-20 learn the basics of handling their money and finances, including how to create positive relationships with financial institutions. Equipping young people in their formative years with the basics of financial education can give them the knowledge, skills, and confidence they need to manage their finances once they enter the real world.

Money Smart for Young Adults consists of eight (8) instructor-led modules. Like Money Smart for Adults, each module includes a fully scripted instructor guide, participant guide, and overhead slides. The materials also include an optional computer-based scenario that allows students to complete realistic exercises based on each module.

²⁸ For example, Payton, J.W., Wardlaw, D.M., Graczyk, P.A., Bloodworth, M.R., Tompsett, C.J., & Weissberg, R.P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 70(5), 179-185

Modules range from 90-110 minutes if taught in their entirety. However, the content is layered so that it can be taught in two (2) (or more parts). To help an instructor tailor the modules to the needs of the audience, the front of each module includes a matrix or Layering Table to delineate the module's components. The matrix will assist an instructor in presenting material responsive to the needs of the target audience within the available time frame.

(5) Course Offerings

The table below lists the courses from the variety of curricula to be used at the School that may be offered to students.

Florida High School for Accelerated Learning Course Offerings

Course Name	Florida Course Code	Credits
Advanced Algebra w/Financial Apps	1200500	1
Advanced Reading	1108320	.5
Algebra 1 Credit Recovery	1200315	1
Algebra 2 Credit Recovery	1200335	1
Algebra I	1200310	1
Algebra I Honors	1200320	1
Algebra II	1200330	1
Algebra II Honors	1200340	1
American Government	2106310	.5
American Government Honors	2106320	1
American History	2100310	1
American History Honors	2100320	1
AP Biology	2000340	1
AP Calculus (A-B)	1202300	1
AP Chemistry	2003370	1
AP English Language and Composition	1001420	1
AP English Literature and Composition	1001430	1
AP Macroeconomics	2102370	.5
AP Microeconomics	2102360	.5
AP Physics B	2003420	1
AP Psychology	2107350	.5
AP Spanish Language and Composition	0708400	1
AP Statistics	1210320	1
AP U.S. Government and Politics	2106420	.5
AP U.S. History	2100330	1
Applied Communications I, II, and III	1001460, 1001470, 1001480, 1001490	
Art Appreciation	0100310	.5
Art History A	0100330	.5
Biology Credit Recovery	2000310	1
Biology I	2000310	1
Biology I Honors	200320	1
Career Education 9-12	7921330	1
Career Experiences	7980120	1
Career Placement	7980130	1

Course Name	Florida Course Code	Credits
Career Preparation	7980110	1
Chemistry Credit Recovery	2003345	1
Chemistry I	2003340	1
Chemistry I Honors	2003350	1
Creative Writing	1009320	.5
Earth Science	2001310	1
Earth Science Honors	2001320	1
Economics	2102310	.5
Economics Honors	2102320	1
English 1	1001310	1
English 1 Honors	1001320	1
English 2	1001340	1
English 2 Honors	1001340	1
English 3	1001400	1
English 3 Honors	1001380	1
English 4	1001370	1
English 4 Honors	1001410	1
English 4: College Prep	1001405	1
English I Credit Recovery	1001315	1
English II Credit Recovery	1001345	1
English III Credit Recovery	1001375	1
English IV Credit Recovery	1001402	1
English Skills I (A)	1001310	.5
English Skills I (B)	1001310	.5
Executive Internship I, II, III, IV	0500300, 0500310, 0500320, 0500330	1
Exploratory Education	7980010	1
French I	0701320	1
French II	0701330	1
Geometry	1206310	1
Geometry Credit Recovery	1206315	1
Geometry Honors	1206320	1
Health – Life Management Skills	0800300	.5
Health Opportunities through Physical Education (HOPE)	1506320	1
Intensive Language Arts	1000400	1
Intensive Mathematics (elective credit only – will not be used towards 4-math credit requirement)	1200400	1
Intensive Reading	1000410	1
Intensive Science	2000300	1
Leadership Skills Development	2400300	1
Learning Strategies	7963080	1
Liberal Arts Math	128300	1
Life Choices	8500130	1
Math for College Readiness	1200700	1
Math for College Success	1200410	.5

Course Name	Florida Course Code	Credits
Multicultural Studies	2104600	.5
Parenting Skills	8500300	1
Personal Fitness	1501300	.5
Personal School Career Development I, II, III, IV -	0500500, 0500510, 0500520, 0500530	1
Physical Education	1501310	.5
Physical Science	2003310	1
Physical Science Honors	2003320	1
Physics	2003300	1
Pre-Algebra (HS credit can be earned for this course as an elective only)	1200300	1
Precalculus	1202340	1
Precalculus Honors	1202350	1
Probability and Statistics	1210300	.5
Psychology	2107300	.5
Reading 1	1008300	1
Reading 2	1008310	1
Reading 3	1008330	1
Reading for College Success	1008350	.5
Skills for Health	0800300	.5
Social Media 1	1006375	.5
Sociology	2108300	.5
Spanish I	0708340	1
Spanish II	0708350	1
Spanish III	0708360	1
U.S. and Global Economics	2102310	.5
U.S. and Global Economics Honors	2102320	.5
U.S. Government and Politics	2106310	.5
U.S. Government and Politics Honors	2106320	.5
U.S. History	2100310	1
U.S. History Honors	2100320	1
U.S. History Since the Civil War	2100310	1
U.S. History Since the Civil War Honors	2100320	1
U.S. History to the Civil War	2100310	1
U.S. History to the Civil War Honors	2100320	1
US and Global Economics Credit Recovery	2102315	1
US Government Credit Recovery	2106320	1
US History Credit Recovery	2100315	1
Vocational/Experiential Education Work Experience I, II, III	8301600, 8301610, 8301620	1
Voluntary Public Service	0500370	.5
World Cultural Geography	2103300	.5
World History	2109310	1
World History Credit Recovery	2109315	1
World History Honors	2109320	1

Course Name	Florida Course Code	Credits
World History Since the Renaissance	2109310	1
World History Since the Renaissance Honors	2109320	1
World History to the Renaissance	2109310	1
World History to the Renaissance Honors	2109320	1
Writing and Grammar Essentials	1009300	.5
Writing for College Success	1009370	.5

The School's curriculum and instructional strategies are designed to meet the needs of all our students and provide a rigorous and relevant curriculum that is technology-enhanced, mastery-based, and individualized for success.

4.B. DESCRIBE THE RESEARCH BASE AND FOUNDATION MATERIALS THAT WERE USED OR WILL BE USED TO DEVELOP THE CURRICULUM.

The School's primary curricula have been selected based the quality of the programs and evidence of effectiveness with our target population. All of these curricula have documented evidence demonstrating student success as elucidated below.

(1) Apex Learning

Apex Learning was selected because it has been recognized by the National Dropout Prevention Center as a comprehensive dropout prevention, intervention, and recovery/re-entry program with promising results.

Apex Learning has used sound research to guide the development of the Apex curriculum. Using the most recent research on acquiring knowledge and thinking skills, characteristics of learners, and assessment and feedback, the Apex curriculum effectively provides students with access to both the content and tools needed to be successful learners²⁹. For example,

...the learning sciences offer a time-tested base of research and practice on how people learn and how to design instruction so that students build knowledge modeled on the characteristics of expert knowledge. Second, students learn more when information in multiple media is presented to them in ways that reduce unnecessary cognitive effort, facilitate processing of essential information, and maximize processing potential. These knowledge-centered elements contribute to learning with understanding and the goal of adaptive expertise (Moore & Baer, p. 6).

In response, Apex Learning has designed lessons that engage students in challenging activities that increase in depth and are supported by many examples that allow students to use and apply factual knowledge. As students work, a variety of instructional strategies such as predictions, advance organizers, and questions elicit prior knowledge upon which to build new knowledge. Further, multimedia presentations of information pique students' interest and lead to deeper understandings.

The effectiveness of the Apex's research-based curriculum is evident. Recently, Empirical Education, Inc. completed two studies of the effects of Apex curriculum on students at a charter high school in Ohio. One study sought to answer the following questions, "(1) What are the determinants of achievement and dynamics

²⁹ Moore, A. & Baer, T. (2010) Research put into practice: Apex learning curriculum and pedagogy. Seattle, WA: Apex Learning.

of growth for students using Apex Learning courses in Life Skills Centers? (2) How is student growth or achievement on math, science, or ELA assessments related to the students' quality of work metrics that the Apex Learning system tracks?" (p. 1)³⁰. Researchers found that "...increased time spent in Apex Learning courses is associated with higher assessment scores..." (p. 1) and there is a "...positive relationship between Apex Learning digital curriculum usage and performance on math, science, or ELA assessments" (p. 3).

The second study³¹ sought to answer the following question: Is the reading growth or achievement of students using Literacy Advantage courses the same or greater than that of comparable students in Apex Learning core courses? Researchers concluded that

...students using Literacy Advantage perform better on the reading assessment than those that do not use Literacy Advantage, although the exact nature of this relationship changes depending on student pretest scores. Students with low pretest scores, below 2641, benefited from Literacy Advantage courses. This is consistent with Literacy Advantage's goal of supporting struggling readers. Based on the p values, there is reason to have confidence in these results (p.3)

(2) Reading Plus

Reading Plus® has one of the most extensive documentations as to the effectiveness of its technology-delivered reading improvement techniques, especially in the area of silent reading fluency development. Beyond the pedagogical considerations observed in Reading Plus®, there is an array of studies dating back to the 1930s, when Earl A. Taylor initiated the first reading instrument training technique to develop fluency in silent reading. The studies continued through the 1960s and into the 1980s with the introduction of the Controlled Reader, Guided Reader, Tach-X, and Tach-Mate tachistoscopes by Stanford E. Taylor.

Taylor Associates studied the records of over 300 schools and the reports on 65,000 students during the school years of 2005-2007, facilitating the creation of Reading Plus® 3.6, which contains an automated system of instruction, provisions for scaffolding of instruction to best accommodate individual student needs, ongoing formative and summative assignments, as well as many motivational measures that will maximize student progress toward developing reading proficiency.

Numerous studies conducted with Reading Plus® demonstrate the system's effectiveness in developing reading proficiency in elementary, middle school, and high school students. A recent study involving more than 28,000 students supported the following outcomes:

- o Reading Plus® significantly improved reading scores in middle school and high school students regardless of student ethnicity or sub-population.
- o A direct correlation was observed between the number of Reading Plus® lessons completed and gains achieved.
- o Participating Exceptional Student Education (ESE) students (both non-gifted and gifted) made significantly greater gains compared to non-participating students.

³⁰ Empirical Education, Inc. (2012). Ohio life skills centers: A study of Apex Learning and student achievement. Palo Alto, CA: Empirical Education, Inc.

³¹ Empirical Education, Inc. (2012). Ohio life skills centers: A study of Literacy Advantage and student reading achievement. Palo Alto, CA: Empirical Education, Inc.

- o Participating English Language Learner (ELL) students made significantly greater gains compared to non-participating students.

In a recent study of students in grades 4 through 10³², results indicated that students participating in the program for a minimum of 40 or more lessons over approximately six months made significantly greater gains on both the criterion-referenced and norm-referenced reading tests that are part of the Florida Comprehensive Achievement Test (FCAT) than students who did not participate in the program. A total of 16,143 students from grades 4 through 10 in 23 schools in Regions II and III in the Miami-Dade County School System participated in the study.

Prescott High School in Prescott, AZ, is one of nine schools involved in the longitudinal component of the national research project being conducted by Dr. John Shelley-Tremblay of the University of South Alabama (2007). This portion of the study includes students ranging from Grade 9 through Grade 11. Over 70% of the students reported on thus far exceeded the expected Lexile growth for the period covered in this lay analysis, with the vast majority doubling and tripling the expected increase. The expected increase for the period is approximately 44 Lexile points; the average increase among the students reviewed was 105 Lexile points. Lexile points are equal-unit measures and, therefore, can be used for comparison. Within the Reading Plus® programs, the students increased their Guided Reading™ rate by an average of 115 words per minute while maintaining reasonable comprehension. The students also increased how efficiently they read overall.

A collaborative study³³ was conducted between August 2003 and December 2003 and involved 82 students in the ninth and tenth grades who were defined as struggling readers. Forty-four treatment-group students were assigned to Reading Plus® and Lexia S.O.S. programs (average time 541.6 minutes), and thirty-eight control-group students were assigned to intervention reading classes (average time 747.4 minutes). Pre- and post-tests used to determine student gains were from the Gates MacGinitie Reading Test, Lexia Comprehension Reading Test, Visagraph Reading Rate Grade Level Equivalent (GLE), and Visagraph Reading Rate with Comprehension.

While the control group showed no significant gains on the Gates Test, the treatment group made statistically significant gains ($p < .05$) from pre-test scores of 22.5 to post-test scores of 25.8. Although both groups showed improvement at the significant level on the Lexia Test, the treatment group having access to Reading Plus® made significant gains on the Visagraph GLE (5.1 to 6.5) and Reading Rate (168.4 to 182), while the control group made no measurable gain.

A study conducted at a high school in California also showed positive results. A total of 182 high school students from Golden West High School in Visalia, CA, participated as part of a national study evaluating the effectiveness of Reading Plus®³⁴. Those in the treatment group considered in the final analysis received at least 40 sessions of Reading Plus®, which included PAVE™, Word Memory™, Cloze Plus™, Reading Around Words™, and Comprehension Power™, and at least 30

³² Rasinski, T., Samuels, S.J., Hiebert, E., & Petscher, Y. (2011). The relationship between a silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. *Reading Psychology*, 32(1), 75-97.

³³ Maycumber, Evelyn, M. Reading Plus® Research Study at Dixie High School in Cross City, FL, 2003-2004. Unpublished study conducted by North East Florida Educational Consortium's Foundation for Rural Excellence (NEFEC) and Educational Learning Systems, Inc. Cited by Florida Center for Reading Research in review of Reading Plus®, www.fcrr.org, January 2006

³⁴ Shelley-Tremblay, John, & Authalet, Ann. "Reading Plus® National Research Project; Golden West High School Study Overview 2005-2006." Preliminary report of a controlled study involving high school students, March 2007 cited in Taylor and Associates (2009). *Reading plus: Response to intervention*. Huntington Station, NY: Taylor and Associates/Communications, Inc.

lessons in Guided Reading™. The control group used a literature book by McDougal Littell and both groups spent equal time in reading instruction.

The results show that the treatment-group students, who were shown to be low achievers, made a significant improvement in reading ($p=.012$) over the control group after pre- and post-testing on the Gates-MacGinitie Reading Tests. The treatment group also showed substantial improvement in visual/functional and perceptual skills after pre- and post-testing with the Visagraph®, with an average two-year grade-level gain and fewer fixations and regressions. Reading rate was also shown to have substantially increased in both Visagraph® recordings and in Part B of Guided Reading™. The control group's gain was slight, with an average half-year grade-level gain and little improvement in reading rate, fixations, and regressions.

(3) MindPlay Virtual Reading Coach

Dr. Joyce Serido and Dr. Wilhelm from the University of Arizona examined the effects of a reading intervention comprised of MindPlay's Reading Coach and a complementary software product³⁵. The results of the study provide empirical support that MindPlay intervention made a statistically significant difference in the reading achievement of students in the treatment group compared to students in the control group. Specifically, treatment students improved their phonics and phonemic awareness skills more rapidly and to a higher level than did students in the control group. In addition, students who completed the intervention had statistically significant gains on five of the six measured reading skills compared to control students and treatment students who did not complete the intervention. A similar pattern of results emerged for English Language Learners (ELL) who completed the intervention.

(4) TestGEAR

TestGEAR, a web-based test preparation program, is aligned to state standards and provides students with over fifty (50) hours of individualized curriculum in math and reading. Students will be able to access Test GEAR from any computer workstation with Internet access as they prepare for standardized tests to include Common Core Assessments, end-of-course exams and ACT and/or SAT. The School's teachers will use the accountability reporting tools to track and evaluate students' performance in the program, allowing them to provide targeted, data-driven instruction for individual and small-group test preparation. Several recent studies³⁶ have found that the greatest short-term benefits of targeted instruction on test preparation were associated with participation in commercial test preparation courses and test preparation workshops using test preparation computer software programs like TestGEAR.

A fifteen-week study involving 100 students and four high schools in New York City examined TestGEAR's ability to improve SAT scores³⁷. Gains for these students completing the TestGEAR for SAT online course showed: 1) average overall SAT score gain of 89.09 points; 2) average verbal component score gain of 21.82 points; and 3) average math score gain of 62.27 points. In Palm Beach County, Florida, students in four high schools used TestGEAR online courses in school to prepare for the Florida Comprehensive Assessment Test (FCAT). FCAT achievement for 248 students who completed two math and two reading practice tests as part of their online course resulted in reading scores increasing by 16.5% and math scores increasing by 12.56%. One school saw math scores rise by 32.4%.

³⁵ http://mindplay.com/wp-content/uploads/2012/03/Serido-Wilhelm_MRC_FLRT.pdf

³⁶ ACT, Inc. (2004). *ACT high school profile report: HS graduating class 2004*. Iowa City, IA: Author; Briggs, D. C. (2001). The effect of admissions test preparation: Evidence from NELS-88. *Chance*, 14(1), 10–18.

³⁷ *Test Preparation*, retrieved from

http://www.bridges.com/us/prod/serv/testgear_college/more/catlg/Bridges_2009TestPrep_EvidenceofEffectiveness.pdf

(4) School Connect

School-Connect®: Optimizing the High School Experience is a 40-lesson curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and teachers. The program consists of four modules, based on the Social and Emotional Learning Competencies identified by researchers³⁸ as critical to success in school, the workplace, and life in general: social awareness, self-awareness, self-management, relationship skills, and responsible decision making. Direct instruction lessons by teacher advisors include interactive discussions and activities involving collaborative problem solving, respectful listening, effective communication, cooperative learning, and responsible decision making.

One of the major goals of *School-Connect®* is to increase students' sense of belonging and connectedness to their school. School-connectedness affects learning, and students who feel connected to their school and their teachers are more likely to attend class, enjoy school, and perform well academically. Conversely, those who feel anonymous, unsafe, or unsupported at school are more likely to disengage both socially and academically. Research on school engagement, culture and climate, resiliency and efficacy bears this out:

- o By high school, over 40% of students become chronically disengaged from school³⁹.
- o A survey of high school dropouts found top reasons for not finishing school were: a lack of connection to school, feeling bored and unmotivated, academic challenges, and real-world events⁴⁰.
- o School culture affects *all* students. Many intellectually capable students under-perform to avoid peer rejection, while other students act out to gain peer support⁴¹.
- o School-connectedness is an important protective factor against emotional distress, violence, substance use, academic apathy, and dropping out⁴².

School-Connect® reports anecdotal evidence of the impact of the program. After using *School-Connect®* in a school district in Harrisburg, Pennsylvania, a teacher at one of the high schools reported noticing change in students after one month of implementation⁴³.

We have been running your program for a month and I have seen some amazing things with it. Prior to teaching this program in our Affective Skills Classroom, we were teaching anything we could get our hands on and the kids absolutely hated it. I have noticed a huge difference in our students with this program. They are more actively involved and they are really opening up.

The impact on students was still evident two and a half (2 ½) years after initial implementation.

Shrader also likes the connection with academics. He proudly displays laminated, two-page essays on perspective taking written by students who previously would have supplied only one or two

³⁸ For example, Payton, J.W., Wardlaw, D.M., Graczyk, P.A., Bloodworth, M.R., Tompsett, C.J., & Weissberg, R.P. (2000). Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. *Journal of School Health*, 70(5), 179-185.

³⁹ Steinberg, L.D., Brown, B.B., & Dornbusch S.M., (1996). Beyond the classroom: Why school reform has failed and what parents need to do. New York, NY: Simon and Schuster.

⁴⁰ Bridgeland, J.M., Dilulio, J.J., Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation. Seattle, WA: The Bill & Melinda Gates Foundation.

⁴¹ Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008) Another look at the achievement gap: Learning from the experiences of gifted black students. *Urban Education*, 43(2), 216-239.

⁴² Resnick, M.D., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., Jones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Bearinger, L.H., & Udry, J.R. (1997). Protecting adolescents from harm: Findings from the national longitudinal study on adolescent health. *Journal of the American Medical Association*, 278, 10, 823-832.

⁴³ <http://school-connect.net/central-dauphin.html>

sentences. He credits the program's Literature Links, Culminating Projects, and focus on real-life experiences with igniting student interest and self-expression.

Another high school in Los Angeles Unified School District in Northridge, California reported similar results after using *School-Connect*®⁴⁴.

When students come in they're not necessarily used to such intense social and emotional training that comes with School-Connect. Then as time goes on the atmosphere becomes more and more supportive, friendly, open, enriched. The students start supporting one another. They're quiet and they want to listen to one another...Then they're able to connect that to academics and everything becomes better for them.

(5) FDIC Money Smart

The Federal Deposit Insurance Corporation (FDIC) developed *Money Smart* to help young adults outside the financial mainstream build financial knowledge and develop positive relationships with financial institutions. *Money Smart*, piloted in early 2001 in the Washington, D.C., area, was distributed throughout the United States later that year.

A longitudinal study conducted by FDIC in cooperation with NeighborWorks America⁴⁵, showed that financial education changes attitudes and behaviors and can result in enhanced financial literacy (i.e., confidence about basic money management skills, confidence about personal finances and improved creditworthiness). Results also indicated that financial education results in some consumers establishing or strengthening relationships with financial institutions. For example, after completing the *Money Smart* program, results for those in this study who completed this curriculum showed that:

- o 43 percent without a checking account opened a checking account;
- o 37 percent without a savings account opened a savings account;
- o 69% reported an increase in their savings; and
- o 55% indicated they "always paid bills on time," up from 43% before taking the course.

(6) Bridges/Choices Career Planning

Bridges/Choices is web-based software that provides students with the opportunity for career and college exploration and planning. Supported by supplementary direct instruction by the Career Coach, the Bridges/Choices program will assist student in:

- o Creating awareness of post secondary options
- o Exploring possible career pathways
- o Reviewing available postsecondary and career information
- o Clarifying interests, values, and skills through assessment
- o Reflecting upon experiences
- o Relating education and training options to occupational goals
- o Consulting with knowledgeable people in the field of interest
- o Formulating plans for postsecondary transition
- o Making decisions and refining plans
- o Creating an online portfolio

⁴⁴ <http://school-connect.net/northridge-academy.html>

⁴⁵ Federal Deposit Insurance Corporation, (2007). *A Longitudinal Evaluation of the Intermediate-Term Impact of the Money Smart Financial Education Curriculum Upon Consumers' Behavior And Confidence*. Washington, D.C.: FDIC. Retrieved from http://www.fdic.gov/bank/analytical/quarterly/2007_vol1_2/site/2007_summer01.html

Results of a two-year evaluation of the Bridges/Choices curriculum⁴⁶ revealed significant increases in students' confidence level and efficacy in the areas of (a) Career Planning and Exploration, (b) Educational and Vocational Development, and (c) Self-Knowledge. Furthermore, upon conclusion of the Bridges/Choices program, students reported increased confidence in exploring and planning for careers, engaging in job preparation and leisure activities, understanding the relationship between gender and course / job selection, planning for school and beyond, learning from friends and others about high school, and improving study and learning skills.

There is an abundance of research on the value of career preparation and intervention. Several studies⁴⁷ have found that career classes, workshops, and structured groups are useful interventions that produce a variety of documented outcomes. Outcomes studied include factors related to career decision-making such as appropriateness of choice, certainty/decidedness, and decision-making skills and factors related to effective role functioning such as attitude, career maturity, and self concept. Students who have an awareness of how education relates to their career aspirations are more likely to display higher levels of engagement and achievement in school. Blustein⁴⁸ cites two meta-analyses and three specific studies that document academic gains from career exploration interventions. Hughes et al.⁴⁹ identify several studies that demonstrate that career interventions enable students to define their career interests and goals for the future which lead to a shortened pathway to primary labor market for young workers. Dykeman et al.⁵⁰ posit that career interventions lead to increased academic efficacy and motivation, two variables that are known to be related to improved academic achievement.

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 FOR STUDENTS READING BELOW GRADE LEVEL.

Reading is a critical portion of every education system, and literacy and reading for information create the basic foundation for all areas of learning. Therefore, the School's educational program will utilize curriculum that has substantial focus in these areas. The School will adhere to the specifications set forth by, and take

⁴⁶ Carey, J. & Kosine, N. (2006). *Evaluation of the Impact of Proactive Schools Curriculum National Center for School Counseling Outcome Research*. Retrieved from

<http://www.bridges.com/us/training/resnwhitepapers/Proactive%20Schools%20Final%20Report.pdf>

⁴⁷ Peterson, G., Long, K., and Billups, A. (2003). How do career interventions impact the educational choices of eighth grade students? National Center for School Counseling Outcome Research. Retrieved Aug.25, 2003, from <http://www.umass.edu/school-counseling/ResearchBrief1.2.pdf>; Reed, C., Lenz, J., Reardon, R., Leierer, S. (2000). Reducing negative career thoughts with a career course. The Center for the Study of Technology in Counseling and Career Development. Retrieved Aug.25, 2003, from <http://icdl.uncg.edu/ft/091001-02.html>; Spokane, A. & Oliver, L. (1983). The outcomes of vocational intervention. In Osipow, S., & Walsh, W. (Eds.), *Handbook of vocational psychology*, 2. Hillsdale, NJ: Erlbaum. ; Whiston, S.C., Sexton, T.L. & Lasoff, D.L. (1998). Career intervention outcome: A replication and extension of Oliver and Spokane. *Journal of Counseling Psychology*, 45, 150-165. ; Whiston, S.C., Brecheisen, B.K., & Stephens, J. (2003) Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, 62, 390-410.

⁴⁸ Blustein, D. (2002). The relationship between career development and educational development: A selected review of the literature. Boston College.

⁴⁹ Hughes, K., Bailey, T., & Mechur, M. (2001). School-to-work: Making a difference in education. New York: Institute on Education and the Economy.

⁵⁰ Dykeman, C., Wood, C., Ingram, M., Gitelman, A., Mandsager, N, Chen, Meng-Yin, Herr, E.L. (2003). Career development interventions and academic self-efficacy: A pilot study. St. Paul: National Research Center for Career and Technical Education.

full advantage of, the myriad resources available from the Just Read, Florida! initiative. For example, the School will utilize the framework described in the *Reading Program Specifications*⁵¹ for developing a highly-effective reading program for the school. The components are as follows:

- o Comprehensive Initial Professional Development
- o Professional Development for All Staff
- o Ongoing Professional Development
- o Professional Development to Impact Change
- o Professional Development Lead by School-site Expertise
- o Reading as a School-wide Priority
- o In-service and Evaluation Processes Focus on Reading
- o Resource Focus on Reading Achievement
- o Student Learning in Essential Reading Components
- o Efficient Use of Instructional Time
- o Systematic Set of Assessment Practices
- o Differentiated Instruction
- o Materials and Resources Aligned with Student Reading Levels
- o Comprehensive Instructional Materials
- o Wide Assortment of Diverse Text
- o Flexible Use of Text
- o Appropriate Integration of Technology

Upon entering the School's program, students will be tested and placed in an appropriate initial reading level. The School's academic program is highly personalized so that all students' needs may be met and all provided the opportunity to realize their full potential. This individual approach begins at enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN), a criterion-referenced measure of English and math skills or other approved diagnostic assessment. GAIN is a ninety (90) minute diagnostic assessment of basic literacy and numeracy to more advanced skills taught in secondary schools. GAIN helps place students in courses that match their skill levels and provides information that can be used to create individual study plans to remediate deficiencies. Progress testing and post testing demonstrates educational gains students have made in the program. This assessment will allow the MTSS Team to immediately begin to identify each individual student's academic strengths and needs.

During Orientation, students will receive explicit instruction on a set of content area reading strategies that are best suited for a technology-enhanced learning environment. These specific strategies will include, but are not limited to, the following: SQ4R, Two Column Notes, and 1-2-3 Power Notes or Cornell Note Taking. Students will be required to use these strategies appropriately and keep an organized notebook containing their notes. Teacher Advisors will receive professional development on content area reading strategies and provide guidance and monitoring of the use of these strategies.

The School will employ at least one reading teacher who is certified in reading or is a certified teacher with a reading endorsement. All teachers at the School will be trained so they understand instructional assessments and each of the major reading components. The School's program will address the above specifications in several ways. Staff training and ongoing professional development in reading will be incorporated into the

⁵¹ Just Read, Florida!, Florida Department of Education. (n.d.) Reading Program Specifications. Available on line at http://www.justreadflorida.com/docs/reading_program.pdf

school's program. An extensive array of professional development opportunities in reading will be provided to School administrators to build an effective, ongoing professional development program. Additionally, the school's ample curriculum offerings will provide a wide range of instructional materials that integrate reading skills and support efficient use of instructional time, differentiated instruction, and appropriate integration of technology.

The School's curriculum options will address a comprehensive array of reading skills at different levels. By combining various research-based curriculum options, the School will provide the building blocks for systematic and explicit teaching of reading skill and strategies, while offering courses that target a wide array of skill levels necessary to accommodate all students. School administrators will ensure that students are receiving the appropriate reading intervention and that the reading curriculum is implemented with fidelity.

(1) Students Reading Below Grade Level

Reading instruction for students reading below grade level, including the special needs and English Language Learner (ELL) populations, will begin with a careful review of each student's data and a plan to meet each student's individual needs.

Level 1 and 2 students will be required to take Intensive Reading. According to FAIR results, students who need comprehension and vocabulary interventions will be provided with 90-minute reading sessions that may include teacher-directed interventions using Townsend Press *Reading for College Success* and Sopris West *Vocabulary through Morphemes* as well as offline materials from *Reading Plus* and *Jamestown Reading Navigator*; and independent work in *Reading Plus*. Students needing decoding and fluency intervention will be placed in the technology program *MindPlay's Virtual Reading Coach* as well receiving small group instruction using the downloadable phonics and word work activities from the program.

MindPlay Virtual Reading Coach (MVRC) teaches reading to all types of struggling students requiring a phonics approach to "learning how to read". Based on an Orton-Gillingham approach of explicit, sequenced and scaffolded instruction, MVRC has clear objectives, explicit instruction, modern technological innovations, and meets the ELA standards of the Common Core Standards. MindPlay's video coaches and teachers guide students through lessons and activities that are based on mastery learning principles.

MVRC helps all readers including struggling readers, Students with Disabilities and English Language Learners (ELL). Students of all ages who lack the foundation needed to become proficient readers or have gaps in basic skills like phonics, phonetic rules, grammar, reading comprehension, and reading fluency can learn to read with MVRC. MRVC's instructional software enables the learner to receive individualized instruction with a syllabus and learning path created especially for them. Its newest version was released in 2012 and it has won numerous educational awards.

The School will use a Multi-tiered System of Support (MTSS)⁵²to match quality interventions to student needs. MTSS is a problem-solving model that integrates multi-tiered service delivery including primary, secondary, and tertiary levels of support. The primary, or first tier, is focused specifically at effective instructional delivery of the core curriculum for the majority of students. Special needs and ELL students achieving at grade level should meet grade level norms within the School's curriculum with teacher and reading strategy support.

⁵² MTSS Implementation Components, http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

Of particular concern is detecting reading difficulty before the student begins his/her program. In an attempt to intervene early, if students are not-proficient on the state test and/or perform at or below an established level on the GAIN, an immediate screening of a word list and fluency measure will be administered during orientation and prior to students receiving coursework and intensive intervention in a content area. Teachers and the Family Support Specialist will be notified of the intensive intervention this student might require depending on the results of additional assessments. Student profile data will be housed in an electronic Learner Profile designed to monitor progress.

[1] Tier I Interventions

Intensive intervention will be provided by teachers. Students who enroll and who need more instruction to close academic gaps will be placed in a pullout session that provides face-to-face, technologically-enhanced intervention. The purpose of this classroom will be to better prepare students for high-stakes test and provide fundamental skills needed to succeed in a self-paced technology enhanced environment. The emphasis of this class will be to: 1) identify the level of student performance, and 2) provide the appropriate interventions. The curriculum may include:

- o Daily vocabulary enhancement program with word walls/ roots and suffixes/interact word walls
- o Daily quotes
- o Read alouds from a variety of genres (i.e., poetry, short stories, speeches, etc.)
- o Current events, i.e., articles to be read and discussed; www.kellygallagher.com; Time for Kids; Weekly Reader
- o Map skills
- o Writing process
- o Number sense
- o Digital science labs

[a] Study Skills: An incredibly important research-based strategy for the struggling student is learning and implementing organization and study skills. There is a direct relationship between a student's ability to organize content information, take ample notes and be successful in school. Students will receive thorough instruction in notebook organization and note taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. In order to be an efficient and effective student at our School, required student materials that will be provided must include notebooks, pen or pencil, highlighter and headphones. The note taking structures that can best be utilized in a technology-enhanced environment include:

- o SQ4R
- o 1-2-3 Power Notes or Cornell Note taking
- o Two Column notes

[b] Independent Learners Strategies: Tier I interventions also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. The School will supply each classroom with resources for students to access additional information or reinforce learned concepts. These may include but are not limited to the following:

- o Adopted core curriculum textbooks
- o Dictionaries
- o English: Writing Process; No Fear Shakespeare
- o Math: Graphing Calculators; Order of Operations Chart
- o Science: Elements Charts; Cell Charts
- o Social Sciences: Globes, World Maps, State/Local Maps
- o Online research sites are available as icons on selected research workstations. These may include:

- English: Brainpop; Brainpop Jr.
- Science: Hippocampus.org, Gizmos
- Math: Online Graphing Calculators, MathTV.com, Khanacademy.com, mathvid.com, mathforum.org
- Social Sciences: Hippocampus.org

[2] Tier II Interventions

When monitoring student progress through the data reporting system, any alerts on a student that may not be functioning successfully in Tier I will convene the MTSS Team to consider Tier II interventions. Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other assessments (e.g., Reading Plus, MVRC, APEX assessments, Common Core Assessments, EOC results, etc.) will be given Tier II or secondary instructional services targeting this population. Reading Plus will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Increasing numbers of schools and school districts are harnessing the power of technology to engage students (Bebell and O'Dwyer, 2010)⁵³, to quickly and easily differentiate instruction based on individual needs, and to provide immediate interventions. In fact, the RtI Action Network states that RtI implementation can be easier and more likely to occur with the use of technology.⁵⁴

Interventions may include but are not limited to:

- o Assign to a specific teacher, tutor, mentor, etc.
- o Review formative data to determine student progress and possible blocks
- o Introduce student tutors to remove possible learning blocks
- o Increase scaffolds to provide an improved level of support
- o Monitor Apex usage to ensure content and skill improvement
- o Assist with notebook set-up and usage
- o Provide bilingual dictionaries
- o Begin small group instruction
- o Increase teacher attention to the self-paced learning process
- o Modify or adjust curriculum
- o Read assignments to students
- o Provide a quiet learning environment
- o Use supplemental curriculum
- o Provide extra time to complete assignments
- o Attend extra sessions
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits / Self- Management Techniques
- o Monitor progress and attendance
- o Check the need for social services intervention

Significant to Tier II interventions are the use of data and related data services. The following assessments may be used to further assist in the diagnosis of students that continue to exhibit difficulty with performance.

⁵³ Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment*, 9(1). Retrieved [date] from <http://www.jtla.org>.

⁵⁴ <http://www.rtinetwork.org/getstarted/implement/using-technology-to-enhance-rti-implementation>

Only those diagnostic assessments that are necessary will be used and the data included in the overall student profile. These screening and predictive assessments may include but are not limited to:

- o State Assessments of Reading
- o Benchmark assessments
- o Word and passage reading fluency
- o Reading comprehension
- o Number sense screening
- o GAIN
- o Reading Plus
- o MVRC
- o Ascend Math

The data from the following assessments may also be used to assist in determining difficulty that various students may be experiencing. These data will also be combined with the student's profile in an effort to gain an overall understanding of the difficulty and provide effective interventions.

- o Assessments from course software (including, but not limited to Apex, MVRC, and Reading Plus)
- o Grades and Course Completion
- o FAIR (or FAIR-CC upon implementation) Offline Assessments
- o Attendance

Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other reading assessments (e.g., Reading Plus, APEX assessments, Common Core Assessments, EOC results, or other state assessment results.) will be given Tier II or secondary instructional services targeting this population. Reading Plus will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Reading Plus is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. The program picks up where phonics and oral reading instruction leave off, providing rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. Reading Plus will help to develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Reading Plus was chosen because of its ability to differentiate instruction and pinpoint student needs. It uses an online placement test to place students within the program in one of fourteen (14) levels. The reading levels range from elementary through college. Reading Plus can remediate students who are moderately behind in reading as well as accelerate reading growth for students who are on grade level. Its usage spans from middle school through community college and because it increases silent reading fluency, vocabulary and comprehension, students also use it as an SAT/ACT and EOC preparatory program.

[3] Tier III Interventions

When difficulties persist, a more intensive approach is required. Students who are severely below grade level require intensive, Tier III intervention. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. Students who are non-proficient on state assessments and read at a 5th grade level or below on GAIN and/or other reading assessments will be further diagnosed by an oral reading fluency and word list measure to determine if they qualify for preliminary English language and reading skills.

The approach at this Tier may be a combination of modified instruction, modified assessments and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- o Assign to content area teacher
- o Increase one-on-one instruction and/or tutoring
- o Offer diagnostic assessments for learning disabilities
- o Modify methods for interacting with coursework
- o Use community resources
- o Continue targeted pullouts
- o Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- o MVRC
- o Match curricular materials and instructional level
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits
- o Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the appropriate services or interventions that should be provided.

A teacher will be assigned to students that are classified as needing Tier III interventions. The teacher will provide intensive remediation. They will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Interventions will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. The Learner Profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

Reading Intervention Decision-Making Chart

Screening	Placement Determined By	Intervention	Purpose	Outcome Measures	Program
Proficient on state assessment	GAIN on or above grade level	Reading Plus and Content Area Strategies provided by teacher advisor, content area teacher, and/or reading teacher	<ul style="list-style-type: none"> o SAT/ACT preparation o Increase silent reading fluency reading rate o Increase endurance o Accelerate into college level text o Advance vocabulary 	GAIN State Assessment	Reading Plus
Non-proficient on state assessment and fluent	GAIN 5 th to 8 th grade FAIR (or FAIR-CC) results	Reading Plus and Content Area Strategies provided by a reading teacher	<ul style="list-style-type: none"> o Comprehension o Vocabulary o Increase silent reading fluency rate o Increase endurance 	GAIN State Assessment	Reading Plus

Screening	Placement Determined By	Intervention	Purpose	Outcome Measures	Program
			o Advance 3-4+ reading levels		
Non-proficient on state assessment and disfluent TIER 3 with extended time	GAIN 5 th grade and below +Timed Oral Reading and Word List FAIR (or FAIR-CC) results	Intensive Intervention in small group or individual pullout provided by a reading teacher	<ul style="list-style-type: none"> o Increase word recognition o Increase decoding and spelling skills o Increase oral reading fluency o Increase comprehension o Increase vocabulary o Increase oral language 	GAIN State Assessment + Oral Reading Fluency and word list gains	Supplemental interventions which may include MindPlay Virtual Reading Coach, phonics instruction, comprehension passages, and strategies for accessing complex text as provided by the Just Read, Florida! office.

Based on other student success factors, students will receive appropriate interventions, to include but not be limited to the following:

Attendance	Tier I	Tier II	Tier III
Rate of Absences	2-5 days absent for the semester	6-8 days absent for the semester	9 or more days during the semester
Consistent Behavior	Misses the same day each month	Misses the same day every other week	Misses the same day of the week consistently
Punctuality	Tardy 2 times per semester	Tardy 3 times per semester	Student is tardy 4 or more times per semester
Impact	Minimal impact on learning	Some impact on learning	Major impact on learning

Reading interventions for students with disabilities will be determined by the student's Individual Educational Plan (IEP) team and documented on the student's IEP.

(2) Students Reading At or Above Grade Level

Students scoring satisfactory and above on the Common Core Assessments will also receive reading instruction. The instructional focus will be vocabulary and comprehension strategies that prepare the students for rigorous college coursework. These students will receive their focused reading strategy instruction within the content area classroom. While they read, students will connect the new knowledge with prior knowledge and verify their predictions. Teachers will model active reading comprehension strategies for the students. After students have finished reading, they will learn to summarize and organize what they have learned. The School's teachers will receive professional development in scientifically-based reading research through participation in the School District's reading endorsement classes as well as other reading trainings offered by the School or School District.

(3) Reading Program Summary

As the Reading Program Specifications are implemented in the School, both a firm foundation and a strong framework will be built in our reading program using the curriculum options described above. The School will assure that there is a commitment to improving reading and writing skills so that students meet the Next Generation Sunshine State Standards. The School will strive to achieve the goals outlined by Florida's Just Read, Florida! reading initiative. Furthermore, the School will base this framework on current and relevant research findings by the National Reading Panel (NRP), International Reading Association, the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress (NAEP).

4.D. EXPLAIN HOW STUDENTS WHO ENTER THE SCHOOL BELOW GRADE LEVEL WILL BE ENGAGED IN AND BENEFIT FROM THE CURRICULUM.

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans. The School recognizes and respects the fact that not all students are alike and we understand that our students will bring with them a variety of learning styles. Therefore, the School will be flexible in the approaches to teaching. Instead of expecting students who are having difficulty to modify themselves to the curriculum, the School will modify the curriculum, as well as the presentation of information, until an approach is found that meets students' needs and leads to success.

(1) Individualized Program

The School's academic program is highly personalized so that all students' needs may be met and all provided with the opportunity to realize their full potential. This individual approach begins with enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN). This will allow staff at the School to immediately begin to identify each individual student's strengths and needs. An Individual Success Plan (ISP) will be developed for each student detailing course assignments and emphasizing attendance for completion of credits to achieve high school graduation and pursue career and postsecondary options. New students' transcripts will be obtained from the student's last school attended, and reviewed by teachers and/or administrators to begin creating the ISP.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing this planned assessment with more appropriate options in the future.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the NGSSS, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the Common Core Assessments, EOCs, and/or other state assessments and comply with state graduation requirements to earn a high school diploma.

In addition to direct instruction, the instructional software courses incorporate three types of flexible instruction: multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, all of which are addressed in the software.

Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on

developing reading, writing, and math skills and strategies. Literacy Advantage courses in mathematics, science, English, and social studies will provide embedded literacy scaffolding, supporting those students with more acute and/or specialized need. Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

All students will engage daily in blended learning. Direct instruction and technology-enhanced course instruction will be utilized to earn credits. During this time, a team of teachers will facilitate student learning and provide coaching, mentoring, and tutoring as determined by student needs and progress. Further, targeted face-to-face direct instruction sessions will be conducted, as needed, to assist struggling students with additional understanding and mastery of technology-enhanced courses using supplemental reading, math, and foundational skills resources. These sessions will be targeted towards students' individual needs to include test taking skills preparation, foundational skill improvement, and additional reading, math, social studies, and science instruction. Students who do not participate in targeted direct instruction will continue to work on their courses.

(2) Multi-tiered System of Support (MTSS)

The School will use a Multi-tiered System of Support (MTSS) model to match quality interventions to student needs. MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)⁵⁵. MTSS includes elements common to many data-based problem-solving models including Response to Intervention (RtI), Positive Behavior Support (PBS), etc.

Academic and behavioral approaches will focus on evidence-based practices. The selection of practices (e.g., planning and implementing interventions) will be based on the following:

- A short list of critical priorities identified by the School
- A limit of only one or two major adoptions at one time
- Strategies that have been proven effective in addressing the desired outcomes
- The ability to monitor progress of implementation⁵⁶

Three tiers define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation

⁵⁵ Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Tallahassee, Florida: Florida Department of Education.

⁵⁶ Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359–390). New York: Guilford Press. Accessed from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include, but are not limited to the following: 1) advisory teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. The team will use the following process:

1. Define the problem.
2. Analyze the problem using available data.
3. Develop and implement a plan that includes one or more performance goals for the student.
4. Measure the student's response to the intervention by using data from progress monitoring.
5. Continue or adjust the intervention based on the student's response and progress.

The main goal of MTSS academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed. Academic MTSS systems identify goals, a core academic curriculum, and organizational structures or strategies to enhance academic instruction.

[1] Tier I Interventions

The implementation of additional instructional programs will be driven by the Response to Intervention process. It is likely that the majority of students will require Tier I interventions. General Tier I strategies will include:

- Delivering a NGSSS aligned curriculum
- Differentiated instruction
- Front-load learning to increase student success
- Teaching study and learning strategies to be used by all students

The School recognizes that students will enroll with varying background knowledge, readiness, language, and preferences in learning and interests, and it is the School's responsibility to respond appropriately to their differences. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting with his/her individual learning process and needs. Furthermore, the use of technology to differentiate instruction is becoming increasingly popular as schools across the country move to 1:1 learning and provide computers for each student. In fact, recent research by Bebell and O'Dwyer (2010)⁵⁷ found that

...participation in the 1:1 programs described was associated with increased student and teacher technology use, increased student engagement and interest level, and modest increases in student achievement. With regard to student achievement, positive increases were observed more frequently within the ELA domain than in mathematics.... (p. 11-12).

Several key elements will guide the differentiation of the School's curriculum:

Goals	Strategies
Meet the individual needs of each student	<ul style="list-style-type: none"> ○ Establish existing knowledge and skills ○ Establish learning style ○ Provide multiple entry points into courses based on the School's flexible schedule

⁵⁷ Bebell, D. & O'Dwyer, L.M. (2010). Educational Outcomes and Research from 1:1 Computing Settings. *Journal of Technology, Learning, and Assessment*, 9(1).Retrieved [date] from <http://www.jtla.org>.

Goals	Strategies
Support each student to reach his/her learning potential	<ul style="list-style-type: none"> ○ Provide the appropriate mix of learning scaffolds and challenging activities and projects ○ Provide a variety of innovative instructional methods in a blended learning model ○ Provide a variety of rigorous and relevant curricula ○ Provide appropriate, research-based interventions and strategies for struggling learners ○ Engage and motivate students
Differentiate Instructional design of the program	<ul style="list-style-type: none"> ○ Direct instruction blended with technology-enhanced instruction ○ Scaffolding ○ Guided inquiry and direct instruction ○ Practice and application exercises ○ Interactive exercises and self checks ○ Multi-media tools ○ Offline support materials ○ Formative, summative, and diagnostic assessments to monitor progress
Differentiated Instruction within instructional software	<ul style="list-style-type: none"> ○ Multiple and instructional resources ○ Purposeful use of media including visual and audio support ○ Built-in supports and extension activities (e.g., online help with vocabulary and text-to-speech support) ○ Offline activities ○ Mastery based
Ongoing progress monitoring to inform instruction	<ul style="list-style-type: none"> ○ Student progress reports ○ Grade book reports ○ Course activity reports ○ Assessment item analysis reports

Special interventions will include developing study skills. An incredibly important research-based strategy for the struggling student is learning and implementing organization and study skills. There is a direct relationship between a student's ability to organize content information, take ample notes and be successful in the curriculum. Students will receive thorough instruction in notebook organization and note taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. In order to be an efficient and effective student at our School, required student materials must include notebooks, pen or pencil, highlighter, and headphones. Note taking structures will include the following:

- SQ4R
- 1-2-3 Power Notes or Cornell Note Taking
- Two Column Notes

Tier I also will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. Each classroom will be provided with resources for students to access additional information or reinforce learned concepts. These resources may include but are not limited to the following:

- Adopted core curriculum textbooks
- Dictionaries
- English: Writing Process; No Fear Shakespeare
- Math: Graphing Calculators; Order of Operations Chart
- Science: Elements Charts; Cell Charts

- o Social Sciences: Globes, World Maps, State/Local Maps
- o Online research sites are available as icons on selected research workstations. These may include:
 - English: Brainpop; Brainpop Jr.
 - Math: Online Graphing Calculators, MathTV.com, KhanAcademy.com, mathvid.com, mathforum.org
 - Science: Hippocampus.org, Gizmos
 - Social Sciences: Hippocampus.org

[2] Tier II Interventions

When monitoring student progress through the data reporting system, any alerts on a student that may not be functioning successfully in Tier I will convene the MTSS Team to consider Tier II interventions. Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other assessments (e.g., Reading Plus, Apex assessments, Common Core Assessments, EOC, and/or other state assessment results, etc.) will be given Tier II or secondary instructional services targeting this population. Reading Plus will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Interventions may include but are not limited to:

- o Assign to a teacher
- o Review formative data to determine student progress and possible blocks
- o Introduce student tutors to remove possible learning blocks
- o Increase scaffolds to provide an improved level of support
- o Monitor Apex usage to ensure content and skill improvement
- o Assist with notebook set-up and usage
- o Provide bilingual dictionaries
- o Begin small group instruction
- o Increase teacher attention to the self-paced learning process
- o Modify or adjust curriculum
- o Read assignments to students
- o Provide a quiet learning environment
- o Use supplemental curriculum
- o Provide extra time to complete assignments
- o Attend extra sessions
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits / Self- Management Techniques
- o Monitor progress and attendance
- o Check the need for social services intervention

Significant to Tier II interventions are the use of data and related data services. The following assessments will be used to further assist in the diagnosis of students that continue to exhibit difficulty with performance. Only those diagnostic assessments that are necessary will be used and the data included in the overall student profile. These screening and predictive assessments may include but are not limited to:

- o State Assessments of Reading
- o FAIR (or FAIR-CC upon implementation)
- o Benchmark assessments
- o Word and passage reading fluency
- o Reading comprehension
- o Number sense screening

- o GAIN
- o Reading Plus
- o MRVC

The data from the following assessments may also be used to assist in determining difficulty that various students may be experiencing. These data will also be combined with the student's profile in an effort to gain an overall understanding of the difficulty and provide effective interventions.

- o Benchmark Data
- o Assessments from course software (Apex, Ascend Math, and Reading Plus)
- o Grades and Course Completion
- o Comprehension Measure
- o Word and Passage Reading Fluency

[3] Tier III Interventions

When difficulties persist, a more intensive approach is required. Students who are severely below grade level require intensive, Tier III intervention. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. Students who are non-proficient on state assessments and read at a 5th grade level or below on GAIN and/or other reading assessments will be further diagnosed by an oral reading fluency and word list measure to determine if they qualify for preliminary English language and reading skills.

The approach at this tier may be a combination of modified instruction, modified assessments, and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- o Assign to specific teacher (reading, special education/ESE, math English, etc.)
- o Increase one-on-one instruction and/or tutoring
- o Offer diagnostic assessments for learning disabilities
- o Modify methods for interacting with coursework
- o Use community resources
- o Continue targeted pullouts
- o Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- o MRVC
- o Match curricular materials and instructional level
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits
- o Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the appropriate services or interventions that should be provided.

A teacher will be assigned to students that are classified as needing Tier III interventions. The teachers will provide intensive remediation. They will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Differentiated instruction will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. The Learner Profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

4.E. DESCRIBE PROPOSED CURRICULUM AREAS TO BE INCLUDED OTHER THAN CORE ACADEMIC AREAS.

The School will offer all required instruction for high school graduation described in the District Student Progression Plan. This will include a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level (9-12) for students selecting the 24-credit option. In addition, the school will provide required instruction on teen dating violence and abuse as defined by the Florida Department of Education (FDOE). The health education curriculum for students in grades 9 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

Electives will include both on-line and classroom opportunities. As illustrated in the Course Offerings list presented above, the School will provide a number of elective courses that include, but are not limited to Fine Arts/Performing Arts electives with Music Appreciation, Art Appreciation, and Social Media Courses. Additional electives such as Creative Writing, Geography, Multicultural Studies, Psychology, Sociology and College/Career Preparation will be provided as well.

4.F. DESCRIBE HOW THE EFFECTIVENESS OF THE CURRICULUM WILL BE EVALUATED.

Program evaluation for this School is crucial in order to ensure continuous improvement and that School and student goals are being met. The curriculum will be evaluated annually by the Principal as part of the larger program evaluation through the School Improvement Process and monitored on an on-going basis. The program evaluation will include the following domains: context; culture and climate; curriculum and instruction; social services; student, parent and staff feedback; and student outcomes. Each of the following sections provides the questions that will drive the evaluation of the program and selection of the instruments and data necessary for review.

1. Examining the **context** enables a systemic view of the systemic intricacies of component relationships. Some questions to be considered:
 - o What are the characteristics of the student population?
 - o How are students recruited for this program and how are teachers assigned?
 - o How does this program relate to the school districts and/or the community in which it is located?
 - o Who are the key players in administering this program?
2. **Culture and climate** that create a strong sense of family with overtones of an adult community is critical. Some questions to be considered:
 - o How many students enroll in the program?
 - o How many are retained in the program to graduation?
 - o To what extent is the program independent in making decisions relating to students' needs?
 - o What does the program do to make students feel they belong?
 - o Do students and teachers have a voice in the day-to-day operations?
 - o What effect does class size have on individualized learning and personal attention?
 - o To what extent are technologies integrated into learning, allowing students access to more learning resources and to learn at their own pace?

- o Are disciplinary rules fair and equitably enforced?
 - o Is the attendance policy flexible and designed to meet student needs and are students attending school?
 - o What is the attendance rate at this school?
3. Since **curriculum and instruction** are the core of this School, a student centered curriculum coupled with strong, supportive instruction is mandatory. Some questions to be considered:
- o Is the curriculum framework aligned with state standards?
 - o How does this program meet the individual needs of students?
 - o How is individual assistance provided to students?
4. Most students that will attend this school are affected by societal issues often beyond their control; consequently, student access to **social services** is imperative. Some questions to be considered:
- o Does each student have a personal mentor?
 - o Does the program provide on-going instruction on conflict resolution?
 - o Are effective parenting skills provided for teens?
 - o How does the program assist students to assess social and health services?
 - o What number of students transition into postsecondary institutions (e.g., military, college, business schools, community colleges, etc.)?
5. The core feature of any program is **student performance** on required assessments. This program may consider the following:
- o What are results of Common Core Assessments, End-of-Course (EOC) assessments, and/or other state assessments?
 - o What comparisons exist with prior assessments?
 - o What is the number of students graduating from this program?

The instruments and resources to be used to generate these data are a) survey instruments to parents, teachers, and students; b) all testing measures to include Common Core Assessments, EOCs, other state assessments, FAIR, etc.; c) all in-house benchmarks and teacher grades; d) social services data and surveys; and e) all correlations and comparisons of various data sources that will provide a robust view of the School's efforts. All of the data generated from the above evaluation components will be used to revise and refine the program design in an effort to increase its overall effectiveness.

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 SUCCESS WILL BE EVALUATED, AND THE SPECIFIC RESULTS TO BE ATTAINED.

The School will address a variety of indicators including those measured by the federal and state accountability and accreditation systems. These measures will take into account our student population as most of our students will enter with foundational and content area gaps due to prior excessive absences, time away from school, and/or prior academic difficulties. Many of our students will come to us with high mobility rates and may enter our program at any time of the school year.

Our overall student goals over time are to improve performance on state assessments, increase the completion rate, increase the earned credit rate, increase the persistence rate, and improve the attendance of our students. For the first two indicators below, math and reading growth will be measured for students who stay enrolled in our School from the snapshot date through the state testing dates to ensure that the students have spent sufficient time in school to benefit from the program. The percentages used for the math and reading goals are based on the district passing rate for students who are eligible to participate in the district's free/reduced meal program. The majority of students enrolled in the board's current schools, which are located in low-socioeconomic areas, are eligible for free/reduced meals.

The following are the School's goals:

Metric	Academic Improvement Expected Annually	Evaluation of Success	Goal/ Results to be Attained
State Assessment Mathematics	Using the first year of operation as a baseline, the percentage of students enrolled for both the October and February FTE counts and during the testing period who are proficient on the Algebra 1 EOC will increase by 2% until the goal is achieved.	The percentage of students enrolled for both the October and February FTE counts and during the testing period who are proficient on the Algebra 1 EOC will be measured.	The percentage of students taking the Algebra I EOC who are enrolled for both the October and February FTE counts and during the testing period will be equivalent to or exceed the district's performance for the same student demographic or will demonstrate annual growth of 2%.
State Assessment Reading	Using the first year of operation as a baseline, the percentage of students enrolled for both the October and February FTE counts and during the testing period who are	The percentage of students enrolled for both the October and February FTE counts and during the testing period who are proficient on the FCAT Reading Assessment will be	The percentage of students taking the FCAT Reading Assessment who are enrolled for both the October and February FTE counts and during the testing period will be equivalent to or exceed the

Metric	Academic Improvement Expected Annually	Evaluation of Success	Goal/ Results to be Attained
	proficient on the FCAT Reading Assessment will increase by 2% until the goal is achieved.	measured.	district's performance for the same student demographic or will demonstrate annual growth of 2%.
Completion Rate	Using the first year of operation as a baseline, the completion rate of seniors who have accumulated at least 17 credits by Survey 2 will increase a minimum of two percent (2%) annually until the goal is obtained.	The completion rate for seniors who have accumulated at least 17 credits by Survey 2 will be measured.	At least 50% of the seniors who have accumulated at least 17 credits by Survey 2 will graduate, earn a certificate of completion, continue enrollment at the school, or transfer to another education option that is allowable under the Federal Uniform Rate Calculations by end of the school year.
Credit Earning Rate	Using the first year of operation as a baseline, the percent of non-disabled students and those not identified as ELL that are enrolled and have attended for at least 90 days who earn 2.5 credits or more per semester will increase a minimum of two percent (2%) annually until the goal is obtained.	The percent of non-disabled students and those not identified as ELL that are enrolled and attending for at least 90 days who earn 2.5 credits or more per year/semester will be measured.	At least 60% of non-disabled students and those not identified as ELL that are enrolled and attending for at least 90 days shall earn 2.5 credits or more per semester.
Persistence Rate	Using the first year of operation as a baseline, the persistence rate of students enrolled during Survey 2 will increase a minimum of two percent (2%) annually until the goal is obtained.	The Persistence Rate for students enrolled during Survey 2 will be measured.	Of students enrolled during Survey 2, at least fifty percent (50%) will continue enrollment through Survey 3, transfer to another education option, or will graduate.
Attendance Rate	Using the first year of operation as a baseline, the attendance rate for students who attend for at least thirty (30) days will increase a minimum of two percent (2%) annually until the goal is obtained.	The attendance rate for students who enroll and attend for at least thirty (30) days will be measured.	Students who enroll and attend for at least thirty (30) days will maintain an average attendance rate of 60%.

An alternative school may choose to receive a school grade or a School Improvement Rating under s. 1008.341, F.S. For charter schools that meet the definition of an alternative school pursuant to State Board of Education rule, the decision to receive a school grade is the decision of the charter school governing board. As such, the Charter School's Board of Directors will determine how the proposed school will be evaluated.

The School Improvement Rating shall identify schools as having one of the following ratings defined according to rules of the State Board of Education:

- o "Improving" means schools with students making more academic progress than when the students were served in their home schools.
- o "Maintaining" means schools with students making progress equivalent to the progress made when the students were served in their home schools.
- o "Declining" means schools with students making less academic progress than when the students were served in their home schools.

5.B. DESCRIBE THE SCHOOL'S STUDENT PLACEMENT PROCEDURES AND PROMOTION STANDARDS.

The School will comply with the requirements for student placement and promotion as noted in the school district student progression plan.

(1) Placement

Grade placement will be made according to the number of years of high school the student has attended.

(2) Earning Credit Hours

To receive credit for a high school class, students must earn a passing average (70% or above) in the course. The Assistant Principal will verify all credits by reviewing the credit verification form, supporting documentation, and final assessment. Course completion information will be entered in the student information system (SIS) and management information system (MIS).

(3) Calculating Grade Point Averages

Grade Point averages (GPA) will be calculated on a weighted 4.0 point scale with a .5 additional point awarded for an honors course and 1.0 additional point added for an Advanced Placement course. Class rank will be based on the weighted GPA.

(4) Promotion

The Principal and staff of the School will determine promotion and retention of a student. Students will progress in grade levels when they meet the requirements of the district's Student Progression Plan, as follows:

- (a) Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- (b) Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- (c) Following completion of one year as an 11th grader, the student will be designated as a 12th grader.

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 S. 1003.428, F.S., AND ANY PROPOSED ADDITIONAL REQUIREMENTS.

(1) Graduation Requirements

The School's students will comply with graduation requirements in s. 1003.428, F.S., those found in the State legislation, and the School District student progression plan. The following options for high school graduation will be offered:

- o A four-year, 24 credit standard program
- o A three-year, 18 credit college preparatory program
- o Certificate of Completion

The three-year, 18 credit career preparatory program may be offered upon the development of appropriate curriculum and community partnerships.

In addition to course and credit requirements, students must maintain an un-weighted grade point average of 2.0 and earn passing scores on state assessments as mandated by state statutes. Students who choose one of the two accelerated 18 credit graduation options must declare that choice by the end of 9th grade.

New graduation requirements were adopted during the 2013 Legislative Session (See Attachment L). The School will comply with all FLDOE graduation requirements, including:

- o Four credits in English Language Arts (ELA) and passing 10th grade FCAT Reading or the Common Core 10th grade ELA assessment.
- o Four math credits including one credit in Algebra I and one credit in geometry, and passing the Algebra I EOC assessment or Common Core Algebra I assessment. Industry certification courses that lead to college credit may substitute for up to two (2) math credits.
- o Three science credits that include one credit in Biology I and two (2) credits in equally rigorous courses. Two (2) of the credits must include a laboratory component.
- o Electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit.
- o At least one course within the required twenty-four (24) credits, excluding driver education, must be completed through online learning.

A student may earn Scholar Designation on their diploma if they meet the requirements for a Standard Diploma, and earn credit in Algebra II and statistics, Chemistry or physics, Foreign language, and at least one credit in an AP, IB, AICE, or dual enrollment course.

A student who completes the minimum number of credits and other requirements for graduation, but who is unable to meet the state assessment requirements, shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the School for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

(2) The Graduation Process

Students must satisfy all of the following requirements:

- o Achieve all of the required academic credits
- o Attain the required GPA for their chosen graduation option
- o Successfully complete graduation assessment requirements Participate in an exit interview with the Career Coach and complete the student's postsecondary transition plan

The Graduation Committee comprised of but not limited to the Principal, Assistant Principal, Career Coach, and Data Specialist on behalf of the Board of Directors, will review each student's Individual Success Plan and confirm that all requirements have been met by completing the Graduation Checklist (in Attachment M) in order to deem the student ready for graduation.

The unique situation and needs of our high-need youth are similar to those defined in s. 1003.43(6), F.S.; therefore, the Board of Directors may determine additional credits and/or alternative graduation requirements to better meet the needs of our students.

(3) Performance-Based Exit Option Model

Pursuant to Rule 6A-6.0212, Florida Administrative Code, the School will offer the State of Florida High School Performance-Based Diploma option if the District has applied and received state approval to use this exit option model. To be eligible to participate in this option, students must:

- o be at least 16 years of age and currently enrolled in a PK-12 program
- o be enrolled in courses that meet high school graduation requirements and earning and receiving credits
- o be over-age for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with their cohort group
- o have a minimum seventh grade reading level as documented by the GAIN or other test to determine reading proficiency
- o have acceptable scores on official GED Practice Tests administered under student testing conditions

Performance-Based Exit Option Model students will receive official recognition. Students enrolled in the Performance-Based Exit Option Model will be eligible to participate in all standard high school activities, including extracurricular activities, as well as graduation and other recognition ceremonies.

A student completing the Performance-Based Exit Option Model who passes the GED Tests and the required Common Core Assessments, or receives a concordant score in accordance with s. 1008.22, F.S., will be awarded a State of Florida High School Performance-Based Diploma. The School will use the performance levels identified by the District for graduation in their application.

A student completing the Performance-Based Exit Option Model who does not meet the graduation requirements established in Section 1003.428 or 1003.43, F.S., as applicable, will not qualify to receive a standard high school diploma.

If a student passes the GED Tests but does not pass the required state assessments, the student will only be awarded the State of Florida High School Diploma (GED).

(4) Concordant Scores for FCAT

Florida students do have other options. A senior can graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. Students may satisfy the score requirements using various combinations of tests. The FDOE is authorized to adopt concordant scores as meeting the graduation assessment requirement in lieu of passing the FCAT.

Concordant scores			
Reading		Math	
2010-11 and beyond		2010-11 and beyond	
FCAT 2.0	245	FCAT	1889
SAT	430	SAT	340
ACT	19	ACT	15

After the transition to common core ELA assessments, the Commissioner of Education may identify applicable concordant scores.

(5) Remediation Activities

For 12th graders who have not earned a passing score on the FCAT 2.0, Common Core Assessments, required EOC assessment, or other state required assessments and are at-risk of not graduating, the School will conduct appropriate remediation activities. Below is a sample checklist of remediation options.

Sample Assessment Screening Checklist for 12th Grade Students

Steps	Completed	Not Completed
Identify 12 th grade students who have not passed required FCAT 2.0 Reading, Common Core assessment, or EOC assessment (priority given to those students who have met the credit and GPA requirements for graduation).		
Retrieve individual student assessment results.		
Review individual student assessment content areas and benchmarks, and identify remediation areas.		
Review student schedule and determine degree to which schedule and supplemental programs support assessment remediation needs.		
Ensure that student has a Progress Monitoring Plan and that the focus is consistent with the assessment remediation needs.		
Problem-solve to determine if any of the following require intervention: student attendance, schedule modification, content/focus of remediation, or instructional strategies used.		
Schedule an appointment with the student and parents to discuss the student's assessment results and continuing educational opportunities, such as summer school, 13 th year, and adult education.		
Ensure that student and family are aware of the full range of high school completion options such as standard diploma, State of Florida High School Performance-Based Diploma, Certificate of Completion, and Adult Education.		

(6) Students with Disabilities

Successful transition to postsecondary adult life for students with disabilities requires comprehensive planning, goal setting, and decision making. The entire educational program and focus at our School is designed to prepare all students to meet state graduation requirements, including students with disabilities and

those requiring ESOL services. Because our blended learning approach and instructional software courses incorporate flexible instruction with multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, students at all levels are provided with various modes to learn the content. Our program also gives students with disabilities and ELL students the ability to self pace, use audio assistance, receive formative feedback, and work through lessons that break out complex tasks into smaller steps with explanation and guidance.

One of the most important decisions for students with disabilities is the type of high school diploma the student will work toward. This decision is usually made by the student and family prior to entering high school with the Individual Education Plan (IEP) team. Diploma options should be considered in the following order according to the student's needs and abilities:

- o Standard diploma
- o Standard diploma with FCAT waiver
- o Special diploma, option 1
- o Special diploma, option 2 (based on mastery of a set of employment and community competencies)
- o Certificate of Completion
- o Special Certificate of Completion

Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.⁵⁸

Students who do not meet requirements for a standard or special diploma may be awarded either a regular or a special certificate of completion, depending on coursework.

Special diplomas will be available to certain students with disabilities who have been identified with the following disabilities: intellectual disabilities, specific learning disabilities, physically impaired, emotional/behavioral disabilities, dual sensory impaired, autism spectrum disorder, language impaired, or deaf/hard of hearing. Students identified as visually impaired, speech impaired, gifted, or homebound are not eligible for a special diploma unless they have another identified disability. The School will work closely with

⁵⁸ Florida Department of Education/Office of Assessment (2012). Graduation Requirements for Florida's Statewide Assessments, Tallahassee, FL: Florida Department of Education

the school district to determine the most appropriate placement of special diploma students. The best interest of the student is always the top priority in providing appropriate services.

Since the age of our target student population is 16 to 21 years, the majority of exceptional student education (ESE) students should have a current IEP at enrollment. If not, the School's IEP team will convene an IEP team meeting to review and revise, if necessary, the student's IEP.

(6) School Accreditation

The Board intends to contract with Accelerated Learning Solutions (ALS), which was awarded corporate Accreditation by the AdvancED Accreditation Commission in February 2012. This accreditation applies to all schools managed by ALS, which is one of only eleven (11) Florida charter or private school organizations that have received corporate accreditation and the only Dropout Prevention / Dropout Recovery charter school management organization in the state to earn this distinction. As a result of the Commission's decision, all students graduating from an ALS managed charter school will earn a high school diploma bearing the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) accreditation seal. (See Attachment N for letter of verification.)

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.

(1) Review Incoming Data and Develop Baseline Profile

In order to reach college or career readiness, a baseline profile will be developed for each student to use as a comparison by which to assess each student's strengths and needs, incremental academic progress and growth, annual learning gains, and ongoing improvement. This information will be tracked through the school's data management system.

The School will request access to student records from the enrolling student's previously attended school. Those records should include the incoming student's prior year FCAT, common core assessment, and EOC results; attendance records; report card grades; and any other testing the student has completed (i.e. achievement tests, Advanced Placement, etc.). A determination will be made as to the student's English Language Learner (ELL), Individual Educational Plan (IEP), or 504 plan status. The following data will be compiled to create a baseline profile for each student:

- o Age
- o Gender
- o Grade level
- o Exceptional Student Education/ELL status
- o Dropout status, if appropriate
- o Reading and math skill level
- o Number of credits earned
- o GPA
- o FCAT, common core assessment, and/or EOC results
- o Attendance
- o Truancy record
- o Discipline records, if available

In addition, each student will be administered Wonderlic's General Assessment of Instructional Needs (GAIN), or a similar instrument, on each student's first or second day of attendance). The GAIN assessment for learning will measure English and math skills from basic literacy and numeracy to more advanced skills. GAIN will provide data to help create individualized remediation and intervention plans. The GAIN will be administered, minimally, twice each school year to demonstrate educational gains.

These student records' data along with the GAIN results will provide an initial baseline for each student that will illuminate the student's areas of strength and need. As detailed below, these results will be reviewed throughout the student's enrollment at the School to create a longitudinal performance profile. These data will also be used to determine the level of academic intervention necessary before the student is allowed to begin the self-paced program for course completion.

(2) Develop Individual Success Plan

An Individual Success Plan (ISP) will be developed for each student who enrolls in the School. A thorough transcript review will be conducted by the Assistant Principal and Family Support Specialist to develop each student's ISP. The School will follow up with the School District to obtain any missing performance data so that the students' ISP will be as complete as possible. The ISP will serve as the student's "roadmap" to successful graduation and transition. The ISP will document the student's current academic, social and personal history; as well as the student's aspirations. All relevant data and student progress will be displayed in the virtual *MY SUCCESS*® Student and Parent Dashboard. This real-time system of monitoring and tracking student performance and success will be a key tool for engaging and motivating students.

This system of establishing baseline measures and development of the ISP is critical to student performance, achievement, graduation, and transition to postsecondary success. These tools will guide the instructional and support staff in making the most appropriate decisions in addressing students' academic challenges, personal and social needs, and career aspirations. As important, this system along with the *MY SUCCESS*® Student and Parent Dashboard will help motivate student success and result in continuous improvement.

(3) Monitoring Progress

Being able to determine where a student is academically at any point in the learning process is essential to ensuring student success. Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth for students attending the school.

Student performance will be measured in each of the following ways:

- o Assessment of foundational reading and math skills levels upon students' initial enrollment.
 - Foundational reading and math skills levels are essential in the development of each student's ISP and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments.
- o Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support.
 - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists.
 - Benchmarking will be used to modify instruction and tutorials for state assessment success.
 - Content mastery will be measured through the achievement of benchmarks and successful completion of each course.
- o Summative evaluations of content mastery.

- End of Course assessments will validate and verify credits earned for promotion to the next grade level.
- Measurement of annual growth.

Teachers will have access to the SPR and Activity Score Report for each student enrolled in the School and will use the SPR and Activity Score Report during progress monitoring meetings with individual student. The teacher also will have the ability to run a diagnostic summary to track overall student and class performance for all technology-enhanced courses.

Student's standardized assessment scores in reading and math from year-to-year, where applicable and available, will be used to determine the percentage of students demonstrating learning gains on an annual basis for all enrolled students. The GAIN or other approved assessment will be used as a benchmark test for determining grade-equivalent reading and math skills levels upon program entry. Incremental growth in foundational skills levels will be determined through post-120 days progress testing.

The School requests that the District and the School agree to electronically exchange data on a periodic basis. These data shall include attendance, credits earned, grade point average (GPA), courses attempted/completed, and state competency exam results for each student prior to enrolling in the School, subject to all requirements of the Family Educational Rights and Privacy Act (FERPA). Access by the School to such information shall be solely for the special purpose of ascertaining the instructional requirements of the student while enrolled in the School, and for follow-up by the District and the School concerning the student's performance during enrollment in the School up to and including graduation. The data format, frequency, and data sharing protocol will be agreed upon between the School and the District.

5.E. IDENTIFY THE TYPES AND FREQUENCY OF ASSESSMENTS THAT THE SCHOOL WILL USE TO MEASURE AND MONITOR STUDENT PERFORMANCE.

Being able to determine where a student is academically at any point in the learning process is essential to ensuring student success. Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth.

The School, as a public charter school, will participate in the Florida statewide assessment program (state education accountability system), as specified by Florida Statutes. The School views assessment as the process of measuring a student's progress toward a goal. Each student's Individual Success Plan (ISP) will serve as the foundation from which to measure student outcomes. Outcomes will be congruent with the Next Generation Sunshine State Standards (NGSSS), which identify what Florida public school students should know and be able to do.

Students are expected, at a minimum, to achieve learner expectations at the end of the developmental levels as outlined in the benchmarks of the NGSSS. Faculty of the School will plan with representatives of the School District to align testing with the district's schedule for testing.

The Board is aware that the state is transitioning from the FCAT 2.0 to the Common Core Assessments to align with Common Core State Standards. The School will comply with all requirements for administration of Common Core Assessments, EOC assessments, and other state-required testing.

The School will use a "value-added" approach by combining several diagnostic instruments and measurement tools [e.g., General Assessment of Instructional Needs (GAIN) or other approved assessment,

social/personal needs assessment, Individual Success Plan (ISP), FCAT 2.0 or Common Core assessments, and EOC assessments] that track and monitor student progress. These progress tools allow for program customization to meet individual student needs ensuring mastery and success. Critical assessment data will be housed in an electronic Learner Profile that includes and/or is linked to the following data:

- o Prior academic record
- o FCAT 2.0, Common Core assessments, and EOC assessment results
- o GAIN or other similar assessment - English and math scores
- o Benchmark results
- o Reading Plus levels
- o Intervention levels
- o Attendance
- o Social services provided

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track mastery to prevent a student from proceeding to the next lesson until he/she reaches the mastery level on the current lesson. The continual assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student may be experiencing difficulty and need additional instruction.

The technology-enhanced courses and content to be used by the School will provide both teachers and students with the ability to monitor student progress continuously. In addition to online diagnostic assessments that will pinpoint student strengths and weaknesses, a benchmarking system and a course monitoring system will be set up for the mandatory End-of-Course tests required for graduation. The benchmarking system will begin at the point of entry for each student and progress to a series of benchmark assessments and then to a released FCAT, common core assessment, or EOC test in preparation for the testing dates.

Upon entry, if a student has not yet passed a portion of any state required assessment, then the student will be placed into appropriate tutorials. Regardless of point of entry, the student will take the next benchmark assessment. Based on the results, the student will receive tutorials during the regular session to assist in remediating the areas of deficiency.

For online studies, students will be able to check the quality of their work, see if they are on schedule for completing courses, review all assignment and test deadlines, and access an Activity Score Report. This Activity Score Report will contain:

- o An on-schedule indicator
- o Information on any overdue or not yet scored activities
- o Feedback on quality of work
- o Grades-to-date and exam results
- o Grading deadlines
- o Learning activities scores and due dates

Teachers will have access to the Student Progress Reports (SPR) and Activity Score Report for each student enrolled in the School. They also will have the ability to run a diagnostic summary to track overall student and class performance for all technology-enhanced courses.

Types and Frequency of Assessments

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
Florida Comprehensive Assessment Test (FCAT) 2.0 / Common Core Assessments	Annually	The FCAT measures the Next Generation Sunshine State Standards in Reading and Writing	Reading and Writing	Reading and writing (grade 10).
End-of-Course Assessments (EOC)	As required by the state and district	The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOCs are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific high-school courses, as outlined in the course description.	Algebra I Geometry Biology I and other required EOCs	9-12
Baseline Assessment: GAIN	Fall and Spring of each year	Assessment tools for at-risk high school and adult students	English and Math	9-12
Formative assessments	On-going	Assessments of ongoing progress in content areas to identify incremental growth. Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists. Any gaps in student progress will be identified and appropriate strategies implemented to address the gaps.	All	9-12
Interim Assessment: Florida Assessments for Instruction in Reading (FAIR) (or FAIR-CC upon implementation)	Fall, Winter, Spring	FAIR will provide teachers with screening, diagnostic, and progress monitoring information that are essential to guiding reading instruction.	Reading	9-12

Assessment	Frequency	Description	Subject(s)	Grade Level(s)
Postsecondary Education Readiness Test (PERT)	Spring	Administered to students proficient on state assessments to determine college readiness.	Reading and Math	11
Comprehensive English Language Learning Assessment (CELLA)	Annually	Florida uses the CELLA as a tool to measure the progress of English Language Learners' (ELLs) proficiency in English; thus, ensuring the skills needed in school to achieve at high levels, academically.	English Proficiency	9-12
Course Summative Assessments	At completion of each semester course	Students will complete end-of-semester exams for each course to determine content mastery.	All	9-12

Thus, student performance will be measured in each of the following ways:

- o Assessment of foundational reading and math skills levels upon students' initial enrollment.
 - Foundational reading and math skills levels are essential in the development of each student's ISP and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments.
- o Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support.
 - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists.
 - Benchmarking will be used to modify instruction and tutorials for state assessment success.
 - Content mastery will be measured through the achievement of benchmarks and successful completion of each course.
- o Summative evaluations of content mastery.
 - End of Course assessments will validate and verify credits earned for promotion to the next grade level.
 - Measurement of annual growth.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing these planned assessments with more appropriate options in the future.

As noted in s. 1008.341, F.S., schools that provide dropout prevention and academic intervention services pursuant to s. 1003.53, F.S., shall receive a School Improvement Rating. The School Improvement Rating shall identify schools as having one of the following ratings defined according to rules of the State Board of Education:

- o "Improving" means schools with students making more academic progress than when the students were served in their home schools.

- o "Maintaining" means schools with students making progress equivalent to the progress made when the students were served in their home schools.
- o "Declining" means schools with students making less academic progress than when the students were served in their home schools.

5.F. DESCRIBE HOW STUDENT ASSESSMENT AND PERFORMANCE DATA WILL BE USED TO EVALUATE AND INFORM INSTRUCTION.

Classroom formative assessment will occur regularly employing such strategies as, but not limited to, observation, reviews, projects, quizzes, tests, and review of electronic Student Progress Reports (SPR). The SPR will track mastery to prevent a student from proceeding to the next lesson until he/she reaches the mastery level on the current lesson. The continual assessment provided by the SPR will assist the student and teacher not only in identifying areas of success, but also in identifying areas where the student may be experiencing difficulty and need additional instruction.

In addition to online diagnostic assessments that will pinpoint student strengths and weaknesses, a benchmarking system and a course monitoring system will be set up for each of the mandatory End-of-Course assessments required for graduation. The benchmarking system will begin at the point of entry for each student and progress to a series of benchmark assessments and then to a released EOC test in preparation for the testing dates.

Teachers will have access to the SPR and Activity Score Report (as described above) for each student enrolled in the School and will use the SPR and Activity Score Report during progress monitoring meetings with individual students. The teachers also will have the ability to run a diagnostic summary to track overall student and class performance for all technology-enhanced courses.

The instructional software programs to be used by the School will provide comprehensive online instructional content and assessments that will help teachers individualize instruction, ensuring each student has the opportunity to achieve to his or her potential. Online diagnostic assessments will pinpoint student strengths and weaknesses. Detailed reports will provide teachers with performance information for an entire class and individual students. Study plans will help teachers guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding. These programs will give teachers the flexibility to determine how to most effectively use these online curriculum resources to enhance classroom instruction.

Assessment opportunities – including baseline, formative, and summative assessments – will be integrated throughout the digital curriculum. Each lesson will begin with the learning objectives for the lesson. Assessments will address each learning objective and be designed specifically to test students at various levels of Bloom's Taxonomy. Formative assessments will provide opportunities to gauge student progress on an ongoing basis. Summative assessments will require that students demonstrate content mastery at the end of each unit and semester.

Targeted, face-to-face direct instruction will be conducted in small groups or individually to assist struggling students with further understanding and mastery of course content using supplemental reading, math, and foundational skills resources. This individualized instruction will address identified gaps in student learning and provide appropriate interventions and remediation. Instruction will be differentiated according to students' individual needs including foundational skills improvement and test-taking skills preparation.

Each student's ISP will serve as the foundation from which to measure his/her outcomes. These student outcomes will be congruent with the Next Generation Sunshine State Standards. Assessments that measure individual student performance will assure that the educational programs comply with the No Child Left Behind Act.

All of the above mentioned assessment, evaluation, monitoring, and feedback tools and strategies will be used in a student-centric way to inform targeted instruction to:

- o identify students' strengths and needs
- o develop student profiles of success
- o identify best practices
- o determine starting points for instruction
- o remove barriers to student learning and continuous improvement
- o determine appropriate pacing for on-schedule completion of courses
- o differentiate instruction
- o identify immediate intensive interventions
- o re-teach non-mastered content and key concepts
- o determine mastery and grade promotion
- o determine need for additional resources to support learning
- o modify instructional program at the classroom, school, and program levels
- o develop targeted professional development so that teachers have requisite competencies to ensure that all students are successful

5.G. DESCRIBE HOW STUDENT ASSESSMENT AND PERFORMANCE INFORMATION WILL BE SHARED WITH STUDENTS AND WITH PARENTS.

The School is accountable to parents and responsible to students through daily assessments of measurable goals and objectives that continuously monitor academic progress and the pace of learning

The *MY SUCCESS*® Student and Parent Dashboard will serve as a tool for communicating and monitoring student learning results. This web-based portal will provide up-to-date information on student attendance, course progress, grades, skills development, graduation progress, and postsecondary transition. In addition, Student Progress Reports will be created and distributed on a regular schedule. For students and parents/guardians without access to the Internet, hard copies of all reports will be sent home with students and also mailed to parents/guardians. Based on the parent's/guardian's preference, student learning results may also be e-mailed. The School may also distribute a monthly electronic newsletter to the school community to share the successes achieved by students.

School achievement data will be reported in Annual Reports to parents and the school district sponsor, and will include the School's progress, as well as any other national or state reporting requirements.

In the event that written and verbal communication are needed in a language other than English or Spanish, efforts will be made to retain translation services in the language(s) needed. Also, the School will have staff whom will make home visits to communicate student's progress and successes, and will provide travel options for parents/guardians without transportation to attend School events.

6. EXCEPTIONAL STUDENTS

6.A. PLEASE INDICATE THE LEVEL OF SERVICE THE SCHOOL WILL PROVIDE TO STUDENTS WITH DISABILITIES BY SELECTING FROM THE LIST BELOW.

- THE SCHOOL WILL SERVE STUDENTS WITH DISABILITIES WHOSE NEEDS CAN BE MET IN A REGULAR CLASSROOM ENVIRONMENT (AT LEAST 80% OF INSTRUCTION OCCURRING IN A CLASS WITH NON-DISABLED PEERS) WITH THE PROVISION OF REASONABLE SUPPLEMENTARY SUPPORTS AND SERVICES AND/OR MODIFICATIONS AND ACCOMMODATIONS.
- THE SCHOOL WILL SERVE STUDENTS WITH DISABILITIES WHOSE NEEDS CAN BE MET IN A REGULAR CLASSROOM AND RESOURCE ROOM COMBINATION (BETWEEN 40-80% OF INSTRUCTION OCCURRING IN A CLASS WITH NON-DISABLED PEERS) WITH THE PROVISION OF REASONABLE SUPPLEMENTARY SUPPORTS AND SERVICES AND/OR MODIFICATIONS AND ACCOMMODATIONS.
- THE SCHOOL WILL SERVE STUDENTS WITH DISABILITIES WHOSE NEEDS CAN BE MET IN A SEPARATE CLASSROOM (LESS THAN 40% OF INSTRUCTION OCCURRING IN A CLASS WITH NON-DISABLED PEERS).

The School will follow all federal and state regulations concerning the Individuals with Disabilities Education Act (IDEA) and the provision of a free and appropriate public education (FAPE) to students with disabilities.

The School will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

(1) Identification and Evaluation

The Multi-tiered System of Supports (MTSS) process (described in detail below) will be implemented with students who are not successful in the general education curriculum or who enroll in the School severely below their grade level peers. Any student who has received Tier 3 interventions for a reasonable amount of time and who continues to be unsuccessful in making progress in the curriculum may be referred for evaluation for Exceptional Student Education (ESE) services. Evaluations will be conducted by qualified evaluators. The School will work with the school district to coordinate the student's evaluation.

After the evaluation is complete, a team will conduct a review that includes the examination of existing data on the student, including evaluations and information provided by the parents of the student and the student, as appropriate; current classroom-based assessments and observations; and teacher and related services providers' observations. Determination of eligibility for ESE services will be consistent with Florida State Board of Education Rules.

(2) Services

If a student is identified as eligible for ESE services, an individual educational plan (IEP) will be developed within thirty (30) days of the determination of eligibility. The IEP will include:

- o What the student knows and is able to do
- o What the student needs help with

- o How the student's disability affects his or her success in school
- o What the student should learn by the end of the school year
- o What special education services, supports, accommodations or modifications, and assistive technology the student will receive during the year
- o An explanation of any time that will be spent receiving instruction outside the regular class
- o How the student's progress will be measured
- o The type of diploma the student is working toward
- o If the student is age 16 or older, the student's goals for life after high school

The following people can be at an IEP meeting:

- o Both parents, if possible
- o The student (if appropriate)
- o At least one exceptional student education (ESE) teacher who provides, or may provide, services to the student
- o The student's general education teacher
- o Someone who understands the evaluations that have been done for the student and can explain them (This may be one of the people already on the attendee list.)
- o A local education agency (LEA) representative who knows about special education and the school district's resources (This may be the ESE teacher.)
- o Other people invited by the parent or the school

Each student with a disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment that will enable the student to progress in the general curriculum to the maximum extent possible. Special education, which refers to specially designed instruction and related services, will be provided to meet the unique needs of the student that result from the student's disability and to prepare the student for further education, employment, and independent living. Specially designed instruction means adapting, as appropriate, the content, methodology, and/or delivery of instruction. Specially designed instruction may employ universal design for learning, assistive technology, accommodations, and/or modifications.

To maximize accessibility to the curriculum, students will access the NGSSS/Access Points through appropriate programming, support from special education and regular education teachers, support in the use of assistive technology, and through the use of universal design principals. For most students with disabilities, these supports will provide progress toward a standard high school diploma.

Students will receive instructional support through specially designed instruction and related services as determined through the individual educational plan (IEP) process. The level of service will be aligned to the severity of the student's disability. Teachers will be trained in designing and implementing individualized instruction to address the learning needs of each student. Teachers will instruct students in the unique skills necessary to access and benefit from the core curriculum as documented on the student's IEP. A range of service delivery options will be available to meet the students' needs, e.g., consultation, itinerant instruction, and resource room for one-on-one or small group instruction or other services.

Supplementary aids will be provided by the School. Supplementary aids may include peer tutoring, interpreters, or referral to ESE teacher or other staff member as well as resources such as calculators, tapes, tape recorders, noise reducing headphones, printed pacing guides, testing adaptations needed (e.g., extend time, read test to student), shared note-taking, and other technology devices and services.

Determining what supplementary aids and services are appropriate for a particular student will be done on an individual basis by the IEP team. The School will contract with appropriate service providers for services not provided by the School's full-time staff. Examples of these services include speech and language therapy, occupational therapy, and psychological testing services.

The entire instructional team will track student progress on a continuous basis using a student data management system that includes an online Learner Profile database for each student. The Learner Profile will enable instructors to make decisions regarding next steps for each student.

IEP meetings will be held at least annually for each eligible student to determine whether the annual goals for the student have been achieved and to review and revise the IEP as appropriate.

(3) Monitoring and Dismissal

The ESE teacher will be responsible for monitoring the progress of ESE students in achieving the goals on the IEP.

Each ESE student will be re-evaluated every three (3) years to determine if the student still qualifies as a student with a disability. If the student is no longer a student with a disability, the student will be dismissed from ESE services.

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 not deny enrollment to any eligible applicants on the basis of sex, race, religion, national origin, ethnicity, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The School also will not discriminate in its student admissions policies on the basis of intellectual, academic, artistic, or athletic ability; measures of achievement or aptitude; or any other basis that would be illegal if used by any public school.

Students will be able to enroll throughout the year. In the event that the number of all eligible applicants for enrollment exceeds the School capacity, the School shall perform a random selection process to determine which students are enrolled and which students are placed on a waiting list, subject to another random selection when an opening occurs.

The School will include in the lottery all eligible applicants for admission, excluding any students that are exempt from the lottery process. The following categories of students may be exempted from the lottery:

- (1) siblings of existing students; and
- (2) children of a board member; and
- (3) children of an employee of the School

The Principal or his/her designee will manage the lottery process and maintain appropriate documentation.

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.

To the maximum extent appropriate, students with disabilities will be educated with non-disabled peers. The School will welcome the participation of district liaisons in IEP meetings, particularly for placement and re-evaluations. District staff will be welcome as partners in ensuring that services and records are in compliance with federal and state requirements.

Special classes or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In such cases, the School will work with the school district sponsor to consider the continuum of placements available to meet the needs of students with disabilities for special education and related services, including instruction in special classes or schools, home instruction, and instruction in hospitals and institutions.

In determining the educational placement of a student with a disability, the School will work with the school district sponsor to ensure that:

- o The placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
- o The placement decision is made in accordance with least restrictive environment (LRE) provisions.
- o The student's placement is determined at least annually, is based on the student's IEP, and is as close as possible to the student's home.
- o In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he or she needs.
- o A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

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.

Our School facility will have a flexible design to meet the needs of all our students. The school facility will meet all American's with Disabilities Act (ADA) codes and regulations, including but not limited to, accessible toilets; wheelchair ramps; ADA faucets and door hardware; and audible and visual fire alarm notification systems. The regular school facilities will be able to be adapted for use by students with disabilities. Examples are provided below:

- o Exceptional Student Education (ESE) Room: This room will be occupied full time by the ESE teacher. It will have four (4) student computer stations with desks that can be arranged in multiple configurations dependent upon the instructor's choice of teaching method to be employed during any particular session.
- o Reading Teacher Room: This room will be occupied by the reading teacher and will have four (4) student desks and chairs, plus an additional two (2) chairs. This area will be designed for one-on-one or small group reading instruction.
- o Flex Room: This area will be designed to be used for small groups, or larger groups up to twenty-five (25) students, for targeted teaching or viewing a multitude of media formatted information.
- o Provider Offices will be available for students needing one-on-one interventions or supplemental services, such as a mentor, tutor, individualized testing, etc.

6.E. DESCRIBE HOW THE SCHOOL'S EFFECTIVENESS IN SERVING EXCEPTIONAL EDUCATION STUDENTS WILL BE EVALUATED.

Effectiveness of instruction for all students will be evaluated through direct impact on student achievement, performance, and state assessment results. The School's effectiveness in serving ESE students will be evaluated based on each student's success in meeting the goals on his/her IEP, and the same criteria used to evaluate the School's success in serving all students: grade promotion, credit accumulation, FCAT results, graduation, and successful postsecondary transition. It is important to note that ESE and gifted students will be assessed on an ongoing basis along with their non-disabled and non-gifted peers.

In cases where the services provided to a student are not effective and a greater disability is suspected, the IEP will be reviewed and revised, making necessary accommodations to permit students with disabilities to access learning opportunities and exhibit academic progress on the same basis as general education students.

6.F. EXPLAIN HOW EXCEPTIONAL STUDENTS WHO ENTER THE SCHOOL BELOW GRADE LEVEL WILL BE ENGAGED IN AND BENEFIT FROM THE CURRICULUM.

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans. The School recognizes and respects the fact that not all students are alike and we understand that our students will bring with them a variety of learning styles. Therefore, the School will be flexible in the approaches to teaching. Instead of expecting students who are having difficulty to modify themselves to the curriculum, the School will modify the curriculum, as well as the presentation of information, until an approach is found that meets students' needs and leads to success.

The School will follow all federal and state regulations concerning the Individuals with Disabilities Education Act (IDEA) and the provision of a free and appropriate public education (FAPE) to students with disabilities. Upon enrollment in School, the cumulative folders of those students coming from another school will be reviewed to determine their eligibility status to receive special education and related services. An IEP team will be assembled for those special education students. The IEP team will consist of both parents (if possible), the student (if appropriate), at least one exceptional student education (ESE) teacher who provides (or may provide) services to the student, the student's general education teacher, the school district psychologist or other professional who understands and can explain the evaluations of the student, the Principal or designee who understands school and district ESE resources, and other people invited by the parent or school. Testing and placement decisions for Special Education students will be made by each student's team.

The School's instructional methods are designed to engage all our students, many of whom will have already dropped out of school or will be at risk of dropping out. Our model aligns with the State's Digital Learning Plan⁵⁹ to engage students with interactive content, create a technology-rich learning experience, and implement blended learning models that transform public schools for the digital age and empower students to be lifelong learners. Students will be engaged in and benefit from the curriculum through an individualized program of instruction and customized differentiation and interventions, as needed.

(1) Individualized Program

The School's academic program is highly personalized so that all students' needs may be met and all provided with the opportunity to realize their full potential. This individual approach begins with enrollment when a

⁵⁹ http://www.fldoe.org/board/meetings/2012_07_17/digitalplan.pdf

baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN) or other approved assessment. This will allow staff at the School to immediately begin to identify each individual student's strengths and needs. An Individual Success Plan (ISP) will be developed for each student detailing course assignments and emphasizing attendance for completion of credits to achieve high school graduation and pursue career and postsecondary options. New students' transcripts will be obtained from the student's last school attended, and reviewed by teachers and/or administrators to begin creating the ISP.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing this planned assessment with more appropriate options in the future.

The School's educational model will offer an individualized program for each student, including students with disabilities, to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the NGSSS, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the Common Core Assessments and EOCs and comply with state graduation requirements to earn a high school diploma.

In addition to direct instruction, the instructional software courses incorporate three types of flexible instruction to engage students in the curriculum: multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, all of which are addressed in the software.

Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Literacy Advantage courses in mathematics, science, English, and social studies will provide embedded literacy scaffolding, supporting those students with more acute and/or specialized need. Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

All students will engage daily in blended learning. Direct instruction and technology-enhanced course instruction will be utilized to earn credits. During this time, a team of teachers will facilitate student learning and provide coaching, mentoring, and tutoring as determined by student needs and progress. Further, targeted face-to-face direct instruction sessions will be conducted, as needed, to assist struggling students with additional understanding and mastery of technology-enhanced courses using supplemental reading, math, and foundational skills resources. These sessions will be targeted towards students' individual needs to include test taking skills preparation, foundational skill improvement, and additional reading, math, social studies, and science instruction. Students who do not participate in targeted direct instruction will continue to work on their courses.

(2) Multi-tiered System of Supports

The School will use a Multi-tiered System of Supports (MTSS) model to identify quality interventions to meet student needs and ensure that student's benefit from the School's program. Although MTSS is typically implemented for struggling students prior to identification as a student with a disability, the MTSS process can be helpful in matching effective interventions with student needs even after a student is identified as eligible for ESE services.

MTSS is a problem-solving model that integrates multi-tiered service delivery including primary, secondary, and tertiary levels of support. MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)⁶⁰.

Academic and behavioral approaches will focus on evidence-based practices. The selection of practices (e.g., planning and implementing interventions) will be based on the following:

- A short list of critical priorities identified by the school
- A limit of only one or two major adoptions at one time
- Strategies that have been proven effective in addressing the desired outcomes
- The ability to monitor progress of implementation⁶¹

Three tiers of intervention define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include, but are not limited to the following: 1) advisory teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. The team will use the following process:

1. Define the problem.
2. Analyze the problem using available data.
3. Develop and implement a plan that includes one or more performance goals for the student.
4. Measure the student's response to the intervention by using data from progress monitoring.
5. Continue or adjust the intervention based on the student's response and progress.

⁶⁰ Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Tallahassee, Florida: Florida Department of Education.

⁶¹ Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359–390). New York: Guilford Press. Accessed from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

The main goal of academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed. An additional goal will be to continue to provide effective interventions for exceptional students. Academic MTSS systems identify goals, a core academic curriculum, and organizational structures or strategies to enhance academic instruction.

Students with disabilities will most likely be eligible for Tier 3 interventions. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. The approach at this tier may be a combination of modified instruction, modified assessments, and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- o Assign to content area teacher
- o Increase one-on-one instruction and/or tutoring
- o Offer diagnostic assessments for learning disabilities
- o Modify methods for interacting with coursework
- o Use community resources
- o Continue targeted pullouts
- o Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- o Match curricular materials and instructional level
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits
- o Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the additional appropriate services or interventions that should be provided.

An ESE teacher will be assigned to students with disabilities to provide Tier 3 interventions and intensive remediation. The ESE teacher will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Differentiated instruction will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student. The Learner Profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

In addition to the highly individualized instructional design of the School, each student with a disability will be supported through various strategies identified on his or her IEP. Accommodations and modifications may include, but are not limited to:

- o Test accommodations
- o Computer pacing and remediation
- o Adapted computer devices and other assistive technologies
- o Providing the ability to self pace
- o Audio assistance
- o Formative feedback
- o Breaking out complex tasks into smaller steps with explanation and guidance
- o Study assistance

The School will provide accommodations and modifications as necessary to permit students to access technology-enhanced learning as well as the related services provided on the student's IEP. Services will be

provided by a staff member with the appropriate certification in that disability area or through contracts with an appropriate agency, if necessary. Students with disabilities will benefit from individualized direct instruction provided in a center setting to address any foundational reading, math, and Common Core Assessments or EOC- based gaps to help them meet state testing and graduation requirements.

The Schools will use a small group, pull-out model of instruction for students with disabilities who cannot be served in the inclusion model of accelerated learning. Highly qualified teachers will provide direct instruction, tutoring, and guidance to these students. All special education teachers will be appropriately certified. For a student whose needs are severe or unique, the School will ensure that the student has the most appropriate educational placement or support.

6.G. PROVIDE THE SCHOOL'S PROJECTED POPULATION OF STUDENTS WITH DISABILITIES AND DESCRIBE HOW THE PROJECTION WAS MADE.

A review of statewide data on student membership⁶² during the 2012-2013 school year showed that approximately thirteen percent (13%) of the students served in Florida were students with disabilities. This figure also closely matches the district's population of students with disabilities (12%). The School's projected population of students with disabilities is approximately seventeen percent (17%), which matches the current ESE population at other similar schools serving a comparable population of students. Although the estimate for our population of students with disabilities is higher than the district ESE population rate, we expect to serve a higher percentage of ESE students due to the extra support and individualization of our proposed program.

6.H. IDENTIFY THE STAFFING PLAN, BASED ON THE ABOVE PROJECTION, FOR THE SCHOOL'S SPECIAL EDUCATION PROGRAM, INCLUDING THE NUMBER AND QUALIFICATIONS OF STAFF.

The initial ESE staffing for the school will be one (1) ESE teacher, with more ESE teachers, or other support personnel added as student enrollment requires and IEPs dictate. As defined in the NCLB Act of 2001, the School will not employ or assign a non-highly qualified teacher to any core academic subject. The qualifications required of the ESE teacher can be found in the ESE Teacher Job Description (Attachment H).

6.I. DESCRIBE HOW THE SCHOOL WILL SERVE GIFTED AND TALENTED STUDENTS.

(1) Gifted Services

For any student attending the School who has qualified for gifted services, the School will provide the appropriate services required by that student as delineated on the student's Education Plan (EP) and in the district's policies. *Florida's Frameworks for K-12 Gifted Learners*⁶³ guides curricular modifications of Florida's Next Generation Sunshine State Standards to create an appropriate level of challenge for gifted students. Curricular modifications for gifted learners will be designed to address the need for more complex tasks,

⁶² Membership in Programs for Exceptional Students: <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>

⁶³ Florida Department of Education, Working on Gifted Issues Challenge Grant, and Florida Association for the Gifted (FLAG). (2007). *Florida's Frameworks for K-12 Gifted Learners*.

Available on line at <http://etc.usf.edu/flstandards/sss/frameworks.pdf>

exposure to a broadened scope of information, an emphasis on multiple perspectives, more rapid pace of instruction, a greater focus on higher order thinking skills, and more sophisticated products/performances. In the event that one or more gifted students enroll at the School, a certified teacher with a gifted endorsement will be employed to meet the specialized and individualized needs of gifted students.

(2) Effectiveness in Serving Students who are Gifted

It is important to note that all ESE students, including students who are gifted, will be assessed on an ongoing basis along with their peers. Each course's curriculum is developed to include regular assessments to determine student mastery. All classroom teachers will be provided with the appropriate information concerning services included in the student's EP, as well as staff needed to address the identified goals.

Students who need services beyond those offered through the general curriculum may work directly with the Gifted Teacher in individual and/or small group settings. Alternative programs, resources, and textbooks may be utilized so that each student has the opportunity to successfully progress through the curriculum at an appropriate depth, complexity, abstractness, and pace.

The School's effectiveness in serving students who are gifted will be evaluated based on each student's success in meeting the goals on his/her Education Plan (EP), grade promotion, credit accumulation, graduation, and successful postsecondary transition. Each course's curriculum will be developed to include regular assessments to determine student mastery. The School's curriculum delivers content in a variety of formats that accommodate different abilities and learning styles. If a student does not exhibit mastery, the Gifted Teacher will work with the classroom teacher to provide accommodations to the curriculum and/or pace of delivery within the general learning environment. All classroom teachers will be provided with the appropriate information included in the student's EP, as well as staff needed to address the identified goals.

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 AND PROVIDING SUPPORT SERVICES.

English Language Learners (ELL) will be welcomed at the School. The purposes of the School's ELL/English for Speakers of Other Languages (ESOL) program will be to help ensure that English Language Learners (including immigrant youth) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. Faculty of the School and the parents of the student will plan the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction. ELL students enrolled in the School are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is: (1) understandable to the students given their level of English proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

The School will work closely with the School District and follow its ESOL guidelines. The School will abide by the requirements of the *LULAC et al. vs. State Board of Education Consent Degree (1990)*. The School also subscribes to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, *"The Provision of an Equal Education Opportunity to Limited English Proficient Students"* (1992).

(1) Compliance with State and Federal Requirements

The School will use the IDEA Language Proficiency Test (IPT) to assess aural/oral proficiency. This assessment will guide the School in determining which students require placement in the ESOL program and which services each student will need. All students who are classified as an ELL student are required to participate in a program for ESOL. The School will provide an appropriate ESOL program to meet the specific needs of identified ELL students in language learning, academic achievement, and cultural integration.

(a) ESOL Program Entry Criteria

The Home Language Survey (HLS) is the first step in the identification of a potential ELL student and will be completed upon initial enrollment for all students entering the School. The School will work closely with the school district to see if enrolling students have already completed the HLS while enrolled in another school in the district. The HLS includes the following three questions and is given prior to enrollment during the student registration process:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

(b) Aural/Oral Language, Reading, and Writing Assessment

If the student's parent/guardian answers "no" to the three (3) questions from the HLS, the student is not considered a potential ELL student and will not be assessed for English language proficiency. If a parent answers "yes" to any of the three (3) questions from the HLS, the student will be assessed for aural/oral

language proficiency in English within twenty (20) school days of enrollment in the School. The School will use the IDEA Language Proficiency Test (IPT) to assess aural/oral proficiency.

The cut scores that determine if a student is eligible and in need of ESOL services are as follows:

Grade Level	Test/Form	National Percentile
9-12	Test II, Form E	64

An appropriately trained ESOL teacher will administer and score the assessment, and record the data.

The Reading and Writing Assessment is the Kaufman Test of Educational Achievement II Brief Form. This test will be administered within twenty (20) days for students who score proficient on the Listening and Speaking Test. A score at or below the 32nd percentile on the reading or writing portion of the test will qualify a student for entry into the ESOL program.

Any student who scores non-English speaking or limited English speaking (non-proficient) as determined by state standards will be classified as an English Language Learner and placed into the ESOL Program.

(c) ELL Committee

The School will have an ELL Committee composed of the following: administrator or designee, ESOL teacher(s), home language teacher (if any), classroom/subject area teacher, and Family Support Specialist. In addition, other educational personnel such as a school psychologist will participate whenever it is appropriate. The parent(s)/ guardian(s) will be invited to attend any meeting of the ELL Committee. The School will keep a record of parent/guardian notice.

The functions performed by the ELL Committees will include:

- o Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- o Reclassification of former ELLs
- o Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- o Review of instructional programs or progress (after one semester)
- o Parental concerns
- o Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- o Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- o Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- o Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

The IEP Committee serves as the ELL Committee for ELL students with disabilities. IEP committee members will include those required for an ELL Committee.

(d) Programmatic Assessment

The ELL Committee Chairperson, ESOL teacher, and other appropriate school personnel will work together to determine each ELL student's academic achievement level to ensure appropriate grade level placement and scheduling. In making decisions, the ELL Committee will consider the following factors: 1) extent and nature

of prior educational and social experiences and student interview; 2) written recommendation and observation by current and previous instructional and supportive services staff; 3) level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards; 4) grades from the current or previous years; 5) the student's age; and/or 6) other test results.

Placement decisions will be documented in writing. No single person will be able to decide to place a student that is not eligible for services in an ELL instructional program or decide not to place a student that is eligible for an ELL instructional program. Only the majority of the ELL Committee members representing the student will be able to make placement decisions.

Parent participation and written consent on the most appropriate placement for the student will be documented as part of the process for ELL Committee meetings. Documentation of all decisions made in an ELL Committee meeting will be kept in the Student ELL Plan and placed in the student's cumulative folder. Parents will be provided with a copy of all forms signed by those members present at the meeting and completed in a language parents understand, as feasible.

Students with limited or no prior school experience will be assessed and placement will be made based on the student's age, regardless of English proficiency.

(e) ELL Student Plan

Student ELL Plans will be developed and reviewed by the ELL committee to ensure that students are appropriately placed and provided with instructional options to help them make academic progress in the general curriculum and acquire English language proficiency. The student's ELL Plan will provide information on student ESOL language level, ELL services, student progression, and meetings convened to discuss academic progress of the student. The plan will also contain the student's schedule, entry information, and testing information. The ELL Student Plan will be filed with the student's cumulative folder.

ELL student plans will be updated whenever an ELL committee meeting is held to discuss the student, annually at the beginning of every school year to reflect current services, on the anniversary date of the student's entry into the ESOL program, and any time there is a change in the student's educational plan.

The Principal's designee (usually the ESOL teacher) will be responsible for developing and updating all Student ELL Plans at the beginning/end of each school year and as needed.

(f) Instructional Models

The ELL Committee will plan together the means for instruction in the English language and any specific modifications or accommodations that will be most appropriate for English instruction. ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

The School will use one of following allowable instructional model(s) based on the needs of the students enrolled and requiring participation in an ESOL program:

- o Sheltered - English: an ESOL resource teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location other than the ELL students' classroom.
- o Mainstream/Inclusion model – English Language Arts: ELL and non-ELL students are grouped in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction.
- o Mainstream-Inclusion model – Core/Basic: ELL and non-ELL students are group in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom (“push-in”) to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, social studies, and computer literacy.

(g) Instructional Strategies

Any teacher with an ELL student will have the ESOL endorsement or certification, and document the use of ESOL strategies in his/her lesson plans. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content.

The instructional software used offers courses with extensive scaffolding for students who are not proficient in English. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. To further develop English language acquisition, students will be able to listen to instructional text read aloud in English (and in Spanish for math courses), review rollover vocabulary supporting academic language proficiency, use media to observe and study multiple representations of concepts, and participate in interactive self-assessments with immediate feedback.

Classroom accommodations may include using differentiated instruction, frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary.

The monitoring and use of ESOL strategies will occur daily and performed on an ongoing basis. Those ELL students who are LY will receive one on one support when needed, as well as receive accommodations similar to those of the ESE students (i.e. extra time on tests, use of dictionary, etc.) The ESOL teacher will progress monitor each student as well as make sure that proper accommodations are being provided in the regular classroom setting.

ELL students will also benefit from individualized direct instruction provided in a small group setting to address any foundational reading, math, and Common Core Assessments or EOC-based gaps to help them meet state testing and graduation requirements.

(h) Statewide Assessment

ELL students will participate in the Florida statewide assessment program (FCAT 2.0, common core assessments upon implementation, End of Course Assessments, PERT, CELLA, etc), as applicable, with accommodations in accordance with the student's ELL plan. The School testing coordinator will participate in district training about the requirements for ELL testing and testing accommodations. Accommodations may include, but are not limited to, flexible setting, flexible scheduling, additional time, assistance in the student's native language (for math, science, and writing assessments) including the use of a heritage language dictionary. Students will also participate in all other assessment opportunities provided for non-ELL students at the School, as appropriate.

(i) The Comprehensive English Language Learning Assessment (CELLA)

ELL students will be required to participate in the Florida statewide annual proficiency assessment program with the *Comprehensive English Language Learning Assessment* (CELLA) based on guidelines provided by the FDOE Bureau for Student Achievement through Language Acquisition. CELLA is a state-wide assessment for all active ELL students that assesses the four language modalities. This comprehensive test addresses NCLB requirements for Title I, (Part A) and Title III; aligns to the Language Arts through ESOL curriculum; and provides for data reporting Annual Measurable Achievement Objectives required by Title III of NCLB.

(j) Test Accommodation

For statewide assessments, ELL students in the School will be provided with test accommodations. These accommodations may include, but are not limited to, flexible setting, flexible scheduling, extended time, assistance in heritage language, and English to heritage language dictionary. The exact combination of accommodations to be offered to any particular student is individually determined, considering the needs of the student and availability of linguistic resources at the School. The School staff will work with the School District to ensure that all appropriate accommodations are given. A letter will be sent to parents offering the particular accommodations and will be written in the native language of the parent, to the extent feasible.

(k) Exit Criteria and Procedures

The School's ESOL contact/designee, in coordination with teachers, will follow state/district procedures to exit students from the ESOL program. An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification. ELL students will be eligible for exit from the ESOL program only when they are determined to be English proficient in listening, speaking, reading, and writing.

Students in grades 9-12 eligible for exit from the ESOL program must score proficient on both listening/speaking and reading/writing criteria. The ELL Committee will review FCAT reading and CELLA results to determine continued program eligibility.

If a student's CELLA composite and CELLA reading score are at the proficient level, and the student scores proficient on the Reading FCAT or Common Core Assessments, the student will exit the program and be monitored for two (2) years. If a student's CELLA composite and CELLA reading score are at the proficient level, or the student scores at proficient on the Reading FCAT or Common Core Assessments, the ELL committee will convene to determine if the student should exit or remain in the ESOL program.

ELL students with special considerations that do not meet the exit criteria may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services. The School ELL Committee will convene to review grade level performance and assessment data provided to the committee members to determine if the student is ready to exit from the program successfully. The following areas will be reviewed during the ELL Committee meeting for exit:

- o CELLA proficiency scores (K-12) AND
- o Reading FCAT or Common Core Assessments proficiency scores AND
- o End of Course Assessment results (if applicable) AND
- o Academic achievement on grade level in:
 - English
 - Social Studies
 - Science
 - Math
 - Reading

- Writing
- SAT/ACT scores

Parents/guardians will be invited to participate in the ELL Committee meeting to determine whether the student continues to be classified as ELL or is exited. The parents'/guardians' wishes will always be taken into consideration. The findings of the committee and their recommendations will be kept on file.

Students will exit based on state/district exit criteria and via the process as stated below. The School's ESOL contact/designee:

- o Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- o Updates the exit information on the ELL folder for exiting students.
- o Completes the appropriate section of the ELL folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- o Provides the school data processor with required exit data. The required information is entered in the State Database.
- o Notifies the parents.
- o Monitors the student for two (2) years from the exit date to ensure success in the general education classroom.

When the student is exited from the ESOL program the parent/guardian will be notified in writing in the parent's native language, to the extent feasible. Exited students' academic performance will be monitored for two (2) years on an ongoing basis.

(l) Monitoring

Students who are exited from ELL services and remain in the School will be monitored for two (2) years from the exit date in order to ensure success in the mainstreamed classroom. The School's principal will establish a School procedure to ensure that all former ELL students will be monitored. Post-program review reports and ELL student profiles will be generated with information on ELL students who have exited the ESOL program within the past two (2) years. Multiple sources of data and evidence will be considered to determine progress. These data sources will include, but are not limited to, progress reports, report cards, test scores, classroom performance, and observations.

Documentation of ESOL-exited students will occur at the end of each student's first grading period, first semester, first year, and second year after exiting. Documentation may include: progress reports, test scores, classroom performance, and other performance reports used specifically by the School.

If it is determined that a student is not making satisfactory progress, an ELL Committee meeting with parental participation will take place. The ELL Committee will review all pertinent information and recommend an appropriate educational plan. The committee may recommend initiating an Academic Improvement Plan (AIP), adjusting the student's schedule, referral for counseling or other student services, or reclassification of the student as ELL.

(m) Parent Notification

Parents will be notified of the placement of their child in the ESOL program via an appropriate translated Parent Notification Letter. Letters will be provided in English, Spanish, and Haitian Creole. All communication with parents will be in the parents' native language to the extent feasible.

The letter will be dated to correspond with the entry date in the ESOL program. The letter will be sent home to the parents/guardian and a copy of the letter will be kept in the student's ESOL Program Records folder. As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student was receiving ESOL services.

Parents will also be notified of assessments and available accommodation, results of assessments, program delivery model options, retention/remediation, exit from the ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings to discuss their child. Information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible. This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

(n) Personnel Training

Teachers who are required to obtain ESOL training or certification will be notified by the ESOL Coordinator of training requirements and professional development opportunities through the school district. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants may enroll in courses offered during the first, second, and summer semesters.

(o) Re-entry into ESOL Program

When former ELL students are reclassified as ELL through a decision of the ELL Committee and re-enter the ESOL program, the School will record the decision in the previous ELL student plan; initiate a new ELL student plan; update the student data; and ensure the appropriate placement. Students will be provided with an educational program as recommended by the ELL Committee. The written recommendations of the committee will be maintained in the student's file. The Student Plan will be re-evaluated periodically for continued appropriateness of programming. Re-classified students will be re-evaluated annually by the School to determine if they should continue in the ESOL program or be referred to the ELL Committee for review.

(2) Support Services

The School's program is designed to address English language acquisition and development. Each student in our program, including ELL students, will be assessed and be provided with an Individual Success Plan (ISP) that serves as a "roadmap" to student success. Serving a diverse range of student needs means that each student requires individualized instruction to achieve academic success. The School will support the individualized needs of all students to ensure their success in the same curriculum and learning environment experienced by the general student population. This will be attained by integrating all appropriate support and services within the School's programs and delivering services by appropriately certified teachers. Accommodations and modifications will be provided as necessary to permit access to technology-enhanced learning, as well as the related services recommended by the student's ELL Committee.

The School's Family Support Specialist (FSS) and Career Coach will be available to work with each student at the School, including ELL students, to address and remove the personal, social, and behavioral barriers that prevent students from academic success. The FSS will work closely with other faculty and staff and a contracted licensed counselor to identify students in need of support, and will be expected to provide referrals to specialized support services. The FSS will link with community resource providers to identify programs that will provide wraparound services to meet students' personal needs. The School will seek partnerships with public and private agencies to provide social services, crisis intervention, and behavioral

health services that may include counseling, case management, tutoring, mentoring, postsecondary readiness, and work experience. The FSS will provide consultation and support for the parents of students who are considering terminating school enrollment or have other barriers to their education.

The Career Coach will provide additional instructional time to students in the areas of employability skills, career and college readiness, and postsecondary options based on each student's ISP. The Career Coach will work closely with students to teach job skills and resume writing, assist with finding employment, completing postsecondary institution and financial aid applications, and prepare students for a successful postsecondary transition. The Career Coach will work with local businesses and community organizations to place students in part-time employment and/or internships.

7.B. IDENTIFY THE STAFFING PLAN FOR THE SCHOOL'S ENGLISH LANGUAGE LEARNER PROGRAM, INCLUDING THE NUMBER AND QUALIFICATIONS OF STAFF.

The School teaching staff will include at least one certified teacher with ESOL certification or endorsement. The purposes of this position will be to provide staff support, with emphasis on programmatic assessment; scheduling; leading ELL committee meetings; monitoring former ELL students; and providing bilingual communication support to teachers, staff, and students. The employee in this position will interpret and translate classroom assignments, parent and student communications, and other school activities to support comprehension and transition for ELL students.

The person in this position will have a Bachelor's degree in Education, Educational Leadership, Curriculum and Instruction, or related field from an accredited college or university; teacher's certification with knowledge of the principles of secondary education, curriculum and instructional theory, use of data to drive program improvement; and the ability to communicate effectively both orally and in writing.

All the School's staff members will be legally required to participate in training when they have an English Language Learner (ELL) student assigned to their class. There are four categories of teachers, each with their own training requirements. The teaching assignment, not the area of certification, will be the deciding factor in determining the appropriate category. Professional development is available at local colleges and universities or through the school district's in-service training activities. The table below lists the four teacher categories, the related professional development requirements, and the timeline for meeting these requirements.

ESOL Training Requirements

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading Teachers	Social Studies, Mathematics, Science, and Computer Literacy Teachers	All other subjects not included in Categories I and II	School Administrators and Guidance Counselors
TRAINING REQUIREMENTS			
<ul style="list-style-type: none"> ESOL Endorsement: 15 	<ul style="list-style-type: none"> 3 semester hours or 60 in-service credit 	<ul style="list-style-type: none"> 3 semester credit hours or 18 in- 	<ul style="list-style-type: none"> 3 semester hours or 60 in-service credit

semester hours or 300 in-service credit points Or <ul style="list-style-type: none"> K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage Or <ul style="list-style-type: none"> K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL 	points	service credit points	points
TIMELINES			
Experienced Teacher	Experienced Teacher	Experienced Teacher	Hires Prior to September 5, 2003
<ul style="list-style-type: none"> 6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test. 	<ul style="list-style-type: none"> 1 year to completed 	<ul style="list-style-type: none"> 1 year to complete 	<ul style="list-style-type: none"> 3 years to complete from September 5, 2003
Beginning Teacher	Beginning Teacher	Beginning Teacher	Hires After September 5, 2003
<ul style="list-style-type: none"> Same as above for experienced teachers 	<ul style="list-style-type: none"> 2 years to complete 	<ul style="list-style-type: none"> 2 years to complete 	<ul style="list-style-type: none"> 3 years to complete from date hired as school administrator or guidance counselor.

7.C. EXPLAIN HOW ENGLISH LANGUAGE LEARNERS WHO ENTER THE SCHOOL BELOW GRADE LEVEL WILL BE ENGAGED IN AND BENEFIT FROM THE CURRICULUM.

Students of all abilities, as well as those who are members of special populations, will be welcomed at the School and will be provided with a rigorous and relevant education that incorporates the accommodations specified on their individual plans. The School recognizes and respects the fact that not all students are alike and we understand that our students will bring with them a variety of learning styles. Therefore, the School will be flexible in the approaches to teaching. Instead of expecting students who are having difficulty to modify themselves to the curriculum, the School will modify the curriculum, as well as the presentation of information, until an approach is found that meets students' needs and leads to success.

(1) Individualized Program

The School's academic program is highly personalized so that all students' needs may be met and all provided with the opportunity to realize their full potential. This individual approach begins with enrollment when a baseline academic assessment will be administered to all students using the General Assessment of Instructional Needs (GAIN) or other approved assessment. This will allow staff at the School to immediately begin to identify each individual student's strengths and needs. An Individual Success Plan (ISP) will be developed for each student detailing course assignments and emphasizing attendance for completion of credits to achieve high school graduation and pursue career and postsecondary options. New students' transcripts will be obtained from the student's last school attended, and reviewed by teachers and/or administrators to begin creating the ISP.

In the interest of ensuring an effective match between student learning needs and styles, and available curriculum, assessment, and software, the School will continuously review the assessments used by the School and the research and development of new options that may become available. The Board and school administrators will remain open to selecting and replacing this planned assessment should more appropriate options in the future.

The School's educational model will offer an individualized program for each student to progress at an appropriate pace based on his/her individual learning needs. Using a combination of direct instruction, instructional software aligned to the NGSSS, and supplemental materials, the curriculum will have the breadth and depth to meet the needs of the student population and provide students with the required courses to succeed on the Common Core Assessments, EOCs, and/or other state assessments and comply with state graduation requirements to earn a high school diploma.

Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. Classroom accommodations may include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary.

In addition to direct instruction, the instructional software courses incorporate three types of flexible instruction: multiple methods of content presentation, multiple modes of student expression, and multiple ways to engage students, all of which are addressed in the software. The instructional software used offers courses with extensive scaffolding for students who are not proficient in English. Controlled vocabulary and syntax, chunked text, and short page lengths with limited scrolling facilitate reading comprehension. To further develop English language acquisition, students will be able to listen to instructional text read aloud in English (and in Spanish for math courses), review rollover vocabulary supporting academic language

proficiency, use media to observe and study multiple representations of concepts, and participate in interactive self-assessments with immediate feedback.

Additionally, multiple course pathways will make it possible to provide the right level of instruction to meet the unique needs of each student. Foundations courses will provide structured remediation focused on developing reading, writing, and math skills and strategies. Literacy Advantage courses in mathematics, science, English, and social studies will provide embedded literacy scaffolding, supporting those students with more acute and/or specialized need. Other levels of courseware include Core, Honors, and Advanced Placement. Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

All students will engage daily in blended learning. Direct instruction and technology-enhanced course instruction will be utilized to earn credits. During this time, a team of teachers will facilitate student learning and provide coaching, mentoring, and tutoring as determined by student needs and progress. Further, targeted face-to-face direct instruction sessions will be conducted, as needed, to assist struggling students with additional understanding and mastery of technology-enhanced courses using supplemental reading, math, and foundational skills resources. These sessions will be targeted towards students' individual needs to include test taking skills preparation, foundational skill improvement, and additional reading, math, social studies, and science instruction. Students who do not participate in targeted direct instruction will continue to work on their courses.

(2) Multi-tiered System of Support (MTSS)

The School will use a Multi-tiered System of Support (MTSS)⁶⁴ to match quality interventions to student needs. MTSS is a problem-solving model that integrates multi-tiered service delivery including primary, secondary, and tertiary levels of support. MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)⁶⁵.

Academic and behavioral approaches will focus on evidence-based practices. The selection of practices (e.g., planning and implementing interventions) will be based on the following:

- A short list of critical priorities identified by the school
- A limit of only one or two major adoptions at one time
- Strategies that have been proven effective in addressing the desired outcomes

⁶⁴ MTSS Implementation Components, http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf

⁶⁵ Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Tallahassee, Florida: Florida Department of Education.

- The ability to monitor progress of implementation⁶⁶

Three tiers of intervention define the interventions for the MTSS process. These tiers include increasing levels of intervention intensity.

- Tier 1 Intervention: Instruction for all students, prevention, and differentiation
- Tier 2 Interventions: Targeted interventions for students at-risk
- Tier 3 Interventions: Planned/Intense interventions for students with intensive needs

The School's MTSS team members will include, but are not limited to the following: 1) advisory teacher, 2) administrator, 3) reading teacher, 4) special education teacher, 5) career coach, and 6) family support specialist. The team will be responsible for ensuring that interventions and instructional resources are matched to students' needs. The team will use the following process:

1. Define the problem.
2. Analyze the problem using available data.
3. Develop and implement a plan that includes one or more performance goals for the student.
4. Measure the student's response to the intervention by using data from progress monitoring.
5. Continue or adjust the intervention based on the student's response and progress.

The main goal of academic intervention will be to identify students who are struggling academically and to help them learn the skills needed to succeed. Academic MTSS systems identify goals, a core academic curriculum, and organizational structures or strategies to enhance academic instruction. The MTSS team will carefully assess the needs of an ELL student to determine if the student's needs are related to language acquisition or academic content.

[1] Tier I Interventions

The implementation of additional instructional programs will be driven by the Response to Intervention process. It is likely that the majority of students will require Tier I interventions. General Tier I strategies will include:

- Delivering a NGSSS aligned curriculum
- Differentiated instruction
- Front-load learning to increase student success
- Teaching study and learning strategies to be used by all students

The School recognizes that students will enroll with varying background knowledge, readiness, language, and preferences in learning and interests, and it is the School's responsibility to respond appropriately to their differences. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting with his/her individual learning process and needs.

Several key elements will guide the differentiation of the School's curriculum:

⁶⁶ Horner, R. H., Sugai, G., Todd, A. W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.), *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359–390). New York: Guilford Press. Accessed from <http://www.rtinetwork.org/learn/behavior/integrating-behavior-and-academic-supports-general-overview>

Goals	Strategies
Meet the individual needs of each student	<ul style="list-style-type: none"> ○ Establish existing knowledge and skills ○ Establish learning style ○ Provide multiple entry points into courses based on the School's flexible schedule
Support each student to reach his/her learning potential	<ul style="list-style-type: none"> ○ Provide the appropriate mix of learning scaffolds and challenging activities and projects ○ Provide a variety of innovative instructional methods in a blended learning model ○ Provide a variety of rigorous and relevant curricula ○ Provide appropriate, research-based interventions and strategies for struggling learners ○ Engage and motivate students
Differentiate Instructional design of the program	<ul style="list-style-type: none"> ○ Direct instruction blended with technology-enhanced instruction ○ Scaffolding ○ Guided inquiry and direct instruction ○ Practice and application exercises ○ Interactive exercises and self checks ○ Multi-media tools ○ Offline support materials ○ Formative, summative, and diagnostic assessments to monitor progress
Differentiated Instruction within instructional software	<ul style="list-style-type: none"> ○ Multiple and instructional resources ○ Purposeful use of media including visual and audio support ○ Built-in supports and extension activities (e.g., online help with vocabulary and text-to-speech support) ○ Offline activities ○ Mastery based
Ongoing progress monitoring to inform instruction	<ul style="list-style-type: none"> ○ Student progress reports ○ Grade book reports ○ Course activity reports ○ Assessment item analysis reports

Special interventions will include developing study skills. An incredibly important research-based strategy for the struggling student is learning and implementing organization and study skills. There is a direct relationship between a student's ability to organize content information, take ample notes and be successful in the curriculum. Students will receive thorough instruction in notebook organization and note taking requirements and skills. Students will be taught to set up notebooks with Key Terms, Organized Notes, and Study Sheets. In order to be an efficient and effective student at our School, required student materials must include notebooks, pen or pencil, highlighter, and headphones. Note taking structures will include the following:

- SQ4R
- 1-2-3 Power Notes or Cornell Note Taking
- Two Column Notes for Math

Tier I also will also include teaching students how to research and become independent learners. Both offline and online materials/tools will be made available to support students as they develop self-reliant learning behaviors. Each classroom will be provided with resources for students to access additional information or reinforce learned concepts. These resources may include but are not limited to the following:

- Adopted core curriculum textbooks

- o Dictionaries
- o English: Writing Process; No Fear Shakespeare
- o Math: Graphing Calculators; Order of Operations Chart
- o Science: Elements Charts; Cell Charts
- o Social Sciences: Globes, World Maps, State/Local Maps
- o Online research sites are available as icons on selected research workstations. These may include:
 - English: Brainpop; Brainpop Jr.
 - Math: Online Graphing Calculators, MathTV.com, KhanAcademy.com, mathvid.com, mathforum.org
 - Science: Hippocampus.org
 - Social Sciences: Hippocampus.org

[2] Tier II Interventions

When monitoring student progress through the data reporting system, any alerts on a student that may not be functioning successfully in Tier I will convene the MTSS Team to consider Tier II interventions. These decisions may include but are not limited to:

- o Assign to a specific teacher, tutor, mentor, etc.
- o Review formative data to determine student progress and possible blocks
- o Introduce student tutors to remove possible learning blocks
- o Increase scaffolds to provide an improved level of support
- o Monitor APEX usage to ensure content and skill improvement
- o Assist with notebook set-up and usage
- o Provide bilingual dictionaries
- o Begin small group Instruction
- o Increase teacher attention to the self-paced learning process
- o Modify or adjust curriculum
- o Read assignments to students
- o Provide a quiet learning environment
- o Use supplemental curriculum
- o Provide extra time to complete assignments
- o Attend extra sessions
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits / Self- Management Techniques
- o Monitor progress and attendance
- o Check the need for social services intervention

Significant to Tier II interventions is the use of data and related data services. The following will be used to assist in providing more effective interventions.

The following assessments may be used to further assist in the diagnosis of students that continue to exhibit difficulty with performance. Only those diagnostic assessments that are necessary will be used and the data included in the overall student profile. These screening and predictive assessments may include but are not limited to:

- o State Assessments of Reading
- o Benchmark assessments
- o Word and passage reading fluency
- o Reading comprehension
- o Number sense screening
- o GAIN

- o Reading Plus
- o MVRC

The data from the following assessments may also be used to assist in determining difficulty that various students may be experiencing. These data will also be combined with the student's profile in an effort to gain an overall understanding of the difficulty and provide effective interventions.

- o Benchmark Data
- o Assessments from course software (APEX, Ascend Math, and Reading Plus)
- o Grades and Course Completion
- o Comprehension Measure
- o FAIR (or FAIR-CC upon implementation) Offline Assessments
- o Word and Passage Reading Fluency

Students who are non-proficient on the state assessment and whose current level of performance is moderately below grade level on the GAIN and/or other reading assessments (e.g., Reading Plus, APEX assessments, Common Core Assessments / EOC results, etc.) will be given Tier II or secondary instructional services targeting this population. Reading Plus will be implemented as an intervention for all Tier I and II students to accelerate reading growth and prepare students for college boards and college level text.

Reading Plus is an online reading intervention system that uses adaptive technology to provide individualized, scaffolded silent reading practice for adolescent students. The program picks up where phonics and oral reading instruction leave off, providing rapid, sustainable, and deep vocabulary, comprehension, and silent reading fluency gains. Reading Plus will help to develop attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

Reading Plus was chosen because of its ability to differentiate instruction and pinpoint student needs. It uses an online placement test to place students within the program in one of fourteen (14) levels. The reading levels range from elementary through college. Reading Plus can remediate students who are moderately behind in reading as well as accelerate reading growth for students who are on grade level. Its usage spans from middle school through community college and because it increases silent reading fluency, vocabulary and comprehension, students also use it as an SAT/ACT and EOC preparatory program.

Students who are severely below grade level require intensive, Tier III intervention. Students who qualify for this tier require more time, smaller groups, and greater intensity in instruction. Students who are non-proficient on state assessments and read at a 5th grade level or below on GAIN and/or other reading assessments will be further diagnosed by an oral reading fluency and word list measure to determine if they qualify for preliminary English language and reading skills.

[3] Tier III Interventions

When difficulties persist, a more intensive approach is required. That approach may be a combination of modified instruction, modified assessments and/or a testing battery designed to diagnosis significant problems. The following may be used singularly or in combination to increase success:

- o Assign to content area teacher
- o Increase one-on-one instruction and/or tutoring
- o Offer diagnostic assessments for learning disabilities
- o Modify methods for interacting with coursework
- o Use community resources
- o Continue targeted pullouts

- o Increase targeted assistance based on progress monitoring administered by classroom teacher or external interventionist
- o Match curricular materials and instructional level
- o Teach additional learning strategies – Organizational / Metacognitive / Work habits
- o Add intensive individual or small group instruction

Additionally, students in Tier III will be continually monitored to determine progress and impact of interventions. If there is no progress, then decisions will be made as to the appropriate services or interventions that should be provided.

A teacher will be assigned to students that are classified as needing Tier III interventions. The teacher will provide intensive remediation. They will also provide direct instruction to individual or small groups of students, and will use interactive technology, instructional software, and other resources. Differentiated instruction will be designed specifically for each student and provided in pull-out sessions.

The entire instructional team will track student progress on a continuous basis using a specially designed student data management system that includes a Learner Profile for each student.

The Learner Profile will enable instructors to make decisions regarding next steps for each student. Careful remediation and monitoring are crucial to the success of a struggling learner.

(3) English Language Learners

The School will follow all federal and state regulations concerning the provision of services to ELL students. In addition to the highly individualized instructional design of the School, each ELL student will be supported through various strategies identified on his or her ELL Student Plan. Accommodations may include, but are not limited to:

- o Frequent visuals and graphic organizers
- o Providing cooperative learning activities
- o Simplifying the language of instruction without changing the content
- o Providing for alternate assessment as necessary
- o Test accommodations
- o Computer pacing and remediation
- o Providing the ability to self pace
- o Audio assistance
- o Formative feedback
- o Breaking out complex tasks into smaller steps with explanation and guidance
- o Study assistance

The School will provide accommodations as necessary to permit students to access technology-enhanced learning as well as the services provided on the student's ELL Student Plan. Services will be provided by a staff member with the appropriate ESOL certification. ELL students will benefit from individualized direct instruction provided in a center setting to address any foundational reading, math, Common Core Assessments, EOC, and/or other required state assessment-based gaps to help them meet state testing and graduation requirements.

8. SCHOOL CLIMATE AND DISCIPLINE

8.A. DESCRIBE THE SCHOOL'S PLANNED APPROACH TO CLASSROOM MANAGEMENT AND STUDENT DISCIPLINE.

It is the philosophy of the School to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. A strong, well-defined, universally communicated, and consistently enforced discipline code will ensure that students understand what is expected of them, the consequences for noncompliance, and how and by whom their performance will be judged.

The School is committed to helping students build positive relationships within the School community in order to feel connected and supported. At the beginning of every session, staff will be at the door greeting students by name and with a handshake. Throughout the School, adults and students alike will engage in language and behavior that is conducive to positive interactions that focus the work of the student on learning. Staff will model appropriate behavior and students will be expected to exhibit appropriate behavior with peers in their classroom and intervention locations.

A prominent aspect of a supportive, encouraging culture is the existence of routine celebrations that are designed to support and uplift student progress and possibly teacher achievements or progress. Staff will be expected to create celebratory events that highlight students and their work such as: 1) notifications of notable progress or achievement placed above the student's assigned computer, 2) hallway posters displaying progress in a particular software, 3) attendance acknowledgements, 4) pictures of seniors and graduation ceremonies, 5) events celebrating achievement on high stakes testing, 6) recognition of students who have achieved honors in the community, and 7) any other activities that highlight students' work and achievement.

The School strongly believes that specialized individual, group, and universal interventions have a greater likelihood of enabling students to change their behavior in a way that does not interfere with their learning or the learning of others than a model of discipline that relies solely on consequences for misbehavior. An added component to dealing with these students will be interventions such as anger management instruction, guidance counseling sessions, teacher-parent-student meetings, and other interventions designed to identify the root problems and teach appropriate behaviors.

The School will establish its own rules and regulations with regard to behavior, and require parents and students to abide by these rules and regulations through a written Student/Parent Contract (see the Student/Parent Handbook in Attachment O). In this regard, the Board will assure that the staff is guided by the following philosophy:

- o All behavior results in a consequence.
- o A positive and conducive learning environment cannot occur without maintaining order and discipline.
- o Discipline must be fair, firm, consistent, appropriate, and impartial.
- o Punishment must be appropriate for the misbehavior displayed.
- o Corporal punishment is not permitted.
- o All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
- o All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
- o A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning. We will go the extra mile to help any student who wants to learn and better himself/herself; however, the School will not tolerate anyone who is disruptive.

The School will have a strict, consistently applied discipline policy for students who engage in fighting or other aggressive behavior. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately. Students may be isolated while in school, receive out-of-school suspension, or dismissal. Teacher professional development learning activities will focus on helping teachers to prevent and minimize disruptive and aggressive student behavior.

8.B. DESCRIBE THE SCHOOL'S CODE OF CONDUCT, INCLUDING THE SCHOOL'S POLICIES FOR DISCIPLINE, SUSPENSION, AND DISMISSAL.

(1) Code of Conduct

The School campus recognizes that a positive learning environment cannot exist without maintaining order and discipline conducive to learning. The Code of Conduct outlined in the Student/Parent Handbook (Attachment O) is intended to standardize procedures to ensure that the rights of every student at the School campus are upheld.

All students at the School campus will be required to know and follow the Code of Conduct. When students do not follow the rules, they will be expected to accept the consequences. A student's attitude towards the rules of the School campus is very important.

Corporal punishment is not permitted. No employee should threaten, inflict, or cause to be inflicted, unreasonable, irrational, or inappropriate force upon a student. Good sense and judgment should always prevail.

The rules of the Code of Conduct will apply to any conduct whether the student is:

1. On school grounds during the school day, or immediately before or after school hours;
2. On school grounds at any other time when the school is being used by a school group;
3. On or off school grounds at any school activity, function, or event; or
4. Traveling to and from school, including actions on any school bus, van, or public conveyance.

(2) Suspension and Dismissal

As stated in the Student/Parent Handbook (Attachment O), the general guidelines for due process and appeals are as follows: The Principal reserves the right to suspend a student based on the offense committed by the student.

- o No suspension shall exceed ten school days.
- o The Principal must give written notice of the intention to suspend, along with the reason for the suspension, to the student.
- o The student shall be given the right to appear at an informal hearing in private before the Principal and respectfully challenge (or otherwise explain) the reasons for the intended suspension. The hearing may occur immediately and at any place: the hall, office, classroom, etc.
- o A written notice of the suspension shall be sent or given, within one calendar day to the parent/guardian if the student is under the age of eighteen (18). The notice shall include the reasons for the suspension and the right of the student to appeal to the Board of Directors.

The School understands that only the School Board can expel a student and will cooperate with the School Board regarding any potential expulsion proceedings.

(3) Discipline for Students with Disabilities

Discipline for students with disabilities will be in accordance with Rule 6A-6.03312, FAC, and the School's code of conduct. This will ensure that students with disabilities are not removed from their current exceptional student education (ESE) placement for more than ten (10) days and a manifestation determination will be held as required. Parents will be notified in writing of any long term removal and will be provided with their Procedural Safeguards. Beginning on the eleventh cumulative school day of removal in a school year, the School will provide a free appropriate public education (FAPE) to a student with a disability, consistent with the requirements of Florida State Board of Education Rules.

II. ORGANIZATIONAL PLAN

9. GOVERNANCE

9.A. DESCRIBE HOW THE SCHOOL WILL ORGANIZE AS OR BE OPERATED BY A NON-PROFIT ORGANIZATION.

The applicant and governing entity for the School will be Florida High School for Accelerated Learning – Metro Broward, Inc., an existing, independent, Florida non-profit, 501(c)(3), tax-exempt organization (See IRS Exemption Approval Letter in Attachment P). The Board of Directors of this entity is currently the governing body for Flagler High School, a charter school approved by Broward County Public Schools and located at 1951 West Copans Road, Pompano Beach, FL 33064. The Board of Directors of this existing non-profit will govern this proposed School solely in the interest of achieving the mission.

9.B. PROVIDE AN ORGANIZATIONAL CHART FOR THE SCHOOL AND A NARRATIVE DESCRIPTION OF THE CHART. CLEARLY DESCRIBE THE PROPOSED REPORTING STRUCTURE TO THE GOVERNING BOARD AND THE RELATIONSHIP OF THE BOARD TO THE SCHOOL'S LEADER AND ADMINISTRATION.

An organizational chart is included as Attachment Q. As indicated, the Board of Directors will provide the governance and policy direction for the School and have ultimate authority and control over the School.

The Board of Directors is the organization's governing body and policy makers. This role will be the foundation for oversight and responsibility to assure that the School meets the required financial and student achievement objectives set by the Board. The Board will have ultimate authority and control over the School's operation. The Board understands that effective governance is characterized by a Board that sets policy and direction in support of the organization's mission. The Board of Directors will not be involved in the day-to-day leadership or administration of the School and will empower the Principal and his/her staff with these duties.

The ALS Regional Director of Schools will provide training and support to the principal; will hold the principal accountable for meeting the School's goals and objectives, including student performance; and ensure fidelity to the School's mission, purpose, and educational program design.

The Board believes that the selection of the Principal is the most important decision that will be made prior to the opening of the School. The Principal will have the most influence on the success of the School. The ideal candidate for this position will be an experienced education leader who has an exceptional ability to lead and inspire administrative and instructional staff. The Principal will be a qualified education leader with experience in managing schools for students who require accelerated mastery of foundational skills and earned course credits. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to the School's students. The Principal will be a collaborative leader who will provide frequent and routine communications with stakeholders, including Board members. The principal will attend all board meetings and report on matters related to the daily operations of the school.

The organizational structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. The Principal will work directly with faculty and staff to ensure that they receive proper direction and support to deliver an effective instructional program. The Principal will oversee the planning, designing and delivery of coherent instruction; will supervise all staff; will communicate effectively with parents, the Board, and the broader community about the School's progress; and will provide leadership that will support the School's teaching and learning environment. He/she will be responsible for hiring, supervising, and evaluating all school staff and will lead the daily operations of the school. On a day-to-day basis, the Principal will be responsible and accountable for the educational and operational outcomes at the School as well as for ensuring that the School is meeting its stated goals and objectives. To the extent possible, all day-to-day operating decisions will be made on site by the Principal.

The Assistant Principal will be the direct supervisor of all of the educators at the School including teachers, advisors, ESE teachers, the Reading teacher(s), the ESOL teacher(s), and all other educational personnel. All staff members will receive their job descriptions, included in Attachment H. Meeting or exceeding job requirements as outlined in the job description will be a measure of evaluating employee performance. The School's evaluation systems will align to the Student Success Act requirements. The Board will not have a direct relationship with teachers.

The success of the School requires effective, routine communication between the Board of Directors and school staff. The primary goal of both the Board and the staff will be to provide the best possible educational opportunities for students. To achieve this end, relations with the Board will be maintained in a positive climate of mutual trust and respect.

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 of Directors will be accountable for the academic, financial, and operational performance of the School. The Board of Directors will govern all operations of the school, delegating day-to-day management to the administrative staff. The Board will approve budgets, set policy, establish and approve procedures, select a Principal, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Board of Directors will ensure that the school's performance standards and expectations are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are made and controls are in place; state and district requirements are met; the school is run in compliance with this application, the contract with the School District, and all applicable laws; and annual progress and accountability reports are made to the School District and other entities as required by law.

As previously stated, the Board of Directors will not be involved in the day-to-day leadership or administration of the School, and will empower the principal with these duties. Specifically, the responsibilities of the Board shall include:

- o Approval of operating policies and procedures
- o Selection and engagement of the management company and management agreements with all vendors
- o Compliance with Florida laws and terms of the Charter

- o Decision on whether the school will opt to receive a school grade or a School Improvement Rating as permitted by s. 1008.341, F.S.
- o Approval of the annual budget
- o Selection of Principal
- o Review of Principal's job performance and professional development goals
- o Review and decision on appeals of student disciplinary decisions
- o Audit review and compliance
- o Compliance with Florida's Public Records and Open Meeting Laws
- o Documenting minutes, Board of Directors' actions, and approval of policies

Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the Board's policies. Details on these policies can be found in the By-Laws included in Attachment R.

9.D. DESCRIBE THE PROPOSED POLICIES AND PROCEDURES BY WHICH THE GOVERNING BOARD WILL OPERATE, INCLUDING BOARD POWERS AND DUTIES; BOARD MEMBER SELECTION, REMOVAL PROCEDURES, AND TERM LIMITS; CODE OF ETHICS, CONFLICT OF INTEREST, AND FREQUENCY OF MEETINGS. IF THE BOARD HAS NOT YET DEVELOPED POLICIES, THE APPLICANT SHALL DESCRIBE THE TIMELINE FOR DEVELOPMENT AND APPROVAL OF BOARD POLICIES. *APPLICANTS MAY INCLUDE THEIR PROPOSED BY-LAWS.*

(1) Board Powers and Duties

As described above, the Board of Directors will be accountable for the academic, financial, regulatory and operational performance of the School. The Board of Directors will govern all operations of the School, delegating day-to-day management to the administrative staff

In alignment with s. 1002.33(9)(j), F.S., the governing body will be responsible for:

- o Ensuring that the School has retained the services of a certified public accountant or auditor for the annual financial audit;
- o Reviewing and approving the audit report;
- o Performing the duties in s. 1002.345, F.S., including developing and submitting a financial corrective action plan if the School is found to be in a deteriorating financial condition; and
- o Participating in governance training.

The Board will also specifically review and monitor:

- o Student achievement performance data
- o The financial status of the School including revenues and expenditures
- o Condition of School facilities
- o School personnel needs and employee benefits

The Board will review and approve budgets, set policy, establish procedures, select a Principal, and ensure that the financial and administrative management of the School meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Members of the Board of Directors will not have authority except as a whole and will not, as individuals, exert undue influence over staff except as defined in the Board's policies. Details on these policies can be found in the By-Laws included in Attachment R.

(2) Board Member Selection, Removal Procedures, and Term Limits

Board members are elected to a three (3) year term.

Each Director shall hold office for the term for which he/she is elected and until his/her successor shall have been elected and qualified or until his/her earlier resignation, removal from office or death.

Any officer and/or employee may be removed by a majority vote of the Board whenever, in the judgment of the Board, the best interests of the Corporation will be served thereby. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board for any reason.

Details on the Board of Directors' selection process, removal procedures, and terms of office can be found in the Articles of Incorporation and By-Laws included in Attachments S and R. Board members reflect the ethnic and cultural diversity of the students and communities they will serve. Board members will be fingerprinted consistent with Florida statute and school board policy, prior to approval of the charter.

(3) Code of Ethics, Conflict of Interest, and Meeting Schedule

The School's governing board is guided by a set of by-laws that defines how the board will govern, including conflicts of interest and the meeting schedule. The By-Laws are included in Attachment R. Ethics and conflicts of interests are specifically addressed during the Board's orientation and governance training. The Board will comply with the ethical standards of conduct set out in Sections 112.313(2), (3), (7), (12), and 112.3143(3), Florida Statutes. Consistent with Florida law, each Board member will sign a Conflict of Interest statement prior to becoming a Board member and will sign annually thereafter. The Conflict of Interest Policy is included in Attachment T.

9.E. EXPLAIN HOW THE FOUNDING GROUP FOR THE SCHOOL INTENDS TO TRANSITION TO A GOVERNING BOARD. THIS QUESTION IS NOT APPLICABLE IF THE APPLICANT IS AN ESTABLISHED GOVERNING BOARD.

The founding group for this school is an established governing board, Florida High School for Accelerated Learning – Metro Broward, Inc. This Board oversees Flagler High School and will be the Governing Board for this proposed school. Accordingly, no transition of a founding group of board members is required.

9.F. DESCRIBE THE PLANS FOR BOARD MEMBER RECRUITMENT AND DEVELOPMENT, INCLUDING THE ORIENTATION PROCESS FOR NEW MEMBERS AND ON-GOING PROFESSIONAL DEVELOPMENT.

The non-profit, tax-exempt applicant corporation is governed by leaders of the community who are engaged in community or public service and committed to the success of public education. A diverse Board of Directors able to recognize, articulate, and address the needs of its students through educational policies and social outreach efforts is in place. New board members are elected to the board by a vote of the majority of the board. The process for electing new members to the board is described in the board's By Laws in Attachment R.

The Board of Directors includes people with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to open and operate a functional public school. Board member backgrounds are included in Attachment U.

In order to assure that board members have the knowledge required to open and operate a functional public school, members of the Board of Directors will complete the four-hour orientation and training in compliance with Florida law addressing the following relevant topics:

- o Government in the Sunshine
- o Conflicts of interest
- o Board Ethics
- o Financial responsibility

In addition, training will also include:

- o The needs of students, or former students, who may be under-credited, over-age, and at-risk of dropping out of high school
- o The roles and responsibilities of Board members
- o The Florida statute and local regulations governing the operation of charter schools
- o Key measures of student achievement, including the school's operating and instructional objectives

Board members will complete a two-hour refresher course within three years of completing the initial training if they remain on the Board.

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 THE PERSON'S BACKGROUND THAT HIGHLIGHTS THE CONTRIBUTION HE/SHE INTENDS TO MAKE THROUGH SERVICE AS A GOVERNING BOARD MEMBER AND ANY OFFICE OF THE BOARD THAT INDIVIDUAL HOLDS.

Members of the Board of Directors are currently serving as the board of directors for the Florida High School for Accelerated Learning – Metro Broward, Inc., the applicant, and reflect the ethnic and cultural diversity of the students and communities they serve. The Board includes people with a range of professional skills capable of the organizational, pedagogical, legal, and other tasks required to open and operate a functional public school.

- o **Robert Clampett** is an experienced educator. He most recently served as the Headmaster for Coral Springs Christian Academy where he provided oversight for a K-12 school serving 800 students. His responsibilities included managing a school budget of over \$6 million, supervising and leading a staff of eighty (80), and leading the school through the SACS accreditation and re-accreditation processes. Mr. Clampett has been a principal, assistant principal, and a teacher at both the middle and high school levels. He brings expertise in the areas of curriculum, instruction, assessment, school finance, educational leadership, supervision, and exceptional student education.
- o **Phil McNally** is currently the Broward President of Paradise Bank. He is responsible for start-up operations in Broward, building and training staff, and overseeing all facets of activities in the market. Mr. McNally is active in the local community with service including, but not limited to: Chair for Communities in Schools for Broward County, Chair of The School Board of Broward County's Forum,

and Chair of Strategic Planning for Broward County Schools. He brings expertise in the areas of finance, banking, investments, commercial lending, and budgeting

- o **Caroll Nieta** is a claims service assistant with State Farm Insurance Company. She is actively involved in the local community as a volunteer counselor with Junior Achievement, a mentor with Take Stock in Children, a member of the Broward Schools Advisory Council, and a member of Miramar PAL Mayor's Committee.
- o **Greg Solitto** is a real estate development professional working as a consultant with Real Estate Advisory Services. His responsibilities include providing multi-disciplined real estate related services to restaurant and retail clients such as Papa John's, Qdoba Mexican Grill, Dollar General, Calistoga Café, Pizza Hut, Johnny Rockets and Buffalo Exchange in addition to individuals with substantial commercial and residential real estate portfolios. In conjunction with Rent Research Consultants, Inc., Mr. Solitto renegotiated retail leaseholds saving clients in excess of \$2M during 2009 and \$1.2M in 2010. He brings expertise in planning and executing aggressive deadline oriented national expansion programs with Fortune 500 Companies, policy design, managing value-adding systems to meet growth objectives. He also has technical and legal expertise in purchase / sale / lease documentation, site selection, construction and asset management.
- o **Brian Turnau**, Board is the President of Superior Adjusting, Inc. where he manages a claims adjusting company employing over forty (40) people and supervises the administration of claims for three (3) insurance companies representing policy holders in fifteen states.

Board member backgrounds are included in Attachment U.

9.H. OUTLINE THE METHODS TO BE USED FOR RESOLVING DISPUTES BETWEEN A PARENT AND THE SCHOOL.

Parents are informed of the dispute resolution process as it is outlined in the Student-Parent Handbook (see Attachment O), which they receive and sign upon the student's enrollment. Disputes with parents/guardians will be handled in a professional manner, with dignity and respect, by the Principal or Assistant Principal. Depending on the nature of the dispute, the administrator will escort the parent/guardian to a private area to determine the nature of the complaint and begin collecting all of the relevant information and data (who, what, when, why, and where). The administrator will include other School staff in the meeting to assist in determining other details related to the complaint/issue. The administrator will inform the parent/guardian that a full investigation of the complaint will be undertaken and a resolution provided in a reasonable, agreed-upon timeframe. Depending on the nature and severity of the dispute, the administrator will inform the Board Chair of the complaint and the plan to address the complaint.

The follow-up communication with the parent/guardian will be accomplished in an appropriate manner and may include a meeting at the School or telephone call with the appropriate administrator to discuss the results of the investigation and next steps. If the parent or guardian is not satisfied with the results, then the Principal will offer to refer the dispute to the Board. The Board shall have final authority to hear and decide on actions as a result of parental concerns.

The School will also comply with s. 1002.33(7)(d)1. F.S., which requires that each charter school's governing board appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. Contact information for the parent liaison will be made public and available as required. The representative will reside within the boundaries of the School District.

10. MANAGEMENT

10.A. DESCRIBE THE MANAGEMENT STRUCTURE OF THE SCHOOL. INCLUDE JOB DESCRIPTIONS FOR TEACHERS AND EACH ADMINISTRATIVE POSITION THAT IDENTIFY KEY ROLES, RESPONSIBILITIES, AND ACCOUNTABILITY.

The School will be led by a Principal who will be a qualified education leader with the certification and educational requirements outlined in the job description (see Attachment H). Preferably, this person will have experience in managing schools for students who require accelerated mastery of basic skills and earned course credits. On a day-to-day basis, the School's Principal will be responsible and accountable for the educational and operational outcomes at the school as well as for ensuring that the school is meeting its stated goals and objectives. To the extent possible, all day-to-day operating decisions will be made on site by the Principal.

The Principal will be a professional educator who is responsible for providing clear and consistent communication with the Board of Directors regarding matters related to the daily operation of the School. Communications, reports, and school updates to the Board from staff members will be submitted to the Board through the Principal.

The organizational and management structure of the School will facilitate the delivery of instructional and support services to students in an effective and efficient manner. The Principal will work directly with faculty and staff to ensure that they receive proper direction and support to deliver an effective instructional program. The Principal will oversee the planning, designing and delivery of coherent instruction; will supervise all staff; will communicate effectively with parents, the Board, and the broader community about the school's progress; and will provide leadership that will support the school's teaching and learning environment. A critical tool in assisting the principal in this role is the "School Dashboard," an electronic "snapshot" of pertinent school data at any point in time such as enrollment, attendance, retention, courses passed, credits earned, number of eligible graduates, and number of students who have chosen a postsecondary pathway. An example of the School Dashboard is included as Attachment V.

The Assistant Principal will be the direct supervisor of all of the educators at the School including Teachers, ESE Teachers, and all other educational personnel. All staff members will receive their job descriptions, included in Attachment H, and will be held accountable for the primary responsibilities on the job descriptions.

10.B. OUTLINE THE CRITERIA AND PROCESS THAT WILL BE USED TO SELECT THE SCHOOL'S LEADER.

The Board of Directors believes that the selection of the School's Principal is the most important decision the Board will make prior to the opening of the school. This individual will have the most influence on the success of the school. The ideal candidate for this position will be an experienced education leader who has an exceptional ability to lead and inspire students and staff. He/she will also be skilled at building and managing internal teams as well as collaborating with other stakeholders in the community to build partnerships that are beneficial to students' success.

The steps in the recruitment and hiring process will generally follow the steps below, but may be modified slightly for particular positions:

1. A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, Monster.com, CareerBuilder.com, the *Sun Sentinel*, and other pertinent publications.
2. All resumes will be reviewed.
3. Screening interviews will be conducted by phone to ensure the right fit for the person to the job with the School.
4. On site, face-to-face interviews will be conducted.
5. Background and extensive reference checks will be conducted for the final candidate.
6. Upon the return of a successful background check, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market.

The School leader will have the certification and educational requirements as outlined in the job description (See Attachment H) The School will only employ professionals that are certified as required by Chapter 1012, F.S. All faculty and staff will have the certification, endorsement, or other credentials required for their positions, and no administrator, teacher, or staff member will be hired who would not have been eligible for hire by the School District.

All school employees must be committed to the high academic standards of the School, and work cooperatively and collaboratively with faculty, parents, community, and local businesses to best meet the needs of students.

10.C. PROVIDE A STAFFING PLAN FOR EACH YEAR OF THE CHARTER TERM ALIGNED WITH THE SCHOOL'S PROJECTED ENROLLMENT AS DETAILED ON THE COVER PAGE OF THIS APPLICATION.

The School plans to hire its staff in seven (7) phases based upon enrollment to effectively meet the operational and educational needs of the school. These phases are: Pre-Start, Start-Up, Fully-Staffed Year 1, Year 2, Year 3, Year 4, and Year 5. The staffing during the phases will occur as described below. A detailed staffing plan for each school year is included on the "Staffing" page of the Budget (Attachment D). The Board of Directors reserves the right to adjust the staffing levels based on the School's enrollment and current or projected financial condition in order to maintain a balanced budget and meet academic goals.

(1) Pre-Start Phase

The staff members in this group will primarily be Administration and support staff. The primary goal at this stage of the School's start-up will be to build enrollment and form connections and partnerships in the community, and to hire for any open positions. The staff hired in this phase will include the Principal, Assistant Principal, Enrollment Specialist, and Executive Assistant.

(2) Start-Up Phase

The staff members in this group will primarily be the instructional staff, including six (6) teachers, Reading Teacher, an Exceptional Student Education (ESE) teacher, Career Coach, Family Support Specialist, Data Specialist, and Security Specialist. These staff members will start working at least two (2) weeks prior to the initial opening of school to begin training and orientation. Once this group is hired, the School will be able to immediately serve 300 students (150 in the AM session and 150 in the PM session).

The School will hire staff in advance of projected enrollment increases to ensure that the required 25:1 ratio is met. The prediction in the application is that one (1) additional teacher will be hired prior to the beginning of the 2nd semester. The staff will grow in proportion to growth in student enrollment as described below.

(3) Fully-Staffed Year 1

In the second semester of operation, enrollment is expected to be 400 students. To support increasing enrollment, two teachers will be added.

(4) Year 2

Enrollment in Year 2 is expected to be 425 students. One (1) additional teacher will be hired. A full-time Family Support Specialist will be hired.

(5) Year 3

Enrollment in Year 3 is expected to be 450 students. One (1) additional teacher will be hired.

(6) Year 4

Enrollment in Year 4 is expected to be 500 students. The existing instructional staff will be able to serve this increase in enrollment, or part-time teachers may be brought on as necessary.

(7) Year 5

Enrollment in Year 5 is expected to remain at 500 students. Staffing will remain the same as in Year 4.

10.D. EXPLAIN THE SCHOOL'S PLAN FOR RECRUITMENT, SELECTION, AND DEVELOPMENT.

(1) Recruitment and Selection

The standards, job requirements, and duties of teachers and staff members are included in Attachment H. Teachers will be certified consistent with the provisions of section 1012, F.S.

The steps in the recruitment and hiring process will generally follow the steps below, but may be modified slightly for particular positions:

- (a) A nationwide search will be conducted, including referrals from board members, job postings in *Education Week*, *Monster.com*, *CareerBuilder.com*, the *Sun Sentinel*, and other pertinent publications.
- (b) The Principal or designee will review all resumes for staff.
- (c) Screening interviews will be conducted by phone to ensure the right fit for the teacher to the job with the School.
- (d) First round interviews will be conducted with the Principal or Assistant Principal.
- (e) Background and extensive reference checks will be conducted.
- (f) Upon the return of a successful background check, an offer of employment will be extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff will have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District.

The Board will continuously monitor the employee benefits levels, salaries, and other factors to ensure that all high-quality employees remain on the job.

(2) Professional Development

The core purpose of the School's professional development is improving student achievement. Training will be aligned to the standards required by s. 1012.98 – School Community Professional Development Act, F.S. Teacher and staff quality, experience, and preparation are critical to students' and the Schools' initial and ongoing success. Professional development will be high-quality, sustained, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful within a technology-enhanced environment and with the School's target population. Professional learning modules and activities will focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses (See Attachment B for training objectives).

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules will be:

- o evidence-based and targeted for success with at-risk students;
- o job-embedded for direct application and improved performance;
- o aligned to the innovative instructional programs of the Schools; and
- o synchronous and asynchronous for efficient use of time.

Professional development will be delivered face-to-face by subject matter experts. Staff and administrators may also participate in any district-sponsored trainings, as well as local, state, and/or national conferences.

Online professional development will consist of participating in WebEx trainings or any of the over 300 online courses in the School's Learning Management System (LMS). iObservation, which is a tool for managing teacher and leadership evaluation, also contains a resource library of videos and print resources. Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources among all schools resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can be delivered via face to face or reviewed independently. All training will be tracked on the LMS and professional development will be aligned to the Florida Professional Development Protocol, Third Cycle.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the beginning of school during the first year of operation and during the week before school opening thereafter. Topics will be aligned to job-specific knowledge, skills, and competencies to ensure that all administrators and staff are successful. Ongoing professional development, dedicated to personal and professional growth, will occur on a weekly basis as well as during scheduled professional development days as part of the school calendar. At a minimum, once each month, staff meetings will be dedicated to professional development as well as during scheduled professional development days as part of the school calendar. Teachers and staff will also participate in required state and local school district professional development and additional training identified in their Individual Professional Development Plan (IPDP). Over 300 online courses will be available to all staff and administrators via the School's Learning Management System from any Internet-connected computer workstation.

The timeline for professional development for the first year of School's operation is as follows:

- | | |
|--------------|----------------------------------------------------------------------------------|
| May - July: | Job specific training for Principal and Assistant Principal |
| June – July: | Job specific training for the executive assistant and data/enrollment specialist |
| July: | Leadership Conference for Principal and Assistant Principal (three to four days) |
| August: | All Staff Training (two weeks prior to student start date) |

October 1:	School Professional Development Plan written (or earlier if required by the School District)
October 21:	Deliberate Practice Plans written
Sept. – May	Weekly training and Professional Learning Community meetings

Professional development timelines will be adjusted based on requirements outlined in the School's Teacher and Leadership Evaluation Systems. As the Florida Professional Development Evaluation Protocol indicates, new professional learning opportunities at the district (or organizational) level, school level, and faculty level will be provided.

The School will use a Learning Management System to deliver, track, and monitor professional development. Training evaluation will be conducted on a regular basis and a formal needs assessment survey will be conducted on an annual basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

The School will use the Teacher Evaluation System and School Leader Evaluation System in place at the Board's existing charter school, which have been approved by Broward County Public Schools. The systems meet the requirements of s. 1012.34, Florida Statutes. The FLDOE in June 2012 conducted state technical assistance meetings on Deliberate Practice, which may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FLDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. The Deliberate Practice Guide (in Attachment C) is aligned to the state model and is designed as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration.

The School's Deliberate Practice Plan will follow the Inclusive Method and be twenty percent (20%) of the individual's Instructional Practice Score, which is fifty percent (50%) of the overall evaluation.

iObservation, an electronic management tool developed by Learning Science International and configured to the School's Teacher Evaluation System, will be used to document and track the Deliberate Practice Plan. This tool also contains a professional development resource library. Administrators and instructional personnel will have access to iObservation at all times via any Internet-based workstation.

The Learning Management System (LMS), a tool for tracking, monitoring, and delivering online training, will also be available at all times via any Internet-based workstation. The LMS contains over 300 self-directed, online-courses that may be used for both personal and professional growth. Training evaluation will be conducted on a regular basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

Training and training plans will align with Florida's Protocol Standards – Third Cycle, and will emphasize initiatives currently influencing education in the state, including transitioning to the Common Core State Standards and high-quality assessments, using data systems to inform instruction, improving educator and principal effectiveness through personnel evaluation systems, and focusing on interventions the support struggling student.

(a) Instructional Staff

Through the continuous evaluation process, administrators will work with instructional personnel to identify professional development needs. Effective instructional management depends upon high-quality professional development on research-based best practices and strategies for both instructional staff and school

administrators. The Teacher Evaluation System will be based on the research of Marzano and aligned to *The Art and Science of Teaching*, and the Student Success Act. To ensure the integrity of the system and inter-rater reliability, all administrators, evaluators, and instructional personnel will participate in extensive ongoing training.

All instructional staff will participate in state-required training necessary to maintain their teaching certificates. Professional development objectives will focus on the following:

Essential Need	Objectives	Evaluation/Measurement
1. Effective Classroom Management	<ul style="list-style-type: none"> To develop effective classroom management skills. To develop effective advising, facilitation, coaching, and mentoring skills for student success in a technology-enhanced learning environment. 	<ul style="list-style-type: none"> Formative/summative observation instrument Classroom walkthrough instrument Student time on task
2. Instructional Strategies (Best Practices) and Targeted Interventions	<ul style="list-style-type: none"> To have teachers use effective, evidence-based, instructional strategies that meet learner needs and higher achievement goals. To have teachers differentiate instruction to meet the needs of all learners. To have teachers use fair, consistent assessment and grading practices. To ensure appropriate interventions are implemented that address student's academic or behavioral needs. 	<ul style="list-style-type: none"> Improved student performance Administrative observations demonstrating differentiation of instruction to meet the needs of all learners Administrative monitoring of online grade book and review of student progress reports Observation and feedback protocol tools Response to Intervention tools and assessments
3. Curriculum	<ul style="list-style-type: none"> To develop competency among instructional staff to identify and utilize curriculum aligned to the Next Generation Sunshine State Standards. 	<ul style="list-style-type: none"> Student learning gains Administrative and teacher feedback Analysis of correlation between professional development and student achievement data Courses passed (by student, classroom, school)
4. Assessment and Evaluation	<ul style="list-style-type: none"> To ensure assessments are aligned to standards-based curriculum. To ensure teachers use multiple methods of assessment. To ensure instructional staff use assessment results to inform and 	<ul style="list-style-type: none"> Student success on state competency exams Quality and variety of assessments used Continuous student improvement

Essential Need	Objectives	Evaluation/Measurement
	modify instruction.	
5. Use of Data to Guide Instructional Decisions	<ul style="list-style-type: none"> • To align curriculum and instruction to assessment data. • To drive professional development decisions. • To create student growth trajectories to target and develop interventions. 	<ul style="list-style-type: none"> • Rate of credits earned by individual students, classrooms, and school • Grade point average • Student learning gains • Student success on state competency exams • Usage data for School Dashboard • Evidence of continuous student improvement (credits earned, courses passed, attendance, and standardized assessments)
6. Technology Integration	<ul style="list-style-type: none"> • To ensure effective utilization and integration of technology that leads to improved student achievement, acceleration of learning, and increased teacher effectiveness. 	<ul style="list-style-type: none"> • Administrative observations of teacher facilitation, coaching, and mentoring • Teacher use of online grade book • Student achievement gains as measured by pre and post reading and math assessments • Acceleration of learning as measured by software reports, credits earned, courses passed
7. On-going Professional Development	<ul style="list-style-type: none"> • To involve all instructional staff in on-going professional development that incorporates best practices for continued student success. • To provide time and opportunities for instructional staff to collaborate and share best practices. • To ensure fidelity of implementation of the teacher and principal evaluation systems. 	<ul style="list-style-type: none"> • Student learning gains • Staff participation records • Evaluation and feedback on professional development modules • Meeting goals and objectives on Deliberate Practice Plan • Selected Deliberate Practice elements • Professional development plan based on identified needs and goals in SIP, staff surveys, teacher appraisal data, and new initiatives • Professional learning community agenda and notes • Teacher and principal evaluation system records and documentation

(b) Staff Working with Special Populations

All school staff working directly with special needs students [including students with disabilities and English Language Learner (ELL) students] will participate in all required state and local professional development focused on success with special needs students. Topics shall include:

- o Federal state and local policies: the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code
- o Developing IEP's
- o Strategies for effectively serving ELL students
- o ELL Committee role and responsibilities
- o Framework and Process
- o Assessments
- o Compliance
- o Accommodations and modifications in instruction and assessment
- o Positive behavior supports
- o Curriculum for students with significant cognitive disabilities
- o Least restrictive environments
- o Family engagement and involvement
- o Assistive and adaptive technologies
- o Data-informed decision making
- o Transitions
- o Multi-tiered System of Supports (MTSS) including Problem-Solving and Response to Instruction/Intervention (RtI)

The School's staff and administrators will benefit from MTSS training that ensures the effectiveness of core instruction and school-wide behavioral support, and specifically teaches application of the problem-solving model that results in the delivery of direct and technology based, inclusion-oriented preventive services and instruction to at-risk students and those with disabilities.

MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)⁶⁷.

MTSS training topics will include (1) understanding the Problem-Solving cycle and RtI model; (2) using teams to problem solve; (3) selecting the most appropriate evidence-based intervention; (4) monitoring student progress to reveal what works best for groups of students and individual students, regardless of placement; and (5) collecting, analyzing, and using data to support the problem-solving process and use of appropriate interventions.

Staff will participate in ongoing training that focuses on using accommodations and modifications for students with special needs. Training in accommodations will address accommodations in both instruction and assessment. Training in modifications will focus on instructional modifications. Training will be delivered by experts who work with students with special needs and may be delivered during professional development days, weekly school planning hours, online learning modules, local district and regional workshops, seminars, and conferences.

⁶⁷ Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Tallahassee, Florida: Florida Department of Education.

Training in accommodations will follow the five-step process.

1. Expecting students with disabilities to achieve grade-level academic content standards
2. Accommodations for instruction and assessment
3. Selecting accommodations for instruction and assessment for individual students
4. Administering accommodations during instruction and assessment
5. Evaluating and improving accommodations

Training in assessment accommodations will address the four following categories.

- o Presentation Accommodations - adjusting the presentation of test material and/or test directions
- o Response Accommodations - adjusting the manner in which students respond to or answer test questions
- o Setting Accommodations - adjusting the place in which the testing normally occurs
- o Scheduling Accommodations - adjusting the time allowance or scheduling of a test

Training in modifications will focus on strategies and practices that change or modify learning expectations, while also addressing the potential gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. The School will ensure, through proper training, that all modifications are approved so that no irregularities arise in administration of state-mandated assessments.

(c) Leadership Staff

The Principal and Assistant Principal will participate in ongoing leadership development training, two week summer staff training in the initial year and one full week each subsequent year, and all required state training. In addition, the Principal will participate in a four to six week Principal Induction that will include residency at two or three high-performing charter schools working alongside a mentor principal, as well as learning and performing the job functions of each position on the School's organizational chart. Training, delivered by experts in leadership, will be delivered during professional development days, online learning modules, local district and regional workshops, seminars, and conferences. Topics shall include but are not limited to the following:

o Accreditation	o Human Resources Development
o Budgeting and finance	o Instructional leadership practices
o Building community and stakeholder partnerships	o Managing the learning environment
o Building culture, climate, and high-performing teams	o Motivating and retaining staff and students
o Charter accountabilities	o Operations management and activations
o Community and board relations	o School improvement process
o Curriculum and instructional software	o Teacher and Leadership Evaluation System
o Data-informed decision making	o Technology
o Ethical Leadership	o Vision and Mission

The Assistant Principal (AP) will participate in an intensive, minimum two-week residency training, at one or two high-performing charter schools, focused on job specific responsibilities, educational program, building a culture of climate and success, and school accountabilities. Trainers and subject matter experts will be scheduled to provide job-embedded professional development during and beyond the APs' residency period.

In lieu of completing an Individual Leadership Development Plans (ILDLP), the Principal and Assistant Principal will select Deliberate Practice Growth Targets (Attachment C)

(d) Support Staff

All support staff, including the Career Coach, Family Support Specialist, Enrollment Specialist, etc. will participate in requisite training necessary to satisfactorily perform all job functions and maintain job-specific certifications, if applicable.

(3) Evaluation

The School acknowledges that the purpose of teacher evaluation is increasing learning growth by improving the quality of instructional, administrative, and supervisory service. The School will align the evaluation of teachers with s. 1012.34, F.S. and Rules 6B-4.010 and 6A.5.065, F.A.C. The Principal will conduct summative performance evaluations for all teachers. Evaluation results will be based on data from (and not limited to) formal and informal Principal and Assistant Principal observations, reviews of evidence of student learning, and level of performance on evaluation criteria listed in the job description for each job responsibility. The Deliberate Practice Guide is included in Attachment C.

The Marzano model has been selected for the School's Teacher Evaluation System as it aligns to the School's accelerated learning model. The underlying constructs of the Marzano Evaluation Model are: 1) Teachers can increase their expertise from year to year, which can produce year to year gains in student learning; 2) A common language of instruction and evaluation is the key school improvement strategy; 3) The common language must reflect the complexity of teaching and learning; 4) Focused feedback and focused practice using a common language provides opportunities for teacher growth; 5) The Marzano Evaluation Framework is a causal model. When appropriately applied at the appropriate time, teacher efficacy will improve and student learning will follow.

Subject to the oversight of the Board of Directors, evaluations of the School Principal will be completed every year by the management company. The School will align its Principal Evaluation System to the system components referenced in s. 1012.34, F.S. As required by s. 1008.22(8), F.S., at least fifty percent (50%) of the Principal's summative evaluation will be based on learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, the School will use state assessments, district-selected assessments, or School selected assessments that are aligned to state standards and developed or selected in collaboration with the School's stakeholders.

11. EDUCATION SERVICE PROVIDERS

11.A. DESCRIBE THE SERVICES TO BE PROVIDED BY THE ESP.

The Board of Directors intends to contract with Accelerated Learning Solutions (ALS) to operate the School as of August, 2014 (See ESP Letter of Support in Attachment W). This contract will be executed prior to July 1, 2014. A draft of the proposed management agreement is included in Attachment X.

The Board of Directors is choosing to contract with ALS because of the company's track record of positive achievement and academic success that the company and its affiliate have established in numerous school district partnerships (See ALS Track Record in Attachment Y). The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields, and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma (Management Biographies in Attachment Z). ALS believes that all students can improve their academic performance if given the time, opportunity, resources, structure, and encouragement from caring, competent adults. This Board along with other school district administrators, board members, and business and community leaders in current ALS customer school districts attest to ALS' ability to implement programs in a cost-effective, efficient, and on-time manner that has consistently met their needs and requirements.

ALS is also the preferred selection in this relationship because it has supported the successful funding awards of Walton Family Foundation Charter School Grants (\$250,000 in each of three approved charter schools in Broward County and one in Hillsborough County) as well as Federal Charter School Start-up Grants up to \$375,000 per school in each of the twenty-one (21) ALS-managed schools operating in Broward, Duval, Hillsborough, Lee, Miami-Dade, Orange and Palm Beach counties, Florida. Each of these schools is also receiving the maximum available funding under the United States Department of Education (USDOE) *e-rate* technology funding program. Similar grant funding will be pursued for this charter school to off-set start-up costs as well as first and second year operating costs.

The Board intends to contract with ALS to deliver specific school management services as outlined in the management agreement. The Board may choose to contract for additional services from ALS.

The Board of Directors will elect to sign a contract with ALS to provide the following services:

(1) Employee Management and Administration

ALS will employ and manage all positions for the School, including but not limited to: hiring and terminations, payroll administration, benefits administration, and performance evaluation management. The Board will pay only the actual salary, benefits, and payroll tax costs for the employees.

(2) Instructional Programs Consulting

First and foremost, the role of ALS will be to support a highly-effective instructional curriculum. The Company was founded on the principle that a quality education is the right of every individual and that this education will allow each individual to reach his/her full potential academically, professionally, vocationally, and personally. The Board is convinced that ALS will support the School and ensure successful School operation leading to higher student achievement as demonstrated by its prior track record. The impact that the organization and its affiliate have previously had on school districts and students is documented in Attachment Y.

Measurable goals, effective pedagogy, and high expectations for student achievement provide the platform for the instructional program. Individual needs of students determine the curricular focus of instruction. ALS employs personnel who are proven achievers in their respective fields. The members of the education team include highly-qualified educators at all academic levels, from BA to Ed.D. (See Management Biographies in Attachment Z). These education professionals are dedicated to creating and implementing curricula founded on evidence-based research and years of testing, ensuring that all curricula are fully-aligned with state and national standards. They are continually re-evaluating teaching methods, especially those that incorporate specially designed, technology-enhanced curricula that integrate all levels of academic coursework. They also work to provide high-quality professional development opportunities for administrators and teachers.

(3) Social Work and Family Service Development and Consulting

ALS and its affiliated company have over seventeen (17) years of experience working with students to deliver social, intervention, and family therapy services. ALS offers compassionate, experienced leadership and staff that will provide support and counseling to students and families. Due to the myriad socioeconomic factors that hinder the success of the at-risk student population, the company believes it is imperative that these issues are addressed and resources are provided to each student with a need.

The Principal, Family Support Specialist, and other school personnel will meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. A similar approach has been successful in ALS' partnerships to date. This linkage with external sources of supportive services will benefit the students in ways listed below:

- o Providing needed services and resources for students and families, such as:
 - Individual, Group, and Family Counseling
 - Drug and Alcohol Abuse Prevention
 - Crisis Intervention
 - Case Management
 - Mental Health Evaluations
 - Pregnancy Counseling and Parenting Skills
 - Probation and Truancy Services
- o Allowing for follow-up and referral to outside agencies as needed
- o Having additional role models for students

(4) Human Resource Recruitment and Consulting

The people responsible for recruiting qualified professionals are staff members with extensive business, education, and human resources experience. Team leaders hold degrees (some advanced) in Human Resources, Education (K-12 Teaching and Administration), and membership in the Society for Human Resource Management (SHRM), and Human Resource Planning Society (HRPS).

(5) Financial Management and Funding Consulting Services

ALS' role in financial management will include:

- o Budget oversight and financial reporting
- o Accounts Payable and Accounts Receivable functions
- o Purchasing and procurement services
- o Federal and state grant research, submission, and management

ALS maintains a national support service center with extensive financial management services and controls. This support center currently manage all financial aspects of the organization's schools including cash flow, budgeting, purchasing, accounts payable, accounts receivable, payroll, human resources, benefits administration, information technology, and insurance and risk management. ALS will assist the school in establishing appropriate internal controls as well as financial policies and procedures.

Internal financial controls include but are not limited to:

- The Board of Directors annually adopts a budget.
- Complete segregation of duties. Purchases will be initiated by the Principal and expenditures approved by management company senior staff. Grant expenditures will be approved by the management company grant specialist who will compare the expenditure to grant requirements and budgets. There is limited check-signing ability. Checks can only be signed by one of three management company senior executives and must include all signed supporting documentation.
- An extensive budgetary process is in place. Actual results vs. budget are reviewed by the governing board, management, and school personnel on a monthly basis.
- Financial statements including income statements, balance sheets, and cash flow statements are produced on a timely basis and reviewed monthly by the Board and appropriate school personnel.
- Key financial indicators including accounts receivable, accounts payable, cash flow, and financial ratios are reviewed weekly by management.
- All financial results are independently audited at year-end with a management letter and recommendations submitted to the board annually by an independent auditor.
- The School's Board of Directors retains approval and oversight responsibility for the finances of the School and will receive regular reports on actual results as compared to the budget and projected cash flow for the remainder of the school year.
- The Board has an independent board accountant, attorney, and auditor that reports to them directly to ensure independence and financial control.

ALS will support the School's start-up efforts including contract negotiation, securing funding sources, staffing, training, facility development and related activities. The Board of Directors will assume all financial risks associated with the day-to-day operations of the school and will hold reserves necessary to cover these risks.

(6) Information Technologies Design, Consulting, Procurement, and Support

In order to support the state-of-the-art computer delivery system and work stations at the School, ALS provides an information technologies (IT) support staff consisting of IT professionals holding a wide range of certifications including Novell, Microsoft, Cisco, A+ and Canon. The leaders of the team hold degrees in Applied Business, Computer Science, and Business Administration. This IT team supports an extensive program of systems, networks, voice and data communication hardware and software, computers, and technologies to be provided in the School.

(7) Student Testing and Assessment, Research, and Data Reporting

One of the key measures of effective schools is the ability to track, monitor, and report student performance progress. ALS will provide a support team with the expertise and experience to create and maintain accurate and efficient data management and reporting systems to inform instruction and report student performance to students, parents, teachers, and necessary stakeholders. This assessment group will train and assist school staff with data entry and management, use of data to make informed decisions, and reporting requirements to ensure the continuous collection and analysis of student data, school performance data, data trends, and individual student/grade level progress. The continuous collection, monitoring, and analysis of performance data will ensure that the School will be held accountable and will provide the documentation for reporting

purposes. This information can then be used to make data-driven decisions to improve the educational program, instructional methods, and program implementation of the most effective classroom practices.

(8) Facility Services

ALS understands the important role that an appropriate physical environment has in the learning process of students. All decisions and guidance in Facilities Services are made with the goal of student success at the forefront. The Company has proven success in developing and managing learning facilities conducive to maximizing students' potential for achievement.

ALS has a highly experienced full-time staff with extensive expertise to support the school in all areas of facility services, including, but not limited to:

- Site selection: The Company will identify potential sites for the school's facility. The site identification process will include determining the extent of necessary construction improvements. The Company may engage the services of a local real estate professional as part of this process.
- Building design: The Company will utilize its experience in designing successful learning facilities to include architectural design, floor plan optimization, and selection of fixtures and finishes.
- Construction management: The Company will designate a representative to manage the construction and improvement process from start to finish, including contractor relations, quality control, and budgetary compliance.
- Lease negotiations: The Company will provide lease negotiation services to achieve favorable lease arrangements for the School. This support includes property management and financial expertise.
- Facilities maintenance and management: The Company will continue to manage and maintain the school building after construction is completed.

(9) Additional Services

In addition to those listed above, further services provided by ALS will include:

- Special needs consulting, including ESOL and tutoring services
- Management of teacher and administrative staff training and development
- Board of Directors' communications and meeting support
- Marketing and communications
- Grant writing and management

The Board may also choose to sign separate professional services agreements with ALS to provide additional equipment or services.

The Board is convinced that ALS is dedicated to the mission of providing a quality education for all students in the schools they serve. These passionate individuals use their education, experience, and expertise for the sole purpose of serving the Board of Directors and students.

11.B. PROVIDE A DRAFT OF THE PROPOSED CONTRACT BETWEEN THE SCHOOL AND THE ESP INCLUDING, AT A MINIMUM, PROPOSED SERVICES, PERFORMANCE EVALUATION MEASURES, FEE STRUCTURE, RENEWAL AND TERMINATION PROVISIONS, AND TERMS OF PROPERTY OWNERSHIP (REAL, INTELLECTUAL, AND PERSONAL).

The proposed contract, or management agreement, between the School and ALS is included as Attachment X. It specifies the details of the relationship, including but not limited to proposed services, performance

evaluation measures, fee structure, renewal and termination provision, and terms of property ownership (real, intellectual, and personal).

(1) Proposed Services

As detailed in the proposed management agreement and described above, ALS will provide to the School the following:

- (a) Employee Management and Administration
- (b) Social Work and Family Service Development and Consulting
- (c) Human Resource Recruitment and Consulting
- (d) Financial Management and Funding Consulting Services
- (e) Information Technologies Design, Consulting, Procurement, and Support
- (f) Construction Management Services
- (g) Management of teacher and administrative staff training and development
- (h) Board of Directors' communications and meeting support
- (i) Marketing and communications
- (j) Instructional Programs Consulting
- (k) Student Testing and Assessment, Research, and Data Reporting
- (l) Special needs consulting, including ESOL and tutoring services
- (m) Grant writing and management

(2) Performance Evaluation Measures

The Board will hold the proposed ESP, ALS, accountable for the following performance goals.

- o Meeting annual enrollment targets.
- o Successful hiring of all requisite staff with appropriate credentials.
- o Quarterly reports detailing academic and financial performance.
- o Proper training of all staff.
- o Successful installation and maintenance of the School's network, computers, and peripherals.
- o Annual improvement in student performance as measured by Common Core Assessments, EOC, and/or other state assessment results; graduation rates; and postsecondary transitions.

As outlined in the proposed Management Agreement, ALS will be responsible and accountable to the Board of Directors for the administration, operation and performance of the School in accordance with the School's Contract, the Statement of Mission and Purpose, and the laws of the State of Florida. The Board will work with counsel to negotiate the final language of agreement and will ensure that appropriate language related to termination or other sanctions is included as a way to protect the school and students. The Board will hold the management company accountable to the language in the charter application, charter contract, and school budget.

While the Board retains the ultimate decision-making authority, the management company will be held responsible for the daily execution of the school's mission, operations, and outcomes according to the terms of the management agreement.

(3) Fee Structure

Although a fee structure has not yet been negotiated, it is anticipated that the School shall pay a monthly continuing fee to ALS equal to a percentage of the School's Qualified Gross Revenues.

This proposed fee structure will be consistent with the fee structure used in the Management Agreement between the Board of Directors and ALS to manage Flagler High School. The Board intends to negotiate a similar agreement.

(4) Renewal and Termination

The initial term of the management agreement will be for a term of five (5) academic years, unless terminated sooner. Thereafter, the Agreement will renew for additional, successive five (5) year terms or for a term equal to the renewal term of the school's Charter School contract, whichever is greater.

The Board of Directors of the school will have ultimate authority and control over the school and hiring ALS. ALS will undertake the day-to-day responsibility for carrying out the Board of Directors' directives. If ALS breaches its agreement with the Board, does not live up to academic performance measures in the Charter School Contract with the School District, and cannot cure those breaches, then the Board reserves the right to discharge ALS from its duties, and take over all of the day-to-day operations to ensure that the School can continue to educate students.

The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events: operating deficits, failure to pay fees, default, change in state or federal funding, or severe facility damage.

(5) Terms of Property Ownership

The proposed management agreement states that ALS will negotiate the terms of the purchase or lease of all furniture, computers, software, equipment, and other personal property necessary for the operation of the School. It further specifies that all real or personal property purchased by the School with public funds is the property of the School.

11.C. UNLESS THE ESP IS THE PARENT NON-PROFIT ORGANIZATION, EXPLAIN WHY THE ESP WAS SELECTED, INCLUDING WHAT DUE DILIGENCE EFFORTS WERE CONDUCTED TO INFORM THE SELECTION AND HOW THE RELATIONSHIP WITH THE ESP WILL FURTHER THE SCHOOL'S MISSION.

The Board of Directors is choosing to contract with Accelerated Learning Solutions (ALS) because of its educational approach that assumes all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults. ALS was selected by the Board because of positive experience with the company and the exceptional track record of positive achievement and academic success that the company has established in numerous school district partnerships.

A review of four (4) EMOs in Florida serving similar students indicates that ALS is achieving a far greater number of contractual performance measures and provides a much more extensive set of student support services in partnership with community-based organizations. The other EMOs reviewed were Mavericks in Education, Pivot Schools, and Richard Milburn Academies.

ALS is a for-profit entity approved to conduct business in Florida. ALS and its affiliates have contracted with numerous independent non-profit charter schools in Broward, Duval, Hillsborough, Lee, Miami-Dade, Orange and Palm Beach Counties to serve over 10,000 over-age, under-credited, grade repeating 9th, 10th, 11th, and 12th grade high need students who are at-risk of dropping out or who have already dropped out of high school.

During a seventeen (17) year track record of serving students in urban communities, ALS and its affiliated companies have demonstrated a broad range of school management capabilities built from a single set of core

competencies and values. Highlights over this period include: (1) Improvement in students' foundational reading and math skills; (2) Improved credit recovery and grade promotion rates for high school students; (3) Successful non-traditional solutions for dropout prevention and recovery; and (4) Increased graduation rates and successful postsecondary transition for high school students.

ALS' educational and business related accomplishments include the following.

- o During the last four (4) years, over 2600 students have graduated from an ALS managed school with standard, State of Florida, twenty-four (24) credit diplomas. Over eighty percent (80%) of these students were over-age for expected grade when enrolling and at-risk of dropping out or had previously dropped out of high school.
- o For students who graduated from an ALS managed school during the 2011-12 school year, 72% enrolled in a postsecondary institution. For the most recently reported year (2010-11), 66% of graduating high school students in Florida enrolled in a postsecondary institution.
- o In all of the charter schools served, ALS has developed and maintained effective relationships with the non-profit, tax-exempt governing bodies who have hired ALS as the school manager.
- o In February 2012, ALS was awarded initial AdvancED Corporation Systems Accreditation with a status of Accredited. ALS is one of ten (10) Florida charter or private school organizations that have received district accreditation and the first Dropout Prevention/Dropout Recovery charter school management organization in the state to earn this distinction. As a result, all ALS-managed schools will receive accreditation upon request when they open. Only twenty-three percent (23%) of charter high schools in Florida are SACS accredited.
- o The IRS has recognized the governing authority and independence of the charter school boards governing these schools. IRC 501(c)(3) tax-exempt status has been received by the Florida non-profit charter school board and ALS has supported the process to achieve tax-exempt status.
- o ALS schools have realized increasing acceptance and growth. As of the 2013-14 school year, ALS is managing twenty-one (21) Florida schools with contracts to serve over 10,000 students.
- o Students are pleased with the program being provided.
 - Eighty-one percent (81%) of students say that they would recommend the program to a friend.
- o Parents are pleased with the program being provided.
 - Ninety-three percent (93%) strongly agree or agree that they are satisfied with the progress their child is making.
 - Ninety-three percent (93%) strongly agree or agree that this school will help their child graduate from high school.
 - Eight-four percent (84%) of parents strongly agree or agree that they would recommend the program to other parents.

ALS is also the preferred selection in this relationship because it has supported the successful funding awards of Walton Family Foundation Charter School Grants (\$250,000 in each of three approved charter schools in Broward County and one in Hillsborough County) as well as Federal Charter School Start-up Grants up to \$375,000 per school for all twenty-one ALS-managed schools operating in Florida. Each of these schools is also receiving full funding under the United States Department of Education (USDOE) *e-rate* technology funding program. Similar grant funding will be pursued for this charter school to off-set start-up costs as well as first and second year operational costs.

School district administrators, board members, and business and community leaders in current customer school districts will attest to ALS' ability to implement programs in a cost-effective, efficient, and on-time manner that has consistently met their needs and requirements.

11.D. EXPLAIN THE ESP'S ROLES AND RESPONSIBILITIES FOR THE FINANCIAL MANAGEMENT OF THE PROPOSED CHARTER SCHOOL, IF APPLICABLE, AND THE INTERNAL CONTROLS THAT WILL BE IN PLACE TO GUIDE THIS RELATIONSHIP.

ALS' role in financial management will include:

- o Budget oversight and financial reporting
- o Accounts Payable and Accounts Receivable functions
- o Purchasing and procurement services
- o Federal and state grant research, submission, and management

ALS maintains a national support service center with extensive financial management services and controls. This support center currently manages all financial aspects of the organization's schools including cash flow, budgeting, purchasing, accounts payable, accounts receivable, payroll, human resources, benefits administration, information technology, and insurance and risk management.

Internal financial controls include but are not limited to:

- o Complete segregation of duties. Purchases will be initiated by the Principal and expenditures approved by management company senior staff. Grant expenditures will be approved by the management company grant specialist who will compare the expenditure to grant requirements and budgets. There is limited check-signing ability. Checks can only be signed by one of three management company senior executives and must include all signed supporting documentation.
- o An extensive budgetary process is in place. Actual results vs. budget are reviewed by the governing board, management, and school personnel on a monthly basis.
- o Financial statements including income statements, balance sheets, and cash flow statements are produced on a timely basis and reviewed monthly by the Board and appropriate school personnel.
- o Key financial indicators including accounts receivable, accounts payable, cash flow, and financial ratios are reviewed weekly by management.
- o All financial results are independently audited at year-end with a management letter and recommendations submitted to the board annually by an independent auditor.
- o The School's Board of Directors retains approval and oversight responsibility for the finances of the School and will receive regular reports on actual results as compared to the budget and projected cash flow for the remainder of the school year.

11.E. UNLESS THE ESP IS THE PARENT NON-PROFIT ORGANIZATION, EXPLAIN HOW THE GOVERNING BOARD WILL ENSURE THAT AN "ARM'S LENGTH," PERFORMANCE-BASED RELATIONSHIP EXISTS BETWEEN THE GOVERNING BOARD AND THE ESP.

The Board of Directors has independent legal counsel, board accounting services, and financial auditors. The Board of Directors has retained Paul S. Figg, Esq. as legal counsel. He will assist the Board in developing, negotiating, and monitoring a formal management agreement with ALS. The Board of Directors will approve the annual operating budget of the School. Expenditures will only be incurred after the Board has approved the budget.

The Management Agreement (in Attachment X) will specify performance expectations of ALS with regard to business and academic expectations. The duties and responsibilities of both parties will be outlined in the

charter contract and reinforced in the Management Agreement. If these are not fulfilled, the Board will be able to terminate the relationship with ALS. Not only will this Agreement assure a proper and legally appropriate relationship with the Board of Directors, it will also simplify and streamline the operation of the School with little need for complex, multiple agreements between the Board of Directors and vendor/suppliers.

The Board of Directors of the School will be the policy-makers and have ultimate authority and control over the School and hiring the ESP. The Board will expect ALS to report on student achievement results at each Board meeting. The Principal, with support from ALS will be the policy-executor and undertake the day-to-day responsibility of carrying out the Board of Director's directives.

If the ESP breaches its agreement with the Board of Directors, does not live up to scholastic performance measures in the Charter School Contract, and cannot cure those breaches within the required timelines, then the Board of Directors reserves the right to discharge ALS from its duties and take over all day-to-day operations to ensure that the School can continue to educate students.

The IRS has awarded tax-exempt status to other charter schools managed by ALS that are using, or will use, this instructional and program model. The IRS uses a strong test of governing independence when awarding tax-exemption and has judged these agreements to be fully consistent with "arms-length" relationships that reflect the Board's independence and oversight.

11.F. PROVIDE A SUMMARY OF THE ESP'S HISTORY, INCLUDING ITS EDUCATIONAL PHILOSOPHY AND BACKGROUND AND EXPERIENCE OF SENIOR MANAGEMENT.

The Board of Directors is choosing to contract with ALS for three (3) primary reasons. First, ALS has been selected because it has successfully operated three (3) high schools in Broward County since 2008 (with two additional schools opening in Fall 2013). Second, ALS has an educational approach that assumes all students can improve their academic performance if given the time, opportunity, tools, structure, and encouragement from caring, competent adults. Third, ALS was selected because of the exceptional track record of positive achievement and academic success evident in numerous Florida school district partnerships.

(1) History

ALS is a leading provider of at-risk services and solutions for high-need students who are at-risk of dropping out or have already dropped out of school. The company has extensive experience and proven results in helping at-risk students get back on track to succeed academically, socially, and personally (See Attachment Y)

During a seventeen (17) year track record of serving students in urban communities, ALS and its affiliated companies have demonstrated a broad range of school management capabilities built from a single set of core competencies and values. Highlights over this period include: (1) Improvement in students' foundational reading and math skills; (2) Improved credit recovery and grade promotion rates for high school students; (3) Successful non-traditional solutions for dropout prevention and recovery; and (4) Increased graduation rates and successful postsecondary transition for high school students.

In February 2012, ALS was awarded initial AdvancED Corporation Systems Accreditation with a status of Accredited (See documentation in Attachment N). ALS is one of ten (10) Florida charter or private school organizations that has received district accreditation and the first Dropout Prevention/Dropout Recovery charter school management organization in the state to earn this distinction. Only twenty-three (23%) of charter high schools in Florida are SACS accredited.

(2) Philosophy

The philosophy of the company is to provide students who are academically-challenged with an innovative and alternative approach to learning. This philosophy is based on the belief that all students deserve a quality education and another chance to succeed in school. The goals, to prevent students from dropping out of high school and to recover students who have already done so, will be achieved by offering credit recovery and acceleration through a teacher-directed, mastery-based, and technology-enhanced learning environment. This environment will be integrated with mentoring and tutoring directed and supported by highly-qualified teachers.

The following are core, compelling beliefs that provide the basis for the philosophical foundation of the Company's services:

- o All students can learn.
- o All students have the intellectual ability to complete high school coursework and successfully transition to a postsecondary opportunity if the barriers to their high school attendance and learning are removed.
- o All students can be taught to be accountable for their learning, to identify their own learning needs, and to find the resources and support they need.
- o All students deserve another chance at receiving a first-class education that sets them on a path toward a successful future and life.
- o All students need access to responsive, supportive relationships and guidance from adults.
- o Some students need another, flexible option to graduate from high school that provides a thorough understanding of alternative postsecondary choices.
- o All students deserve every opportunity to live up to their potential.

No one educational organization, philosophy, or program is right for everyone. All students learn at different rates and in different ways, and students should have educational choices that meet their individual needs, learning styles, and pace. The students we serve are more likely to be successful despite the odds when they are connected to important adult relationships, services, and interventions that address their academic and social challenges. In addition, students' high school experiences need to prepare them adequately for postsecondary education and the demands of work by helping them to overcome the barriers to successful postsecondary transition and ensuring a rigorous and relevant academic program.

(3) Background and Experience of Senior Management

The ALS leadership team has decades of experience in Education, Finance, Business Management, Public Relations, and related fields (See Management Biographies in Attachment Z) and has a proven record of commitment to helping low-performing students to accelerate their learning and earn a high school diploma. The Board believes that similar results will be delivered to this school by ALS. The Board has reviewed the organization's capabilities and track record, and believes that the successful organization and management of the School is assured.

11.G. PROVIDE A LIST OF OTHER SCHOOLS WITH WHICH THE ESP HAS CONTRACTS, INCLUDING CONTACT INFORMATION AND STUDENT AND FINANCIAL PERFORMANCE DATA OF SUCH SCHOOLS.

ALS has twenty-one (21) school management contracts to operate charter schools in the Florida districts of Broward, Duval, Hillsborough, Lee, Miami-Dade, Orange, and Palm Beach counties, effective August 2013. School names and contact information are provided below for each school. Academic and Financial data for the schools operated by ALS are available in Attachment Y.

District	Charter School Name / Principal Name	School Address / Phone Number
Broward	Dolphin Park High School Principal: Carlos Flores	3206 S University Dr Miramar, FL 33025 954-433-1573
Broward	Flagler High School Principal: Peter Nicholson	1951 W Copans Road Pompano Beach, FL 33064 954-540-6428
Broward	Lauderhill High School Principal: Merceda Stanley	4131 NW 16th Street Lauderhill, FL 33313 954-731-2585
Broward	Melrose High School Principal: Delania Cunningham	2744 West Davie Blvd Ft. Lauderdale, FL 33312 954-547-0908
Broward	North University High School Principal: Laurel Suarez	4800 N University Dr. Lauderhill, FL 33351 954-746-4483
Duval	Biscayne High School Principal: Onesha Richards-McIntosh	1580 Dunn Avenue Jacksonville, FL 32218 904-271-1254
Duval	Lone Star High School Principal: Erdine Johnson	8050 Lone Star Road Jacksonville, FL 32211 904-725-5998
Duval	Murray Hill High School Principal: Ernest Woodard	929 S McDuff Ave Jacksonville, FL 32209 904-866-4516
Hillsborough	Seminole Heights Charter High School Principal: Bobby Smith	4006 N Florida Ave Tampa, FL 33603 813-234-0809
Hillsborough	West University Charter High School Principal: Cloty Davis	11602 N 15th Street Tampa, FL 33612 813-774-4396
Lee	Coronado High School Principal: A.J. Nauss	3057 Cleveland Ave Fort Myers, FL 33991 239-337-9140
Lee	North Nicholas High School Principal: Robert Ross	428 SW Pine Island Rd Cape Coral, FL 33991 239-242-4230

District	Charter School Name / Principal Name	School Address / Phone Number
Miami-Dade	Green Springs High School Principal: Enrique Palma	3555 NW 7th Street Miami, FL 33125 305-720-2996
Miami-Dade	North Gardens High School Principal: Niesha Mack-Freeman	4692 NW 183rd Street Miami Gardens, FL 33055 786-528-6308
Miami-Dade	North Park High School Principal: Carlos Delcuadro	3400 NW 135th Street Opa Locka, FL 33054 305-720-2995
Orange	Aloma High School Principal: Daniel Mullins	495 N Semoran Blvd, Suite 8 Winter Park, FL 32792 407-657-4343
Orange	Chancery High School Principal: Michael Anna	7001 S Orange Blossom Trail Orlando, FL 32809 407-850-9791
Orange	Sheeler High School Principal: Byron Foster	871 E Semoran Blvd. Apopka, FL 32703 407-886-1825
Orange	Sunshine High School Principal: Tom Hanley	6600 Old Winter Garden Road Orlando, FL 32835 407-641-4156
Palm Beach	Quantum High School Principal: Joy Hicks	1275 Gateway Blvd. Boynton Beach, FL 33426 561-293-2971
Palm Beach	Worthington High School Principal: Victor Frias	1711 Worthington Rd., Ste 108 West Palm Beach, FL 33409 561-537-5696

12. HUMAN RESOURCES AND EMPLOYMENT

12.A. EXPLAIN THE SCHOOL'S COMPENSATION PLAN, INCLUDING WHETHER STAFF WILL BE PUBLICLY OR PRIVATELY EMPLOYED.

The employees of the School will be employed by an educational services provider selected by the Board. The Board may, at some point, contract with an employee leasing company, hire specific service providers for personnel and benefits, or negotiate other arrangements to ensure that the School will attract and retain the best possible faculty and staff.

The School will assure that a competitive, comprehensive salary and benefit package is used for attracting and retaining top-notch teachers, administrators, and other staff members. In addition to the established salary structure, the School shall implement a pay for performance plan consistent with Florida Statute and FLDOE requirements. Salary increases will be determined as follows:

- o The criteria for earning the compensation will be based on the School's approved evaluation system.
- o Fifty percent (50%) of the funds will be used for salary adjustments and related benefits for FICA. Those who scored at *Effective* will receive Fifty percent (50%) of the amount calculated for those who scored at Highly Effective.
- o Fifty percent (50%) of the funds will be used for a one-time salary supplement for those instructional personnel with certification(s) in critical teacher shortage areas (as identified by State Board of Education). Those with three or more certifications in critical teacher shortage areas will receive seventy-five percent (75%) more than those with one teacher shortage area on a professional or temporary teaching certificate. Those with two certifications in critical teacher shortage areas will receive fifty percent (50%) more than those with one certification in a critical teacher shortage area.

The School intends to offer the following components in its compensation plan, with an understanding that benefits and compensation levels may need to be adjusted based on the school's overall financial condition:

- o Competitive salary scales (See Attachment D, Five-Year Budget, for starting salaries by position)
- o Medical insurance
- o Prescription drug plan
- o Life Insurance
- o Supplemental Life Insurance
- o 401(k) retirement program
- o Short-term disability insurance
- o Long-Term disability insurance
- o Health Care Reimbursement Account
- o Dependent Care Reimbursement Account
- o Professional Development Opportunities
- o Promotional Opportunities
- o Paid Leave – sick/bereavement and jury duty

12.B. DESCRIBE THE PROPOSED PERSONNEL POLICIES AND PROCEDURES TO WHICH STAFF WILL BE REQUIRED TO ADHERE, INCLUDING EXPECTATIONS FOR PARTICIPATION IN THE SCHOOL'S PROFESSIONAL DEVELOPMENT PROGRAM.

(1) Personnel Policies and Procedures

All personnel policies are included in the Personnel Policy Guide (see Attachment AA).

(2) Professional Development

The core purpose of the School's professional development is improving student achievement. Training will be aligned to the standards required by s. 1012.98 – School Community Professional Development Act, F.S. Teacher and staff quality, experience, and preparation are critical to students' and the Schools' initial and ongoing success. Professional development will be high-quality, sustained, focused, and innovative; incorporating evidenced-based strategies and resources proven to be successful within a technology-enhanced environment and with the School's target population. Professional learning modules and activities will focus on the use of flexible class periods, integration of technology into instruction, familiarity with a variety of learning activities to engage students in higher-order competencies, differentiation of instruction, coaching and mentoring, team teaching, and development and use of assessments to establish uniform coverage and external evaluations in common courses.

Professional development for the School's administrators will follow the Florida protocol and be aligned to the Florida Leadership Standards (www.floridaschoolleaders.org). The Leadership Evaluation System is based on the Marzano leadership evaluation model and will also be aligned to the Student Success Act and the Florida Principal Leadership Standards. Ongoing training for the Principal and Assistant Principal will focus on both the Leadership Evaluation System and the Teacher Evaluation System (TES). The TES is based on the research of Marzano and aligned to *The Art and Science of Teaching*, Florida Educator Accomplished Practices (FEAPS), and the Student Success Act.

The School will use a blended model of professional development to deliver and support relevant learning opportunities for teachers, as well as all staff. The professional development modules will be:

- o evidence-based and targeted for success with at-risk students;
- o job-embedded for direct application and improved performance;
- o aligned to the innovative instructional programs of the Schools; and
- o synchronous and asynchronous for efficient use of time.

Professional development will be delivered face-to-face by subject matter experts. Staff and administrators may also participate in any district-sponsored trainings, as well as local, state, and/or national conferences.

Online professional development will consist of participating in WebEx trainings or any of the over 300 online courses in the School's Learning Management System (LMS). iObservation, which is a tool for managing teacher and leadership evaluation, also contains a resource library of videos and print resources. Both the LMS and iObservation will be available 24/7 from any workstation with Internet access. The discussion feature of iObservation allows for collaboration and sharing of ideas/resources among all schools resulting in Professional Learning Communities within or among schools. The School's Intranet also will contain professional development resources and training modules which can be delivered via face to face or reviewed independently. All training will be tracked on the LMS and professional development will be aligned to the Florida Professional Development Protocol, Third Cycle.

All staff will participate in pre-School opening training that targets the development of competencies in technology-enhanced curriculum, effective teaching and learning strategies, assessment, interventions, data-driven decision making, and working with at-risk students. This training will be delivered before the start of the school year. Ongoing professional development will be delivered throughout the year and focused on ensuring student success based on feedback, continuous improvement, and the School Improvement Plan (SIP). Teachers and staff will also participate in required state and local school district professional development.

All leadership, instructional, and support staff will participate in two weeks of summer professional development prior to the initial opening of school. Topics will be aligned to job-specific knowledge, skills, and competencies to ensure that all staff are successful. Ongoing professional development will occur on a weekly basis with one hour each week dedicated to personal and professional growth as well as during scheduled professional development days as part of the school calendar. Staff will also have opportunities to participate in professional development offered by the school district throughout the school year.

The Schools will use a Learning Management System to deliver, track, and monitor professional development. Training evaluation will be conducted on a regular basis to inform the School about the effectiveness of current professional development practices and guide the content, form, and structure of future endeavors.

(a) Instructional Staff

All instructional staff will participate in state-required training necessary to maintain their teaching certificates. Professional development objectives will focus on the following:

Essential Need	Objectives	Evaluation/Measurement
1. Effective Classroom Management	<ul style="list-style-type: none"> To develop effective classroom management skills. To develop effective advising, facilitation, coaching, and mentoring skills for student success in a technology-enhanced learning environment. 	<ul style="list-style-type: none"> Formative/summative observation instrument Classroom walkthrough instrument Student time on task
2. Instructional Strategies (Best Practices) and Targeted Interventions	<ul style="list-style-type: none"> To have teachers use effective, evidence-based, instructional strategies that meet learner needs and higher achievement goals. To have teachers differentiate instruction to meet the needs of all learners. To have teachers use fair, consistent assessment and grading practices. To ensure appropriate interventions are implemented that address student's academic or behavioral needs. 	<ul style="list-style-type: none"> Improved student performance Administrative observations demonstrating differentiation of instruction to meet the needs of all learners Administrative monitoring of online grade book and review of student progress reports Observation and feedback protocol tools Response to Intervention tools and assessments

Essential Need	Objectives	Evaluation/Measurement
3. Curriculum	<ul style="list-style-type: none"> To develop competency in instructional staff to identify and utilize curriculum aligned to the Next Generation Sunshine State Standards. 	<ul style="list-style-type: none"> Student learning gains Administrative and teacher feedback Analysis of correlation between professional development and student achievement data Courses passed (by student, classroom, school)
4. Assessment and Evaluation	<ul style="list-style-type: none"> To ensure assessments are aligned to standards-based curriculum. To ensure teachers use multiple methods of assessment. To ensure instructional staff use assessment results to inform and modify instruction. 	<ul style="list-style-type: none"> Student success on state competency exams Quality and variety of assessments used Continuous student improvement
5. Use of Data to Guide Instructional Decisions	<ul style="list-style-type: none"> To align curriculum and instruction to assessment data. To drive professional development decisions. To create student growth trajectories to target and develop interventions. 	<ul style="list-style-type: none"> Rate of credits earned by individual students, classrooms, and school Grade point average Student learning gains Student success on state competency exams Usage data for School Dashboard Evidence of continuous student improvement (credits earned, courses passed, attendance, and standardized assessments)
6. Technology Integration	<ul style="list-style-type: none"> To ensure effective utilization and integration of technology that leads to improved student achievement, acceleration of learning, and increased teacher effectiveness. 	<ul style="list-style-type: none"> Administrative observations of teacher facilitation, coaching, and mentoring Teacher use of online grade book Student achievement gains as measured by pre and post reading and math assessments Acceleration of learning as measured by software reports, credits earned, courses passed
7. On-going Professional Development	<ul style="list-style-type: none"> To involve all instructional staff in on-going professional development that incorporates best practices for continued student success. To provide time and opportunities for instructional staff to collaborate and share best practices. 	<ul style="list-style-type: none"> Student learning gains Staff participation records Evaluation and feedback on professional development modules Meeting goals and objectives on Deliberate Practice Plan Professional development plan

Essential Need	Objectives	Evaluation/Measurement
	<ul style="list-style-type: none"> To ensure fidelity of implementation of the teacher and principal evaluation systems. 	<p>based on identified needs and goals in SIP, staff surveys, teacher appraisal data, and new initiatives</p> <ul style="list-style-type: none"> Professional learning community agenda and notes Teacher and principal evaluation system records and documentation

(b) Staff Working with Special Populations

All school staff working directly with special needs students (including students with disabilities and ELL students) will participate in all required state and local professional development focused on success with special needs students. Topics shall include:

- o Federal state and local policies: the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code
- o Developing IEP's
- o Strategies for effectively serving ELL students
- o ELL Committee role and responsibilities
- o Framework and Process
- o Assessments
- o Compliance
- o Accommodations and modifications in instruction and assessment
- o Positive behavior supports
- o Curriculum for students with significant cognitive disabilities
- o Least restrictive environments
- o Family engagement and involvement
- o Assistive and adaptive technologies
- o Data-informed decision making
- o Transitions
- o Multi-tiered System of Supports (MTSS) including Problem-Solving and Response to Instruction/Intervention (RtI)

The School's staff and administrators will benefit from RtI training that ensures the effectiveness of core instruction and school-wide behavioral support, and specifically teaches application of the problem-solving model that results in the delivery of direct and technology based, inclusion-oriented preventive services and instruction to at-risk students and those with disabilities.

MTSS may be described as the use of a problem-solving process to address the academic and behavioral needs of all students through a multi-tiered continuum of services that provide: (1) high-quality instruction and scientific, researched-based, three-tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-

based school improvement; and (4) the application of student response data to important educational decisions (such as those regarding course placement, intervention, curriculum and instructional goals, and instructional methodologies)⁶⁸.

MTSS training topics will include (1) understanding the Problem-Solving cycle and RtI model; (2) using teams to problem solve; (3) selecting the most appropriate evidence-based intervention; (4) monitoring student progress to reveal what works best for groups of students and individual students, regardless of placement; and (5) collecting, analyzing, and using data to support the problem-solving process and use of appropriate interventions.

Staff will participate in ongoing training that focuses on using accommodations and modifications for students with special needs. Training in accommodations will address accommodations in both instruction and assessment. Training in modifications will focus on instructional modifications. Training will be delivered by experts who work with students with special needs and may be delivered during professional development days, weekly school planning hours, online learning modules, local district and regional workshops, seminars, and conferences.

Training in accommodations will follow the five-step process.

1. Expecting students with disabilities to achieve grade-level academic content standards
2. Accommodations for instruction and assessment
3. Selecting accommodations for instruction and assessment for individual students
4. Administering accommodations during instruction and assessment
5. Evaluating and improving accommodations

Training in assessment accommodations will address the four following categories.

- o Presentation Accommodations - adjusting the presentation of test material and/or test directions
- o Response Accommodations - adjusting the manner in which students respond to or answer test questions
- o Setting Accommodations - adjusting the place in which the testing normally occurs
- o Scheduling Accommodations - adjusting the time allowance or scheduling of a test

Training in modifications will focus on strategies and practices that change or modify learning expectations, while also addressing the potential gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. The School will ensure, through proper training, that all modifications are approved so that no irregularities arise in administration of state-mandated assessments.

(c) Leadership Staff

The Principal and Assistant Principal will participate in ongoing leadership development training, two (2) week summer staff training in the initial year and one full week each subsequent year, and all required state training. In addition, the Principal will participate in a four to six week Principal Induction that will include residency at two or three high-performing charter schools working alongside a mentor principal, as well as learning and performing the job functions of each position on the School's organizational chart. Training, delivered by experts in leadership, will be delivered during professional development days, online learning modules, local district and regional workshops, seminars, and conferences. Topics shall include but are not limited to the following:

⁶⁸ Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Tallahassee, Florida: Florida Department of Education.

o Accreditation	o Human Resources Development
o Budgeting and finance	o Instructional leadership practices
o Building community and stakeholder partnerships	o Managing the learning environment
o Building culture, climate, and high-performing teams	o Motivating and retaining staff and students
o Charter accountabilities	o Operations management and activations
o Community and board relations	o School improvement process
o Curriculum and instructional software	o Teacher and Leadership Evaluation System
o Data-informed decision making	o Technology
o Ethical Leadership	o Vision and Mission

The Assistant Principal (AP) will participate in an intensive, minimum two-week residency training, at one or two high-performing charter schools, focused on job specific responsibilities, educational program, building a culture of climate and success, and school accountabilities. Trainers and subject matter experts will be scheduled to provide job-embedded professional development during and beyond the APs' residency period.

Administrators and faculty will complete surveys to provide input on current learning programs and professional development provided. In addition, they will complete a professional development needs assessment survey. Results will be analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule (aligned to the SIP) will be created upon completion of data analysis. If a need emerges during the school year, the schedule will be revised.

(d) Support Staff

All support staff, including the Career Coach, Family Support Specialist, Enrollment Specialist, etc. will participate in requisite training necessary to satisfactorily perform all job functions and maintain job-specific certifications, if applicable.

(3) Staff Evaluation

The School will use a Teacher Evaluation System, which has been approved by Broward County Public Schools. The system meets the requirements of the Student Success Act passed in March 2011. The FLDOE in June 2012 conducted state technical assistance meetings on Deliberate Practice, which may be used as an option in place of the Individual Professional Development Plan (IPDP) for all instructional staff if the district/school follows the FLDOE approved model and at least one of the Deliberate Practice growth targets is developed with consideration of appropriate student growth data. The Deliberate Practice Plan (in Attachment C) is aligned to the state model and is designed as a way for teachers to grow through a series of planned activities and professional development, reflection, and collaboration.

The School's Deliberate Practice Guide will follow the Inclusive Method and be twenty percent (20%) of the individual's Instructional Practice Score, which is fifty percent (50%) of the overall evaluation.

iObservation, an electronic management tool developed by Learning Science International and configured to the School's Teacher Evaluation System, will be used to document and track the Deliberate Practice Plan. This tool also contains a professional development resource library. Administrators and instructional personnel will have access to iObservation at all times via any Internet-based workstation.

The Learning Management System (LMS), a tool for tracking, monitoring, and delivering online training, will also be available at all times via any Internet-based workstation. The LMS contains over 300 self-directed, online-courses that may be used for both personal and professional growth.

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 use a variety of methods to attract students including those in harder to reach families. Some of these methods may include, but are not limited to:

- o Informational meetings with local community, civic and religious organizations, community leaders, and other people who may be able to inform and/or influence families and students to enroll at the School.
- o In-depth briefings with organizations such as Junior Achievement, Boys and Girls Club, Communities in Schools and 100 Black Men of America to explain the program and establish referral network.
- o Advertisements throughout the community (see examples in Attachment BB).
- o Facilitation of student, peer to peer discussion through the use of DVDs and materials distributed at events attended by students who fit the criteria.
- o Toll-free enrollment information number posted on website and included on enrollment and recruitment literature.
- o Outreach to local high schools to identify students who have recently dropped out of high school.

Other strategies that may be used include advertising in local community newspapers (particularly those published for minority groups) or contacting community social service organizations that target the at-risk and/or dropout population (youth organizations, courts, churches, etc.). “Outreach” and advertising may also include an emphasis on the services the School can provide for English for Speakers of Other Languages (ESOL) students. The school will use multi-lingual advertisements and materials.

In compliance with s. 1002.33(17)(a)(4) F.S., enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The School will also not discriminate in its student admissions policies on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

13.B. EXPLAIN HOW THE SCHOOL WILL ACHIEVE A RACIAL/ETHNIC BALANCE REFLECTIVE OF THE COMMUNITY IT SERVES OR WITH THE RACIAL/ ETHNIC RANGE OF OTHER LOCAL PUBLIC SCHOOLS.

The Board recognizes the importance of community awareness and recruitment of parents and students. In order to promote a neighborhood school environment, the marketing strategy will start in the immediate area and then broaden to the mass market. Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand, marketing will occur to all appropriate populations (e.g., geographic, ethnic, age, etc.).

We anticipate that the majority of students will live within a 5-mile radius of the school and, thus, reflect the local community being served. Targeted marketing will be used to focus on this geographic area (See

Attachment BB for sample marketing materials). Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

13.C. DESCRIBE THE SCHOOL'S PROPOSED ENROLLMENT POLICIES AND PROCEDURES, INCLUDING AN EXPLANATION OF THE ENROLLMENT TIMELINE, CRITERIA, AND/OR ANY PREFERENCES FOR ENROLLMENT AND LOTTERY PROCESS.

(1) Enrollment

The School will open an Enrollment Office in June 2014 to begin attracting and enrolling students for enrollment at the beginning of the 2014 – 2015 school year. After that, the School will offer daily enrollment for students who wish to enroll, space permitting.

Pursuant to Section 1022.33(10)(b), F.S., the School shall enroll any eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, or building. In such cases, all applicants shall have an equal chance of being admitted through the lottery process. Enrollment will also follow s. 1002.33(15)(c), F.S., which includes enrolling students according to racial/ethnic balance provisions in s. 1002.33(7)(a)(8) F.S. In accordance with s. 1022.33(10)(d), F.S., the School may give enrollment preference to the following populations: (1) siblings of a student enrolled in the School; (2) children of a founding board member of the School; and (3) children of a School staff member.

Our admission and enrollment processes will be student-centered and friendly. As part of our mission, we will have a year-round open enrollment, enabling students to enroll in our school based on their schedules and needs. Students in our proposed target population may have a tendency to drop out of school at various times during the year for various reasons; therefore, we need to be able to enroll and engage students according to their individual time schedules.

When contacted by interested students and/or their parents online, over the phone, or in person, the School will guide the interested student through the following process:

- o The Enrollment Specialist will reach out to the student and/or parent to arrange an initial visit at the school with school staff.
- o The Student/parent will meet with the Enrollment Specialist to discuss the student's needs and expectations as well as the School's mission and expectations.
- o All students desiring enrollment in the School will complete an application (in Attachment CC).
- o If there is space available, the student/parent will complete the enrollment packet and receive an orientation of the program and a tour of the school. If there is not space available, the student's application will be entered into the lottery.
- o Upon enrollment, the School will request transcripts and documents related to academic history and other relevant information from all schools that the student previously attended.
- o Student will provide information regarding family commitments, employment commitments, and transportation plan.
- o Student will complete individualized assessments to determine academic skill levels and vocational interests.
- o Student and parent will meet with teachers, administrators, and/or other appropriate school staff to review assessment information and establish the student's Individual Success Plan (ISP).

Also, as part of the enrollment process, the staff will request that the student and (parent if the student is age 17 or younger) sign the Student/Parent Contract, which states that the student and parent have read and

understand the Student/Parent Handbook (See Attachment O), including the Code of Student Conduct, and agree to abide by the terms of these documents. A parent's failure to sign or adhere to the terms of the contract will not be the basis of denying enrollment to a student. The Contract will be enforced based upon the terms and guidelines outlined in the Student/Parent Handbook and Code of Student Conduct. Additionally, the parent and student will complete the enrollment packet (See Attachment DD), which also outlines the responsibilities of the parents and students. Additional documents or forms may be required based upon school district policies.

Following the enrollment process, each student who is offered admission and accepts enrollment will participate in a three-day student orientation program that provides information concerning programs, assessments, procedures, and expectations.

As the School will be a public school, enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

(2) Lottery

The School's admission and dismissal procedures will be equitable for all students. Students will be able to enroll throughout the year at the School. Students will have the opportunity to call in via a toll free number on the School's web site throughout the week and on weekends to ask questions or to inquire about admission into the program.

In the event that the number of all eligible applicants for enrollment exceeds the School's capacity, the School shall perform a random selection process to determine which students are enrolled and which students are placed on a waiting list in the order determined by the lottery.

The following categories of students will be exempted from the lottery process:

- (a) Siblings of existing students; or
- (b) Children of a board member; or
- (c) Children of an employee of the School.

The Principal or his/ her designee will manage the lottery process and maintain appropriate documentation thereof.

1. Upon application approval, the School will set and advertise a registration / lottery date.
2. If the number of applicants is fewer than or equal to the number of available slots, each qualified applicant will be accepted and enrolled.
3. If the number of applicants meeting the established criteria of this application exceeds the stated capacity of the school, each student will be placed in a random lottery.
4. Board members will be notified of the lottery and invited to conduct the drawing for the available slots in the presence of two staff members and participants from the community.
5. Each application will be given a number, and all numbers will be placed in a container. Numbers will be drawn on a random basis and all slots will be filled based on the order of the drawing. All numbers will be picked and the remainder will be used to create the waiting list (the list will be developed based on the number order).
6. There will be at least two (2) staff members present during the lottery drawing, and the lottery will be open to the public.
7. After the lottery is completed, students will be contacted in the order in which names were randomly drawn and established on the waiting list.

8. As openings arise throughout the year, the next student on the waiting list will be offered the “space.” Applications will be accepted throughout the school year and be assigned a number. As openings are available, and the new applicants are added, the names will be re-drawn from all names to date (less those accepted/ withdrawn/ removed by request) by subsequent random lottery drawings.
9. The parent, or eligible student, will have forty-eight (48) hours to accept/ refuse the opening and must complete all required documentation for admission into the program. If the parent, or eligible student, is not able to do so, the space will go to the next student on the waiting list. Applicant names for parents (eligible students) who do not respond within forty-eight (48) hours or who do not accept the available space, will be removed from the list and requested to reapply in the future if they would like to be considered in the lottery process at a later date.

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.

As part of the enrollment process, the staff will request that the student and parent (if the student is age 17 or younger) sign the Student/Parent Contract, included in Attachment O, which states that the student and parent have read and understand the Student/Parent Handbook (Attachment O), including the Code of Student Conduct, and agree to abide by the terms of these documents. The Contract will be enforced based upon the terms and guidelines outlined in the Student/Parent Handbook and Code of Conduct.

13.E. EXPLAIN ANY OTHER EFFORTS TO ENCOURAGE PARENTAL AND COMMUNITY INVOLVEMENT, IF APPLICABLE.

Research results indicate that parent and community involvement are key elements in the success of students at risk of dropping out of school⁶⁹. When families and community are involved in schools, education improves. Studies have found that students with involved parents, no matter what their income or background are more likely to 1) earn high grades and test scores and enroll in higher-level programs; 2) pass

⁶⁹ Alliance for Excellent Education (2006). *Is your high school making the grade: Ten elements of a successful high school*. Alliance for Excellent Education; Balfanz, R., Fox, J.H., Bridgeland, J.M., & McNaught, M. (2009). *Grad nation: A guidebook to help communities tackle the dropout crisis*. America's Promise Alliance. On line at: <http://www.americaspromise.org/GradNation>; Bridgeland, J.M., Balfanz, R., Moore, L.A., & Friant, R.S. (2010). *Raising their voices: Engaging students, teachers, and parents to help end the high school dropout epidemic*. Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance; Bridgeland, J.M., DiIulio, Jr., & J.J., Morison, K.B. (2006, March). *The silent epidemic: Perspectives of high school dropouts*. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation; Calkins, A., Guenther, W., Belfore, G., & Lash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Boston, MA: Mass Insight Education & Research Institute; Darling-Hammond, L. & Friedlander, D. (2008). Creating excellent and equitable schools. *Educational Leadership*, 65(8), 14-21; Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>; Gunn, T.M., Chorney, D.W., & Poulsen, J.C. (2009). High school completion: A comprehensive review of projects directed toward keeping students in school. *The Journal of At-Risk Issues*, 15(1), 17-24; Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout risk factors and exemplary programs*. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc; Meeder, H. (2006, January). *Reinventing the American high school for the 21st century: Strengthening a new vision for the American high school through the experiences and resources of career and technical education*. (A Position Paper). Alexandria, VA: The Association for Career and Technical Education; Princiotta, D. & Reyna, R. (2009). *Achieving graduation for all: A governor's guide to dropout prevention and recovery*. National Governors Association Center for Best Practices; Quint, J. (2008). Lessons from leading models. *Educational Leadership*, 65(8), 64-68; Seltz, J. (2008). A focus on high school reform. *Educational Leadership*, 65(8), 96

their classes, earn credits, and be promoted; and 3) attend school regularly. Community involvement, including postsecondary institutions, community organizations, faith based institutions, and local businesses, can also contribute to helping students transition successfully to college and careers. Therefore, the School will ensure substantial parent and community involvement through a variety of strategies.

Board members will meet with local stakeholders to explain the program and recruit representatives, including parents and students, to serve on the School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of each School's operation. The role of the SAC will be to:

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

(1) Parent Involvement

Parents will have a number of opportunities for involvement in their student's education. Parents will be invited to attend an enrollment/orientation session with the student during which time opportunities, expectations, and requirements of the program will be clearly explained. The orientation will set the stage for expected student progress and achievement. This will be supplemented by mailings to homes, newsletters and phone calls from teaching staff, and conferences with the student and parent(s). Throughout the year, parents will be encouraged to visit their child's school and to participate in school functions and events, including school sponsored workshops, open houses, parent nights, conferences, and student award ceremonies.

The Board will hold regular meetings with parents to discuss the successes of the School, including reporting on the performance of the School with data regarding enrollment, attendance, academic performance, parent/student satisfaction, withdrawals, suspensions, and dismissals. Parents and key community members will receive notices of these routine public meetings, in accordance with all applicable open meetings laws, and the agendas well in advance of each occurrence.

Additionally, an annual Parent/Student Satisfaction Survey will be administered to assess performance as judged by parents and students. The results of this survey will be considered by the Board as important input regarding the success of the School. A corrective action plan will be developed, if necessary, after review and discussion with the Board.

The School will also comply with s. 1002.33(7)(d)1., F.S., which requires that each charter school's governing board appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. The representative will reside within the boundaries of the School District.

Section 1118 of the Elementary and Secondary Education Act (ESEA), requires each Local Education Agency (LEA) and school that receives funds under Title I, Part A, to develop and distribute to parents of participating children a written parent involvement policy (PIP). If the school is designated as Title I school, the school will comply with all federal and state regulations for parent involvement.

(2) Community Involvement

A key differentiator of the School operating under this charter will be the provision of social, behavioral, and crisis intervention services to students. The Board intends to partner with social service agencies, faith based

organizations, university school of social work and counseling departments, mental health providers, substance abuse counselors, and anti-gang intervention groups, both public and private, to assist in removing barriers so each student can earn a high school diploma. The Board understands that unless social, behavioral, and emotional needs are effectively addressed, learning will be difficult and academic growth will be an unrealistic objective. These providers and other similar organizations will be integrated into the life of the School and become important team members and critical supporters of student success.

The Board is certain that the resources and support to make the School successful are available in this community, and will direct the Principal and the management company to fully implement formal partnerships with social service, crisis intervention and behavioral health services and further develop the support of local, neighborhood-based organizations.

The Board, with the assistance of the management company, will identify and develop partnerships with community-based private and public providers of social services, community leaders, faith based groups, and civic leaders who will support the success of our students. These supportive partnerships will result in the direct provision of social and behavioral health services as well as mentoring, advocacy, and community-wide influence to create employment and postsecondary opportunities.

Community support is anticipated from a number of organizations, many of which have already extended their support to schools in this community operated by the management company. Organizations providing services to our currently operating schools include the following:

ABC Speech and Language Therapy	Henderson Behavioral Health
American Intercontinental University	Women in Distress
Blood Drive Center of South Florida	MedVance Institute
Broward College	ASM Beauty Academy
Brown Mackie College	Digital Media Arts College
DeVry University	Edison State College
Everest University	OIC of Broward County, Inc.
Healthy Mothers Healthy Babies	Florida Atlantic University – School of Social Work
Johnson & Wales University	ITT Technical Institute
Keiser University	Lynn University
The Art Institute	The Leukemia & Lymphoma Society
U.S. Army	United Parcel Services
Voter's Registration	University of Southern California – School of Social Work
Workforce One	

These existing relationships will be further developed to support the needs of more students who need this encouragement, support, and guidance.

School leaders and the Board will ensure that parental involvement, community partnerships, and collaborations will be enduring and include commitments to ongoing evaluation and improvement, access to available human and financial resources, adequate representation of stakeholders, adequacy of staffing and resources to perform key functions, and adequate performance/accountability mechanisms.

III. BUSINESS PLAN

14. FACILITIES

If the site is not acquired:

14.F. EXPLAIN THE SCHOOL'S FACILITY NEEDS, INCLUDING DESIRED LOCATION, SIZE, AND LAYOUT OF SPACE.

The School's program allows flexibility with the facility's location and type. The Board of Directors will plan for a facility sized at 65-70 square feet per student station located in a neighborhood with the highest concentrations of the students we intend to serve. Attachment EE includes sample facility layouts. The School design will be flexible enough to permit the School to open in a stand-alone building, plaza, office building, or other configuration as long as all zoning and safety codes are met.

The School considers several parameters in its search for an acceptable site.

Desirable	Less Desirable
1. Single story and stand alone. Two story building may be acceptable.	1. A multi-tenant situation, in which we would share the building with other tenants.
2. Adjacent to public transit (bus or rail) lines.	2. Undesirable neighboring uses such as adult entertainment, liquor stores, heavy manufacturing, etc.
3. 65-70 square feet per student for building with 6 per KSF parking spaces.	3. Active freight rail lines. Minor spur lines may be acceptable.
4. Building is located in an area that is desirable for retail use or may be regentrifying.	4. Environmental hazards such as polychlorinated biphenyls (PCBs), asbestos-containing materials, heavy metal contamination, etc. that cannot be readily removed from the building.
5. Good signage opportunity.	5. Site is within the airport flight path restriction area.
6. Noncombustible building structure.	6. Site has reciprocal access agreements which would make it infeasible to construct a perimeter security fence.
7. Building has heating, ventilating, and air conditioning (HVAC) and sufficient electrical service for 150-200 computer stations.	7. In most cases, the prospective building will be gutted to the perimeter walls. Any building whose shell cost plus renovation cost approaches or exceeds the cost of new construction.
8. Building has a fire sprinkler system (desired but not required).	8. Building cannot house the proposed use without construction of a sizeable addition- more than 33% of the final desired configuration.
9. Flex space, drugstores, or office warehouse former use.	9. Building has wood floor/roof structure.
10. Zoned for educational usage.	10. Building has interior bearing walls in lieu of columns.
11. Current usage codes allow for educational usage.	11. Pre-engineered building construction.
12. Ability to change zoning or usage codes within 4 months.	12. Excessive height- where the bottom of the roof deck exceeds 24' above the floor slab.

Desirable	Less Desirable
13. Located on or near public transportation lines.	13. Inadequate height- where the bottom of the roof deck is less than 11' from the floor slab.
	14. Restrictions to sewer or water hookups.

Every effort will be made to make certain that all facilities are conducive to learning. This positive learning environment includes attention to both the interior and exterior of the facility. High standards are established to ensure students are learning in a safe and healthy environment. Upon receiving approval of the Charter application, the site will be confirmed and a lease will be secured. At that point, necessary improvements and renovations will commence to meet our facility standards and applicable School District requirements.

Through research by ALS, and input from the Board of Directors, the School has identified a number of neighborhoods in Broward County for a possible school location. These high need neighborhoods are underserved by dropout prevention and dropout recovery programs. The facility search area is bounded in the north by a line running along Griffin Road and then to the Atlantic Ocean, in the east by the Atlantic Ocean, in the south by the Miami-Dade county line and in the west by a parallel running one mile west of Florida's Turnpike.

Prior experience has demonstrated that students at-risk of dropping out or current dropouts are concentrated in households with incomes of less than \$45,000. The School may choose another location based on the available facilities, zoning, or other factors, but will attempt to find locations in these relatively low household income areas first, because the need for these services appears to be higher here than in other parts of the county.

The School plans to lease its facility and negotiate with the landlord for the necessary capital improvements. Landlord participation in tenant improvements is encouraged, but not necessary. Prior to detailed lease negotiations, ALS or the Board of Directors will submit a Letter of Intent that covers the basic lease requirements to each prospective landlord. A detailed site proposal packet will then be prepared for management review and consideration. Once the preferred site is chosen, lease discussions move forward promptly. While the lease is being negotiated, extensive building inspections and design considerations will take place by local engineers, contractors, ALS architects, and other staff. The School's Board of Directors will maintain oversight responsibility throughout the entire process.

Once the facility has been secured, the permitting and renovation process will begin. ALS has typically used local architects and contractors to complete all of the design and renovation work, and intends to follow the same process for the School. Design specifications for the facility renovation are included in Attachment FF. All approvals and the Certificate of Occupancy will be secured before the school will be occupied.

Based upon the extensive experience of ALS and the aggressive search for appropriate sites now underway, we can state with confidence that the facilities for the School can be obtained and will have all necessary and legally-approved renovations completed prior to the proposed opening. The demographic maps included in Attachment GG indicate one of the ways in which the best possible location has been researched for our school. This information, combined with input from the Board, a local realtor, and/or information from other sources, will help us to locate in an area and building which will attract the required number of students and effectively deliver our school's educational program.

14.G. PROVIDE AN ESTIMATE OF THE COSTS OF THE ANTICIPATED FACILITY NEEDS AND DESCRIBE HOW SUCH ESTIMATES HAVE BEEN DERIVED.

ALS and its affiliated companies have over seventeen (17) years of experience at facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings. The Pre-start costs are included in the facility and occupancy section of the pre-start budget, Attachment D.

The costs in this document are based upon the many years of experience obtained by the ALS Vice President – Facilities and Development (whose experience is detailed in Attachment Z – Management Bios) and other ALS leadership in managing more than thirty (30) construction projects. Additional cost factors include: intended type of educational program, total square footage desired, local rental rates in the targeted neighborhoods, type of building, and overall design elements that are included.

Through provisions of the Management Agreement, the Board of Directors is responsible for all costs related to facility acquisition, renovation, and equipment. ALS will manage and support this process at the direction of the Board. Annual lease payments are incorporated into the operating budget for the school (Attachment D). Funding for renovation and remodeling will be provided by the landlord or a separate lender. Cash reserves or an existing line of credit will be used as necessary

14.H. EXPLAIN THE STRATEGY AND SCHEDULE THAT WILL BE EMPLOYED TO SECURE AN ADEQUATE FACILITY.

A facility search is currently in progress, but a school location in the desired service area of the County has not been determined. ALS and its affiliated company have extensive experience in locating, building, and renovating schools for at-risk students in Florida and five (5) other states, so the Board has confidence that ALS will be able to execute the lease, renovation, and approved occupancy for an August 2014 school opening. This includes experience in facility design and budgeting, managing construction projects, compliance with local codes and ordinances, facilities repair and maintenance, and general operations of school buildings.

All facilities being considered for the final school location will be analyzed through multiple criteria, including but not limited to:

- o Total square footage
- o Cost of retrofit and remodel
- o Accessibility
- o Zoning
- o Safety
- o Exterior lighting
- o Parking
- o Proximity to public transportation
- o Signage possibilities
- o Neighborhood demographics

These criteria will be analyzed to ensure that the school will be able to open on-time and on-budget.

Once the facility has been leased, ALS will begin the permitting and renovation process. ALS has typically used local architects and contractors to complete all of the renovation work and intends to follow the same process for the School. Design specifications for the facility renovation are included in Attachment FF. Funding for renovation and remodeling will be provided by the Landlord or another lending source.

The Board of Directors and ALS will ensure that all local building code approvals, compliance with the Florida Fire Prevention Code and the Certificate of Occupancy are secured before the school is occupied. At no time will students or staff work or attend school in a building that is unsafe or does not have a certificate of occupancy. In addition, all school facilities will comply with applicable health codes, inspection/safety requirements, and will be properly maintained according to the Florida Building Code pursuant to chapter 553. Consistent with regulation, the School will not fall under the State Requirements for Educational Facilities of the Florida Building Code, adopted pursuant to s. 1013.37, F.S.

The timetable below describes the timing of the major steps in the facility acquisition, permitting, and renovation process.

Activity	Responsible Party	Date
Begin Site Search	Accelerated Learning Solutions (ALS)	May 2013
Create School Budgets	Board Members / ALS	June 2013
Submit Charter Application	Board of Directors	July 31, 2013
Application Reviewed and Approved by School Board	School District	October 2013
Begin Lease Negotiations	ALS	October 2013
Sign Memorandum of Understanding for Facility Lease or Purchase Agreement	ALS/ Board of Directors	January 2014
Finalize school facility design	ALS / Board of Directors	February 2014
Negotiate Charter School Contract	Board of Directors	February 2014
Execute Facility Lease or Purchase Agreement	ALS / Board of Directors	February 2014
Begin Plans and Permits	ALS	February 2014
Begin Collaboration with School District regarding process and procedures	Principal/ Board of Directors	February 2014
Begin Construction	ALS	March 2014
Enrollment office opens	ALS	June 2014
Facility Renovation Completed	Principal, Board of Directors	August 2014
Set up Administrative and Classroom Space	Principal / ALS	August 2014
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2014
School Opening	Principal	August 2014

14.I. DESCRIBE THE BACK-UP FACILITIES PLAN.

Selection of the school's location and facility are two of the most important decisions for meeting enrollment and other contractual goals. Because ALS has extensive experience in facility acquisition and renovation, the Board has every expectation that we will be able to open our school on time. However, we also understand that zoning, permitting, and usage code changes can delay construction schedules. If the school opening is delayed to the point where we will not be able to open on-schedule, we will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine whether the school can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1

- o If the school can open on a delayed schedule, school staff will relay all relevant information to the school district, parents, and students.

Option 2 - If the school cannot open on a delayed schedule:

- o The school will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc.
- o Contingency plans for temporary space and short-term leases will be in-place by February 2014.

Option 3

- o If the construction schedule is such that the school opening is delayed seven or more months, the school will (as a last resort) request from the School District a one-year deferral for opening.

14.J. DESCRIBE THE PLAN AND METHODS THE SCHOOL WILL EMPLOY TO COMPLY WITH FLORIDA'S CONSTITUTIONAL CLASS SIZE REQUIREMENTS.

The School will comply with the requirements of s. 1002.33(16)(b)3., Florida Statute (F.S.) requiring charter schools to be in compliance with the maximum class size requirements based on the school-level average. The enrollment forecasts, tables, and budgets included with this application are all consistent with class size requirements. The School's student/teacher ratio will not exceed 25:1.

The School will also comply with the requirements for all data elements that have been created by the Florida Department of Education (FDOE) in order to allow accurate reporting from schools concerning the number of students in each classroom at any given period in the day, on any given day of the week. These data elements will enable the School to provide benchmark class size data and track changes over time.

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 be serving students ages 16 – 21, and will be using public transportation passes to meet the transportation requirements. We believe that the provision of scheduled yellow-bus transportation is not an issue that affects enrollment and attendance for our student population. The School will be located along major lines of the public transportation system. Students who live beyond a reasonable distance from the school may receive a public bus pass if they choose to accept it.

A reasonable walking distance for any student who is not physically disabled is any distance not more than two (2) miles between the home and the school or one-and-one-half (1½) miles between the home and the assigned bus stop. Such distance shall be measured from the closest pedestrian entry point of the assigned school building or to the bus stop. The School shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic.

Since the school will be using public transportation for the majority of its students, there is no need for contingency plans related to transportation.

In addition, transportation service will be provided by the School to any student whose IEP stipulates that this must occur. Eligible students, both regular and ESE, that require transportation to and from School, School field trips or School activities will be transported using a current, district approved school bus company.

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.

Due to the age group of the students attending the School and the flexible schedule of the school day, the School will not provide meals as are typically provided in a traditional comprehensive high school. The School will have vending machines on-site for students who wish to purchase food.

17. BUDGET

17.A. PROVIDE AN OPERATING BUDGET COVERING EACH YEAR OF THE REQUESTED CHARTER TERM THAT CONTAINS REVENUE PROJECTIONS, EXPENSES, AND ANTICIPATED FUND BALANCES. THE BUDGET SHOULD BE BASED ON THE PROJECTED STUDENT ENROLLMENT INDICATED ON THE COVER PAGE OF THE APPLICATION.

(1) Annual Financial Plan

The annual financial plan is supported and outlined in the School's five-year budget, which is included in Attachment D. The details and assumptions for this budget are listed below.

(a) Revenue Sources

The School has based its revenue stream on a Full Time Equivalent (FTE) per student model offered by the FDOE. The School intends to apply for applicable grant funding, but will be able to operate the school on Florida Education Finance Program (FEFP) funding alone. All start-up revenue will be the responsibility of the Board with support from ALS. Start-up costs, including construction and renovation, are outlined in the Start Up Budget (Attachment D).

(b) Cash Flow Predictions

The cash flow projections are based on the accrual method of accounting. We consider cash to arrive once it has been earned, and expenses to be earmarked for payment once the goods or services have been received.

The School's management discussion and analysis (MD&A) will introduce the basic financial statements and provide an analytical overview of the government's financial activities. Although its status for reporting and auditing purposes is RSI (Required Supplemental Information), MD&A will be presented before the basic financial statements.

The cash flow from a revenue perspective is based on FTEs of students that are used in determining the FEFP revenues and other ancillary revenue that will provide the cash infusion to handle all short-term (less than 60 days) expenses and also assist with preparing for payment of long term liabilities. Please see Attachment D for the Monthly Cash Flow Projections. The cash flow statement for FY 2014 starts with a loan of approximately \$850,000 primarily to fund leasehold improvements, furniture and fixtures and information technology for the School. The largest expenses are salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.).

17.B. PROVIDE A START-UP BUDGET THAT CONTAINS A BALANCE SHEET, REVENUE PROJECTIONS, INCLUDING SOURCE OF REVENUES, EXPENSES, AND ANTICIPATED FUND BALANCES. 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.

(1) Start Up Budget

The initial financial plan is supported and outlined in the Start Up Budget, which is included in Attachment D. The details and assumptions for this budget are listed below.

(a) Revenue Sources

The School has based its revenue stream on an FTE per student model offered by the FDOE. The School intends to apply for applicable grant funding, but will be able to operate the school on FEFP funding alone. As noted in the ESP Support Letter in Attachment W, ALS will assist the Board in securing funding for all start-up expenses. Additionally, as outlined in the draft Management Agreement (Attachment X), ALS “shall advance as a loan to the School, any properly incurred School Expense...” Start-up costs, including construction and renovation, are outlined in the Start Up Budget (Attachment D).

(b) Cash Flow Predictions

The cash flow projections are based on the accrual method of accounting. We consider cash to arrive once it has been earned, and expenses to be earmarked for payment once the goods or services have been received.

The cash flow from a revenue perspective is based on FTEs of students that are used in determining the FEFP revenues and other ancillary revenue that will provide the cash infusion to handle all short-term (less than 60 days) expenses and also assist with preparing for payment of long term liabilities. Please see Attachment D for the Monthly Cash Flow Projections. The cash flow statement for FY 2014 starts with a loan of approximately \$850,000. The largest expenses are salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.).

17.C. PROVIDE A DETAILED NARRATIVE DESCRIPTION OF THE REVENUE AND EXPENDITURE ASSUMPTIONS ON WHICH THE OPERATING AND START-UP BUDGETS ARE BASED.

The cost assumptions detailed in the start-up budget (see Attachment D, Assumptions) reflect typical costs that ALS and its affiliates have incurred throughout their sixteen (16) year history of opening and operating schools for at-risk students in Florida and other states. The School’s major budgetary assumptions include:

1. Pre-start assumes that an enrollment office will be established three months before school opening.
2. Hiring is per the detailed schedule in the financial calculations.
3. Computer equipment will be installed the month before school begins.
4. Recruiting and marketing costs are anticipated to be heavy during this period and the first two (2) months of the school year.
5. Pre-start costs will be funded from a combination of capital leases, landlord participation in the tenant improvements, and lending from other sources.
6. Capital leases may be used to purchase all computer equipment over a five year period (the same as the asset life and the charter contract).
7. Computer equipment is typically refreshed every five (5) years.
8. The other assets (furniture and leasehold improvements) and initial operating expenses will be funded from a lender or the federal start-up grant, if funds are awarded
9. Year one costs assume three (3) classrooms will be fully staffed on the first day of school with additional classrooms staffed to coincide with the increased enrollment in the second half of the school year. Staff for additional classrooms will be added as dictated by enrollment.
10. Staffing increase pools are tied to revenue rate increases for the year for years two (2) through five (5).
11. Consulting and professional fees include audit and tax preparation fees as well as legal and consulting expenditures.
12. Support services will be provided by the affiliated company and a service fee charged. This fee covers payroll processing, cash management, treasury functions, human resources, etc.
13. Accounts Receivable and Accounts Payable are both net 30. Start-up expenses are paid prior to year one.

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 Board understands its fiduciary responsibilities for the public funds we receive. The Board will engage an independent certified public accountant to complement the financial services provided by ALS. Budget preparation, accounts payable, and payroll are the primary financial functions that will be performed by ALS at the direction and with the participation of the Board of Directors. The Board recognizes that we have the ultimate responsibility of ensuring that the financial information is accurate and that the internal control environment is designed so that it appropriately safeguards the Schools' assets.

A bank account will be established for the School. The Board will have sole control and access over this account. Cash receipts for Florida Education Finance Program (FEFP) payments related to FTE will be received into this bank account. Grant monies and other funds received by the School will be deposited in this account as well. Disbursements from this account primarily relate to payments to the management company for school operating expenses and Board related costs (i.e. legal, board governance, audit, accounting, and debt service). The Chairperson and the Treasurer of the Board approve all cash disbursements from the bank account.

The Board's independent certified public accountant will produce financial information on a monthly basis in the format as required by the Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001). The monthly financial statements will include a comparison of actual results to budget that will be reviewed by the Board's Treasurer and then with the Board. The independent certified public accountant will also have the responsibility for reconciling the bank accounts and other accounts on a monthly basis.

The Board of Directors will be thoroughly briefed at board meetings on the financial results of the School, including a review of budget vs. actual financial statements. If corrective action is needed with regard to the budget, the Board will agree on corrective action, which may include but is not limited to budget adjustments expense reductions, consideration of other revenue sources, and, most importantly, a renewed effort to stimulate enrollment.

Expenditures will be incurred in the operation of School only after the Board has approved the budget. If expenditures are required that are not consistent with the original operating budget, the Board will review and approve or deny these unanticipated costs.

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) THROUGH THE FIRST YEAR OF OPERATION.

The cash flow projections are based on the accrual method of accounting. Please see Attachment D for the Monthly Cash Flow Projections. Cash will be considered to arrive once it has been earned, and expenses to be earmarked for payment once the goods or services have been received.

The cash flow from a revenue perspective is based on FTEs of students that are used in determining the FEFP revenues and other ancillary revenue that will provide the cash infusion to handle all short-term (less than 60 days) expenses and also assist with preparing for payment of long term liabilities. The largest

expenses are salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.).

17.F. DESCRIBE THE SCHOOL'S FUNDRAISING PLAN, IF APPLICABLE. REPORT ON THE CURRENT STATUS OF ANY FUNDRAISING EFFORTS, INCLUDING VERIFICATION OF ANY FUNDRAISING MONIES REPORTED IN THE SCHOOL'S START-UP OR OPERATING BUDGETS.

The Board intends to work with ALS to secure a loan for school start-up and working capital. ALS has extensive experience at securing funding for schools and has completed over thirty (30) construction projects and school start-ups over the past seventeen (17) years. As noted in the ESP Support Letter in Attachment W, ALS will assist the Board in securing funding for all start-up expenses. Additionally, as outlined in the draft Management Agreement (Attachment X), ALS "shall advance as a loan to the School, any properly incurred School Expense..."

On an ongoing basis, the school will be able to operate on FEFP funds and other state funding sources for transportation and Public Education Capital Outlay (PECO). The Principal or Board of Directors may choose to have fundraising activities for specific purposes in the future, but none are planned at this time.

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.

(1) Financial Management

The Board understands its fiduciary responsibilities for the public funds we receive. The School's Board of Directors will retain approval and oversight responsibility for the finances of the School and will receive monthly financial statements and enrollment figures from the Board's accountants. These reports will include the balance sheet, income statement, bank reconciliation, and costs reports on a monthly basis or as dictated by the Board of Directors, School District, and the FDOE. The financial reporting will follow guidelines applicable to GASB #34 and include, where applicable, OMB Circular A-133 Cost Accounting and Reporting.

The Board of Directors will review budget vs. actual financial statements at board meetings. If corrective action is needed with regard to the budget, the Board will agree on corrective action, which may include but is not limited to budget adjustments, expense reductions, consideration of other revenue sources, and, most importantly, a renewed effort to stimulate enrollment.

The Board will engage an independent certified public accountant to complement the financial services provided by ALS. Budget preparation, accounts payable, and payroll are the primary financial functions that will be performed by ALS at the direction and with the participation of the Board of Directors. The Board recognizes that we have the ultimate responsibility of ensuring that the financial information is accurate and that the internal control environment is designed so that it appropriately safeguards the Schools' assets.

A bank account will be established for the School. The Board will have sole control and access over this account. Cash receipts for Florida Education Finance Program (FEFP) payments related to FTE will be received into this bank account. Grant monies and other funds received by the School will be deposited in this account as well. Disbursements from this account primarily relate to payments to the management company for school operating expenses and Board related costs (i.e. legal, board governance, audit, accounting and debt service). The Chairperson and the Treasurer of the Board approve all cash disbursements from their bank account.

The Board's independent certified public accountant will produce financial information on a monthly basis in the format as required by the Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001). The monthly financial statements will include a comparison of actual results to budget that will be reviewed by the Board's Treasurer and then with the Board. The independent certified public accountant will also have the responsibility for reconciling the bank accounts and other accounts on a monthly basis.

Due to the fact that the accounts payable and payroll functions are performed by the management company, the Board understands that the Board is ultimately responsible for ensuring that the internal control environment for these functions is adequate to ensure that public funds are administered appropriately and that these funds are sufficiently safeguarded. The specific internal controls and the independent review of these controls are further described in Section B below.

The Board will retain legal counsel and independent auditors to ensure that regulatory compliance and proper oversight of fiduciary responsibilities are implemented. The Board will require monthly reporting on the financial results of operations including an analysis of actual variances from budget. An annual audit will also be conducted by an independent auditor selected by the Board through a request for proposal process.

(2) Experienced Financial Team

The Chief Financial Officer and Controller at ALS have years of financial management experience in multi-unit operations and the operation is staffed by experienced accounting professionals. This skilled team supervises a staff which oversees all the company's financial functions: payroll, bookkeeping, accounts receivable and payable, production of financial statements, etc.

18.B. DESCRIBE THE FINANCIAL CONTROLS, INCLUDING AN ANNUAL AUDIT AND REGULAR BOARD REVIEW OF FINANCIAL STATEMENTS, WHICH WILL BE EMPLOYED TO SAFEGUARD FINANCES.

Due to the fact that ALS is providing accounts payable and payroll services, the internal controls for these services reside at the management company. The management company has an annual audit of its financial statements performed by an independent auditor. The internal controls for accounts payable and payroll are evaluated by the independent auditor of ALS during their annual audit. The independent auditor of the School also performs various testing on the internal controls of the management company as they deem necessary to perform their audit of the School.

The Board and the Board's Treasurer are involved with ALS in the preparation and approval of the budget. The Board's independent certified public accountant prepares monthly financial information including a comparison of actual results to the budget and explanation of variances. The independent certified public accountant will also provide a balance sheet, bank reconciliation, and other information as requested by the Board. The Board and the Board's Treasurer review this information on a monthly basis prior to the information being filed with the School District required by Sections 1002.33(9)(g) and 1002.34(11)(f), F.S., respectively, and to administer the requirements of Section 1002.345(4), F.S. These items serve as additional controls to safeguard finances.

An annual financial audit report will be furnished to the Board of Directors to provide an overview of the School's financial condition in both short and long term. The audit report will include a complete set of financial statements and notes to the statements, which will be audited by an independent audit firm. The financial audit report will be prepared in accordance with generally-accepted accounting principles and GASB 61 (applicable for periods beginning after June 15, 2012). This annual financial audit will be conducted for each year ending June 30 and is due no later than September 30.

Details regarding the selection of the independent audit firm to perform the annual financial audit are listed below:

- (a) The Board of Directors will select an Audit Subcommittee with the Chair being the Board Treasurer.
- (b) The Audit Subcommittee will prepare a request for proposal to solicit independent audit firms to perform the annual financial audit of the School.
- (c) The Audit Subcommittee and ALS, as necessary, will work together to determine the best firm to conduct the School's audit.
- (d) The Audit Subcommittee will make a recommendation to the Board of Directors regarding the independent audit firm to perform the audit.

The firm selected to conduct the audit will conduct the audit after the conclusion of the school-year and will report its results to the Board and the School District. The independent auditor will issue the following three reports:

- An opinion on the Basic Financial Statements of the School conducted in accordance with Government Auditing Standards.
- Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.
- Independent Auditor's Report to the Board of Directors (Management Letter in Accordance with Rules of the Auditor General)

18.C. DESCRIBE THE METHOD BY WHICH ACCOUNTING RECORDS WILL BE MAINTAINED.

Based on the guidance provided in the *American Institute of Certified Public Accountants (AICPA) Audit and Accounting Guide – Not-for-Profit Organizations*, and provisions of the Florida Statutes, the School will be presented as a governmental organization for financial statement reporting purposes and not as a not for profit organization. This School is required by its agreement with the District to use the governmental reporting model and follow the fund and account structure provided in the "Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book) issued by the Florida Department of Education.

The Governmental Accounting Standards Board (GASB) defines generally accepted accounting principles for not for profit entities. The GASB promulgates standards at various intervals. The most recent GASB Statement issued is GASB Statement No. 64 "Derivative Instruments: Application of Hedge Accounting Termination Provisions—an amendment of GASB Statement No. 53," which was issued in June 2011. This pronouncement would not be applicable for the School. The most recent GASB Statement that would be applicable to the School is GASB Statement No. 61, "The Financial Reporting Entity: Omnibus—an amendment of GASB Statements No. 14 and No. 34," which was issued in November 2010 and is effective for periods beginning after June 15, 2012. The School's financial statements will also include the implementation of GASB Statement No. 54 "Fund Balance Reporting and Governmental Fund Type Definitions."

The Board is responsible for ensuring that all applicable GASB Statements are considered in the preparation of the financial statements.

A requirement for the independent certified public accounting firm chosen by the Board to compile the monthly financial information is that the firm has not for profit accounting experience. Additionally, the request for proposal to select the independent audit firm will include a requirement for knowledge of GASB standards and experience auditing not for profit clients. The management company has experience with GASB standards and not for profit accounting as it has managed charter schools in Florida that have successfully undergone twenty-six (26) audits over the past three (3) years.

18.D. DESCRIBE HOW THE SCHOOL WILL STORE STUDENT AND FINANCIAL RECORDS.

Student and financial records will be stored electronically via software maintained on a network and backed up per ALS's Information Technology policy. Records will be maintained for the appropriate retention period required by federal and/or state regulations. Additionally, accounts payable supporting documentation will be stored via hardcopy for two years onsite and the remaining year at offsite storage.

Paper versions of student and financial records will be stored in fireproof cabinets as required in Chapter 119 of the Florida Statutes or be reduced to electronic documents for storage. Required student records will be prepared in a manner consistent with Florida statutes. Retention periods and disposition of records will be managed in a manner consistent with what is specified in the local School Board Records Management Manual.

18.E. DESCRIBE THE INSURANCE COVERAGE THE SCHOOL WILL OBTAIN, INCLUDING APPLICABLE HEALTH, WORKER'S COMPENSATION, GENERAL LIABILITY, PROPERTY INSURANCE, AND DIRECTOR'S AND OFFICER'S LIABILITY COVERAGE.

(1) Health Insurance

The School will use a competitive, comprehensive salary and benefit package as a tool for attracting and retaining top-notch teachers, administrators, and other staff members. Benefits' levels may be adjusted periodically based on the school's financial condition.

The health components of the compensation plan will include:

- o Medical insurance
- o Dental insurance
- o Vision insurance
- o Prescription drug plan
- o Short-term disability insurance
- o Long-Term disability insurance
- o Health Care Reimbursement Account
- o Dependent Care Reimbursement Account

(2) Other Insurance

The School has already secured firm quotes in order to comply with requirements specified by the School District or applicable state statutes. These include the following:

- o Errors and Omissions Insurance
- o Officers and Directors Liability Insurance
- o Fidelity Bonds
- o Commercial (General) Liability Insurance (includes casualty)
- o Automotive Liability Insurance
- o Employee Liability Insurance
- o Property Insurance

Where applicable, the School District will be named as an additional insured. The School will carry the necessary worker's compensation and unemployment compensation coverage. The insurance companies we are seeking to provide coverage will have a rating of "A" or higher and a financial size category of "VII" or higher. We have conducted research for insurance company ratings utilizing the A.M. Best Company website.

Sample insurance documents are included in Attachment HH. The School will pay any deductible and premium amounts attributable to such insurance contracts. In addition to the insurance contracts and coverage discussed, all additional leases, debts, and other financial obligations of the School shall be obligations of the School and shall not constitute a debt, liability, or financial obligation of the School Board.

19. ACTION PLAN

19.A. PRESENT A PROJECTED TIMETABLE FOR THE SCHOOL'S START-UP, INCLUDING BUT NOT LIMITED TO THE FOLLOWING KEY ACTIVITIES

- I. IDENTIFYING AND SECURING FACILITY
- II. RECRUITING AND HIRING STAFF
- III. STAFF TRAINING
- IV. GOVERNING BOARD TRAINING
- V. POLICY ADOPTION BY BOARD (IF NECESSARY)
- VI. LOTTERY, IF NECESSARY
- VII. STUDENT ENROLLMENT

THE ACTIVITIES INCLUDED SHOULD ALIGN WITH THE START-UP BUDGET DESCRIBED EARLIER IN THE APPLICATION. IF AN ACTIVITY WILL BE PAID FOR BY A SOURCE OF FUNDING NOT INCLUDED IN THE START-UP BUDGET, IT SHOULD BE CLEARLY INDICATED. (THIS TIMETABLE IS A PROJECTION AND IS NOT MEANT TO BE BINDING ON THE SCHOOL OR SPONSOR.)

ALS has extensive experience related to school start-up, construction, and staffing. Based on this experience across the country, we believe the steps in the action plan are appropriate. Each of the steps has 30 – 50% additional time incorporated to account for unplanned events.

The timetable below describes the timing of the major steps in the facility acquisition, permitting, and renovation process.

Activity	Responsible Party	Date
Begin Site Search	Accelerated Learning Solutions (ALS)	May 2013
Create School Budgets	Board / ALS	June 2013
Begin Writing Charter Application	Board / ALS	June 2013
Submit Charter Application	Board of Directors	July 31, 2013
Application Reviewed and Approved by School Board	School District	October 2013
Begin Lease Negotiations	ALS	October 2013
Hire School Principal	ALS / Board of Directors	January 2014
Sign Facility Lease or Purchase Agreement	ALS	January 2014
Finalize school facility design	ALS	January 2014
Negotiate Charter School Contract	Board of Directors	February 2014
Begin Plans and Permits	ALS	February 2014
Begin Collaboration with School District regarding process and procedures	Principal/ Board of Directors	February 2014
Begin Community Outreach, Communication, and Enrollment	Principal/Board of Directors/ ALS	February 2014
Begin Teacher and Staff Recruiting	ALS	February 2014
Finalize School Calendar	Board of Directors	March 2014
Begin Construction	ALS	March 2014

Activity	Responsible Party	Date
Governing Board Training		March 2014
Board Meeting to Adopt Policies	Board of Directors	June 2014
Enrollment office opens to begin enrollment	ALS	June 2014
Complete Teacher and Staff Recruiting	Principal and ALS	June 2014
Lottery, if needed	Principal	On or before July 15, 2014
Hire and train staff	ALS /Board of Directors	August 2014
Facility Renovation Completed	Principal, Board of Directors	August 2014
Set up Administrative and Classroom Space	ALS	August 2014
Verify all appropriate inspections and clearances including Certificate of Occupancy	Principal / ALS	August 2014
Student -Parent Orientation	Principal	August 2014
School Opening	Principal	August 2014




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 Florida High School for Accelerated Learning – Metro Broward Campus, School II 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 Eileen Quinlan (name), Regional Director (title) to sign as the legal correspondent for the school.

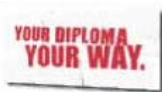


Signature

Date

Eileen Quinlan

Printed Name



"My Diploma, My Way"
Welcome!
(916)965

My Success Dashboard Green Springs High School

HOME
Today is 7/14/2013

My Courses:
Students and teachers monitor students' daily progress in courses.

My Courses

Start Date	Course	Progress	Score
5/8/2012	Pers/Soc/Career Life Dev 1	In Progress	0%
4/4/2013	Int Read 2 (Read Plus 2)	In Progress	0%
5/20/2013	Apex Int Lang Arts Sem A	<div><div></div></div> 77%	90%
6/12/2013	Apex World His Sem B	<div><div></div></div> 37%	88%
	Apex English III LA Sem A	<div><div></div></div> 98%	91%
	Apex Geometry LA Sem B	<div><div></div></div> 0%	0%

[View my graduation plan](#)

My Attendance



July 2013

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31	1	2

My Attendance:
Students and teachers set attendance goals and monitor daily attendance to ensure program success.

My Future

Transition Checklist

- ☒ College/University research
- ☐ Select top 3 choices
- ☐ Identify majors/specialization
- ☒ Develop and complete resume
- ☒ Complete college application
- ☒ Submit college application
- ☒ Research/apply for financial aid/scholarships
- ☐ Register for college entrance test
- ☒ Take college entrance test
- ☐ Pass college entrance test
- ☐ Complete all entrance requirements
- ☐ Meet all entrance requirements
- ☒ Complete interview
- ☒ College/University acceptance

Career Path
College

My Mentor
Jessica King

Profession
Medical Assistant

My Teacher Advisor
Yasmany Acevedo

[Change my Career Path / Profession](#)

My Future:
The Career Coach works with students to identify a career path, to develop a career portfolio and complete the Transition Checklist.

My Graduation Progress



Estimated GPA



Credits



56 %
Graduation Progress

Credits Earned (Semester): 2.50

Credits Earned (School Year): 6.50

Reading Skills Grade Level: 5.70

[State Test Scores](#)

Total Credits Earned: 13.50

Math Skills Grade Level: 5.90

[SAT/ACT Scores](#)

My Goals

Short-Term

- Get my GPA up at least to 1 point (2.0) 06/2012.
- Personal goal: Do 5 Apex assignments - daily
- Get a job by March 2012

Long-Term

- Graduate from Green Springs 12/13
- Personal goal: I wanna join the Air Force March 2013
- ...

My Feedback

[Add feedback](#)

My Awards

[View my awards](#)

Total points earned: 0

[Spend my points!](#)

Available points to spend: 0

My Graduation Progress:
The Graduation Progress Indicator helps students understand how close they are to graduation as it monitors credits earned and GPA.

My Goals:
Teachers work with students to set realistic goals to help ensure program and life success.

My Feedback:
Teachers and staff provide ongoing feedback to students to build trusting relationships and to provide encouragement and support.

Professional Development Training Objectives

The core purpose of the School's professional development is improving student achievement, and training will be aligned to the standards required by s. 1012.98 – School Community Professional Development Act, F.S. The School's training will focus on the following needs, objectives, and evaluation methods:

Essential Need	Objectives	Evaluation/Measurement
1. Effective Classroom Management	<ul style="list-style-type: none"> To develop effective classroom management skills. To develop effective advising, facilitation, coaching, and mentoring skills for student success in a technology-enhanced learning environment. 	<ul style="list-style-type: none"> Formative/summative observation instrument Classroom walkthrough instrument Student time on task
2. Instructional Strategies (Best Practices) and Targeted Interventions	<ul style="list-style-type: none"> To have teachers use effective, evidence-based, instructional strategies that meet learner needs and higher achievement goals. To have teachers differentiate instruction to meet the needs of all learners. To have teachers use fair, consistent assessment and grading practices. To ensure appropriate interventions are implemented that address student's academic or behavioral needs. 	<ul style="list-style-type: none"> Improved student performance Administrative observations demonstrating differentiation of instruction to meet the needs of all learners Administrative monitoring of online grade book and review of student progress reports Observation and feedback protocol tools Response to Intervention tools and assessments
3. Curriculum	<ul style="list-style-type: none"> To develop competency in instructional staff to identify and utilize curriculum aligned to state standards. 	<ul style="list-style-type: none"> Student learning gains Administrative and teacher feedback Analysis of correlation between professional development and student achievement data Courses passed (by student, classroom, school)
4. Assessment and Evaluation	<ul style="list-style-type: none"> To ensure assessments are aligned to standards-based curriculum. To ensure teachers use multiple methods of assessment. To ensure instructional staff use assessment results to inform and modify instruction. 	<ul style="list-style-type: none"> Student success on state assessments Quality and variety of assessments used Continuous student improvement
5. Use of Data to Guide Instructional Decisions	<ul style="list-style-type: none"> To align curriculum and instruction to assessment data To drive professional development 	<ul style="list-style-type: none"> Rate of credits earned by individual students, classrooms, and school Grade point average

Essential Need	Objectives	Evaluation/Measurement
	<p>decisions</p> <ul style="list-style-type: none"> • To create student growth trajectories to target and develop interventions 	<ul style="list-style-type: none"> • Student learning gains • Student success on state assessments • Usage data for School Dashboard • Evidence of continuous student improvement (credits earned, courses passed, attendance, and standardized assessments)
6. Technology Integration	<ul style="list-style-type: none"> • To ensure effective utilization and integration of technology that leads to improved student achievement, acceleration of learning, and increased teacher effectiveness. 	<ul style="list-style-type: none"> • Administrative observations of teacher facilitation, coaching, and mentoring • Teacher use of online grade book • Student achievement gains as measured by pre and post reading and math assessments • Acceleration of learning as measured by software reports, credits earned, courses passed
7. On-going Professional Development	<ul style="list-style-type: none"> • To involve all instructional staff in on-going professional development that incorporates best practices for continued student success. • To provide time and opportunities for instructional staff to collaborate and share best practices. • To ensure fidelity of implementation of the teacher and principal evaluation systems. 	<ul style="list-style-type: none"> • Student learning gains • Staff participation records • Evaluation and feedback on professional development modules • Meeting goals and objectives on Deliberate Practice Plan • Professional development plan based on identified needs and goals in SIP, staff surveys, teacher appraisal data, and new initiatives • Professional learning community agenda and notes • Teacher and principal evaluation system records and documentation

School Leader's Guide to Deliberate Practice



2013-14

School Leader's Guide to Deliberate Practice 2013-14

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Begin With the End in Mind: The Purpose of Deliberate Practice

What is the purpose of our use of the Marzano Instructional Framework? Is it.....

- Strictly to measure teacher performance?
- Emphasizing measurement, but also developing teachers?
- An equal emphasis on measurement and development?
- Emphasizing development, but also measurement?
- Strictly for teacher development?

What do our teachers think? While perceptions may vary from school to school, it is likely our teachers feel more measured than developed. Deliberate Practice is a strategy to move the focus to promoting growth and professionalism for teachers, and empowering them to take the lead.

Deliberate Practice is found in practically every profession from medicine to sports to performing arts. The goal of Deliberate Practice in schools is to specifically focus on the skills of teaching one skill at a time in a way that allows teachers to develop an expertise over time that translates into improved student achievement. In our first year of implementation (2012-13) teachers were required to select at least two Deliberate Practice areas in which to build expertise to take advantage of our forgiveness model. In 2013-14 teachers may select either two or three Deliberate Practice areas.

#

Why It Is Important to Do Deliberate Practice

Deliberate Practice is the part of the teacher growth model where teachers can take control of the process and to a great degree the results of the yearly evaluation if taken seriously by both the teacher and the evaluator. Deliberate Practice will not happen effectively if it is not planned for, resourced or monitored. If none of these things are intentionally done, an opportunity will be missed for teacher and ultimately student growth. It will also likely result in inflated scores that do not reflect the true performance of the teacher.

The scores for Deliberate Practice are inclusive, which means the Deliberate Practice is a percentage (20%) of the Instructional Practice final score. In our model, the Deliberate Practice score is based on the last five ratings of each DP element. When schools implement Deliberate Practice with fidelity the results will be higher scores over all. You will want to make certain that the ratings you are giving your teachers are accurate, and that the Deliberate Practice work is done with fidelity.

All instructional personnel are required to participate in Deliberate Practice. Plans are due from teachers who began the school year no later than October 21, 2013. Teachers who enter into the

workforce after the first day of preplanning will have 45 days from first day of employment to complete a Deliberate Practice Plan.

Overview of Action Steps

To complete a successful Deliberate Practice plan the teacher will:

1. Conduct self-assessment and review previous evaluations.
2. Meet with administrator to agree on a minimum of two and maximum three focus elements and initial ratings.
3. Research the specific elements or strategies.
4. Create an action plan for each element.
5. Complete at least three entries in a Reflection Log for each element.
6. Be observed teaching the element for a rating by an evaluating administrator.

Choosing an Area for Deliberate Practice

Any of the 41 elements within the nine design questions in Domain One of the Marzano Instructional Framework may be chosen by the teacher for focused practice and feedback. Teachers will choose an area of focus based upon previous year's observations or feedback, or through personal self-reflection using the self-assessment tool found in the Growth section in iObservation. Teachers should choose an element in which they believe they have room for growth that will impact the learning of students. They should not choose an area where they believe their true performance is at the applying level, but rather focus on those areas where they would rate their current performance at a "not using", "beginning" or "developing" level. This may well include all new design questions and elements since they have not likely studied them at an "expert" level.

The self-assessment is completely private to the teachers, and they should feel free to be as candid as they need be to assess their current practice. There is no penalty to an initial rating that is low. The final rating of the Deliberate Practice score will be based upon classroom observations of the practice of the teacher after the research, practice and feedback has been done, and it is not tied to the initial rating.

The focus of Deliberate Practice should be based upon the needs of the teacher. There may be a distinct difference in the needs of a novice teacher and one with experience. Administrators are not to direct the Deliberate Practice, except in those instances where teachers require specific direction due to overall poor performance. We know, however, that many schools have collaborative cultures where teachers may look to their administrators for input in their decision making.

There are areas in the learning map that connect strongly with the adoption of the Common Core State Standards and ALSs focus on improving rigor in the classroom you may want to explore. These include:

Design Question 1: Learning Goals and Scales

1. Providing Clear Learning Goals and Scales

Design Question 2: Interacting with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact With New Knowledge
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

Design Question 3: Deepening Understanding of New Knowledge

15. Organizing Students to Practice and Deepen Knowledge
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
20. Revising Knowledge

Design Question 4: Generating and Testing Hypotheses About New Knowledge

21. Organizing Students for Cognitively Complex Tasks
22. Engaging students in Cognitively Complex Tasks

Verifying Initial Rating

Once the teacher has chosen the area for Deliberate Practice, and the administrator agrees this is an appropriate area for his/her efforts, the teacher should share an initial rating based upon the protocols provided in iObservation. The administrator should agree to the initial rating based upon self-assessment results, actual observation or through conversation with the teacher to understand why the teacher has chosen the element, and what the teacher hopes to accomplish through his/her work. Both must agree on the initial rating.

Evaluating Deliberate Practice Plans

Teachers will submit their plans through iObservation under the Growth Tab. They will need to have the plan reviewed and approved by their evaluating administrator through iObservation. The administrator will have the ability to approve the plan or return it with comments to revise. Teachers cannot progress in the plan until it has been approved electronically. The plan must identify a clear target element. The teacher will need to identify how student academic behavior will be impacted by the improvement in his/her pedagogical skill. In Deliberate Practice monitoring the plan includes monitoring for the desired effect with students. As an example the teacher has identified the need to learn how to help students revise knowledge (Element 20) to deepen their understanding of major concepts. The focus of the Deliberate Practice, is not only on the new learning for the teacher such as learning to use academic notebooks, but on whether or not the use of the academic notebooks results

in students using the academic notebooks to deepen their knowledge. The rubric below was created to assist administrators with providing feedback on Deliberate Practice Plans.

Rubric for Evaluating Deliberate Practice Plans

Criterion	Effective and Recommended Approval	Needs Improvement and Recommended for Return with Comment	Ineffective and Recommended for One-on One Support
Target Element	<ul style="list-style-type: none"> Element has potential to maximize rigor in the teacher's content area. There is a growth potential for this teacher in the area of this element. 	<ul style="list-style-type: none"> Element is not associated with rigor, but could be appropriate for teacher's content or teaching situation. There is limited opportunity for teacher growth regarding this element. 	<ul style="list-style-type: none"> Element is not associated with rigor and/or does not especially support the teacher's content or teaching situation. There is limited opportunity for teacher growth regarding this element.
Current Student Behavior	<ul style="list-style-type: none"> Focus is on negative behavior/learning in regard to the element. Specific examples are given; evaluator can envision who the students are and what they need. 	<ul style="list-style-type: none"> Focus is not on negative behavior in regard to the element. Commentary regarding student behavior is vague and lacks specific examples. 	<ul style="list-style-type: none"> Commentary regarding student behavior is brief and does not give any insight into teacher's students or teaching situation.
Changes in Student Behavior	<ul style="list-style-type: none"> Focus is on positive behavior/learning in regard to the element. Specific examples are given; evaluator can envision who the students are and what they need. 	<ul style="list-style-type: none"> Focus is not on negative behavior in regard to the element. Commentary regarding student behavior is vague and lacks specific examples. 	<ul style="list-style-type: none"> Commentary regarding student behavior is brief and does not give any insight into teacher's students or teaching situation.
Growth Goals	<ul style="list-style-type: none"> Goal is stated as a specific increase. Goal relates back to specific examples of student achievement. Student achievement is documentable. 	<ul style="list-style-type: none"> Goal is not stated as a specific increase. Goal does not relate back to specific examples of student achievement. Student achievement may not be able to be clearly documented. 	<ul style="list-style-type: none"> Goal is a general statement that may not connect with element. Goal is not at all related to student achievement. Student achievement has no means to be documented.
Action Steps	<ul style="list-style-type: none"> All 4 of the required action steps are present. 	<ul style="list-style-type: none"> One or more of the 4 required action steps is missing. 	<ul style="list-style-type: none"> Action steps do not follow the required format.

Using Coaches and Professional Learning Communities to Support High Quality Deliberate Practice

To provide the resources and support for Deliberate Practice school leaders will need to develop strong teacher leadership that includes teachers who can coach, model and lead other teachers in professional development. They may likely be classroom teachers, reading teacher, and/or special education teacher that other teachers look to as experts in their profession, and whose opinions they respect. It will be important to consider who the power players are on your faculty and how they may be utilized to provide instructional leadership support at your school.

A training module on Deliberate Practice has been developed for school leaders to use to train teachers. Many districts are offering training or academies on coaching which would benefit your teacher leaders. iObservation and other resources have on-line modules on specific elements which could be used independently or for teacher training. We will continue to provide training for school leaders and teachers next school year to support these efforts, as well.

The leadership of your teacher leaders and you will be invaluable in your professional learning communities. School leaders are encouraged to create strong professional learning communities around the selection of the Deliberate Practice elements. Teachers working together can support each other in their new learning. Activities should include, but are not limited to research, collaborative planning, observational rounds, video observations (for individual or group feedback), and discussion boards. Guides for observational rounds, video rounds, and the use of discussion boards in iObservation are included in this overview, and may also be found on-line in iObservation under Resource Library.

Providing Time for Teachers to Work on Deliberate Practice

"You will never 'find' time for anything. If you want time, you must make it."
Charles Bruxton

One of the essential conditions for a collaborative culture is designated and protected time for teachers to meet and collaborate during the school day. While there is never enough time to do everything we want to do, there are strategies that maximize the time we have to get the results we want to achieve.

Watts and Castle have identified 5 strategies leaders can use to make time for teachers to work together:

1. Free up time-- Are teachers required to perform duties that are non-essential? Is there a way to relieve them (even temporarily) to allow for time to work together? Are there others who could relieve the teachers of duties for special activities such as instructional rounds?
2. Purchase time- Can you find funds to pay for substitutes? Stipends for work after the duty day or on Saturday?

3. Restructure or reschedule time- Is there an opportunity to allow adjustments to time, i.e. teachers come in later several days a week to stay later (or arrive earlier) to create an extended amount of time during one day of the week or month?
4. Make better use of existing time- How are you really using your staff meetings? How do you use your teacher workdays? Are we doing things we don't need to do or meetings we have that we no longer need to have? Can communication be streamlined through electronic communications to allow face to face time together about collaboration?

Timeline

August

- Teachers conduct self-assessment and review previous evaluations
- Begin to talk with teachers about the areas of growth for the coming year
- Teachers may be provided with a copy of *Becoming a Reflective Teacher* and/or *Art and Science of Teaching* to assist with their research and reflection
- Teachers begin to formulate professional learning communities based upon selected areas of interest

September/October

- Teachers research the targeted element
- Walkthroughs and informal observations are conducted by Principal and Assistant Principal

October

- All plans must be submitted to administrators for approval through the Growth Plan Section in iObservation. Plans must include activity to promote growth including, but not limited to:
 - Research on a specific strategy
 - Planned practice and feedback sessions with peers, administrators, or members of the Office of School Operations using Instructional Rounds Worksheet or Video Observation Worksheet. The forms are Word documents and must be saved to a desktop or laptop to be completed and uploaded to iObservation. Documents typed directly onto forms in iObservation will be lost.
 - These may be in real time or video-taped for professional development purposes only. **They not to be used for evaluation.**
 - Reflection Log with at least three quality entries
 - At least 10 observations that count toward evaluation to document the level of progress. The average of the five most recent *observations* completed by **June 30** will create the final Deliberate Practice score.

November 1

- Plans must be approved by the evaluating administrator no later than November 1 to allow the teacher to officially proceed with Deliberate Practice for teachers hired at the start of school.

November/December

- Feedback should be provided in Domain 3 under *Evaluating Personal Performance Feedback* and *Developing and Implementing a Professional Growth Plan* for the development and implementation of the plan. Feedback should also be given in Domain 4 under *Promoting Positive Interactions with Colleagues; Seeking Mentorship for Areas of Need or Interest; Mentoring Other Teachers and Sharing Ideas and Strategies; and Participating in District and School Initiatives*. Feedback in these domains should be given by midpoint evaluations in January. The closer the feedback is given to the development of the plan, the more helpful it is to the teacher in assisting their growth. Feedback should strictly adhere to the protocols found in iObservation.
- Walkthroughs, formal and informal observations are conducted for evaluation purposes. The Deliberate Practice element may or may not be scored to count in the evaluation. Feedback in the comments section of the evaluation are also appropriate, but it is critical that teachers know where their performance would be scored to assure they are aware of their progress. Scoring of the last five observations will come after the teacher has had an opportunity to practice and perfect the Deliberate Practice area.
- Data Point 1 Review by teacher is to be completed by November 22, 2013

January

- Midpoint Check-in: Check to make sure appropriate feedback has been given in Domains 3 and 4, and that teachers are fully engaged in Deliberate Practice activity. Continue conducting observations in the Deliberate Practice elements.

January/February

- Teachers should be observing each other and providing feedback.
- Walkthroughs and informal observations are conducted by Principal and Assistant Principal

March/April

- Conduct observations, scoring in the Deliberate Practice areas and provide feedback to teachers.
- Teachers may continue observational rounds, video observations, and collaborative activities. They should begin final reflecting on their learning in the Reflection Logs.
- Walkthroughs, formal and informal observations are conducted by Principal and Assistant Principal

March 14

- Data point 3 review

April 1

- Begin finalizing Deliberate Practice. Teachers who have met their goal will be able to finish their Deliberate Practice automatically. Teachers who may not have met their target, but would like to complete their Deliberate Practice Scores will be given the ability to send the administrator the notification that they are not ready for final reporting. The administrators will finalize the scores through iObservation.

June 30

- Deliberate Practice should be completed and finalized.
- All Evaluations completed.

Getting Started with Deliberate Practice for the Administrator

Log in to iObservation <https://www.effectiveeducators.com>

A. Review Submitted Plans for approval.

1. From the tabs at the top, hover over **Growth**.
2. Click **Plans**.
3. Select submitted plan to review for approval. It will state “*Awaiting Approval*,” in red next to the teacher’s name.



B. Review Action Plan submitted by the teacher.

1. You may choose to **Approve Plan** or **Return Plan with Comment**. Use evaluator rubric to assess the action plan and decide whether to approve or return. Select **Save Plan** when finished.

Overall Comments and Approval:

☒ Approve Plan
☐ Return Plan with Comments

Save Plan

2. Staff should email you to inform you they have submitted their plan for approval.
3. Plans must be submitted to you no later than October 21, 2013.
4. Encourage staff to select elements that involve rigor. These elements include:
 - Design Question 1: Learning Goals and Scales
 - Design Question 2: Interacting with New Knowledge

- 11. Elaborating on New Information
 - 13. Reflecting on Learning
- Design Question 3: Deepening Understanding of New Knowledge
- 17. Examining Similarities and Differences
 - 18. Examining Errors in Reasoning
 - 20. Revising Knowledge

- Design Question 4: Generating and Testing Hypotheses About New Knowledge
- 22. Engaging Students in Cognitively Complex Tasks

Returned action plans will be marked as **Returned to user** until corrections are made and the teacher re-submits.



C. Making Observations in the Element

1. As you make observations within this element, they will count toward the growth on the teacher's plan.
2. Continue to support teachers with constructive and specific feedback after observations.
3. During your observations, the Deliberate Practice Target Element for the person being observed will be identified with the words **"Target Element"** in red next to the element.

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol. Copyright Robert J. Marzano

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. [Providing Clear Learning Goals and Scales \(Rubrics\)](#)
2. [Tracking Student Progress](#)
3. [Celebrating Success](#)
- [Student Interview](#)

DQ6: Establishing Rules and Procedures

4. [Establishing Classroom Routines](#)
5. [Organizing the Physical Layout of the Classroom](#)
- [Student Interview](#)

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. [Identifying Critical Information](#)
7. [Organizing Students to Interact with New Knowledge](#)
8. [Previewing New Content](#)
9. [Chunking Content into "Digestible Bites"](#)
10. [Processing New Information](#)
11. [Elaborating on New Information](#)
12. [Recording and Representing Knowledge](#)
13. [Reflecting on Learning](#)
- [Student Interview](#)

DQ3: Helping Students Practice and Deepen New Knowledge

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. [Noticing when Students are not Engaged](#)
25. [Using Academic Games](#)
26. [Managing Response Rates](#) **Target Element**
27. [Using Physical Movement](#)
28. [Maintaining a Lively Pace](#)
29. [Demonstrating Intensity and Enthusiasm](#)
30. [Using Friendly Controversy](#)
31. [Providing Opportunities for Students to Talk about Themselves](#)
32. [Presenting Unusual or Intriguing Information](#)
- [Student Interview](#)

D. Continuing Review

1. Each month, send out a friendly reminder email for teachers to keep up with their action steps. ***(Bold items are part of your responsibilities)***

- **October 21- Action Plans completed and approved.**
- September/October- Teacher will research the Targeted Element.
- November/December- Teacher will practice the Targeted Element.
- November 22- Data Point 1 review by teacher.
- **January- Principals review progress on action plan.**
- **January 31- Midpoint Review with teacher**
- January/February- Teacher will observe/be observed by peers using the Targeted Element.
- March/April- Teacher will reflect on how the Targeted Element has impacted student achievement.
- March 14- Data Point 3 Review
- April 30- Final Data Point Review
- **May - Principals review progress on action plan and may begin finalizing Deliberate Practice scores. By June 30, 2014 all Deliberate Practice scores will be finalized with the full evaluation. Teachers must have a score to receive credit.**
- June 30- Teachers must submit their Deliberate Practice Plan.

****Make sure you have your settings on iObservation set to receive notifications.**

- **Go to My Profile in the upper right hand corner.**
- **You may want to check all the boxes, but at minimum check both boxes under PLANS and all boxes under PRE/POST CONFERENCES.**

Getting Started with Deliberate Practice for Teachers

Log in to iObservation <https://www.effectiveeducators.com>

A. Start a Growth Plan

1. From the tabs at the top, hover over **Growth**.
2. Click **Plans**.
3. Click **Create New Plan**.
4. Complete each step by clicking the corresponding link and following the on screen prompts. Steps include:

- a. **Self-Assessment**—you must rate yourself on the scale for EACH of the 41 elements.
 - Click finish. You cannot move on until you have completed this step.
- b. **Select a target element**—your self-assessment results will appear, and you will select one element to work on this year.
 - Your goal is to show growth, so consider choosing something rated Developing, Beginning, or Not Using.
 - Select a starting point, midpoint, and final goal.

Target Elements:

Managing Response Rates				
*Starting Point:				
Innovating	Applying	Developing	Beginning	Not Using
*Mid Point:				
Innovating	Applying	Developing	Beginning	Not Using
*Final Goal:				
Innovating	Applying	Developing	Beginning	Not Using

Answer the 3 questions:

1. Describe the current behavior for your students/classroom.
2. Describe what you want to see by the end of the plan (June).
3. Write a goal statement regarding how improving this element will enhance student achievement.

Current student behavior/learning that I want to see improve as a result of focusing on this target element.

Students do not all participate equally in class discussion or take academic risks. There is not an equal exchange of ideas in class; students wait for the eager students to respond and choose to mold their thinking around the initial ideas raised. Several students hide during class discussion through being unprepared, quiet, or disengaged.

Changes in student behavior/learning I expect to see as a result of working on this target element.

As a result of working with strategies for managing response rates, I expect to see all students contributing to class discussion and being active participants in the learning. I expect to see authentic listening from all students while their peers are speaking as evidenced by notetaking, asking questions, and synthesizing multiple ideas in their writing.

State your growth goals for this element. (Your growth goal must relate back to student achievement for your Deliberate Practice to replace your IPDP.)

c. Identify action steps—the first 3 steps are included: approval, mid-point progress, and final progress.

- You need to add **at least the following four** steps:
 - Step 1: Research on the target element; Date: September/October
 - Step 2: Practice using the target element; Date: November/December
 - Step 3: Observe and be observed by peers for feedback; Date: January/February
 - Step 4: Reflect on practice and student achievement; Date: March/April/May.

Action Steps:

Evaluator will approve Action Plan

Date: During the month of October

Elements: All

Principals will review progress on Action Plan

Date: During the month of November

Elements: All

Principals will review progress on Action Plan

Date: During the month of January

Elements: All

Principals will review progress on Action Plan

Date: During the month of March

Principals will review progress on Action Plan

<p>Date: During the month of April</p>
<p>Teacher will research the Targeted Elements</p> <p>Date: September/October</p> <p>21. Practice Teacher's Elements: Managing Response Rates; Chunking Content into "Digestible Bites"; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</p>
<p>Teacher will practice the Targeted Elements</p> <p>Date: November/December</p> <p>Practice Teacher's Elements Managing Response Rates; Chunking Content into "Digestible Bites"; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</p>
<p>Teacher will Observe/Be Observed by peers using the Targeted Elements</p> <p>Date: January/February</p> <p>Practice Teacher's Elements Managing Response Rates; Chunking Content into "Digestible Bites"; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</p>
<p>Teacher will reflect on how the Targeted Elements have impacted student achievement.</p> <p>Date: March/April/May</p> <p>Practice Teacher's Elements Managing Response Rates; Chunking Content into "Digestible Bites"; Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</p>

The tools of Reflection Log, Instructional Rounds Worksheet, etc. are templates that open as Word documents for your use. A minimum of three entries in the reflection log is suggested. These need to be saved to your computer as you type on them and are uploaded at the end of the plan as attachments. It is recommended that you create a DP folder to keep supporting documents. You may also write in your own additional steps. Remember the purpose here is to learn more about your selected element, so approach each step with the lens of conducting research on the correct and most effective implementation of the strategy.

d. Submit the plan for approval. There is no automatic notification for this step. **Email** your administrator that you have submitted.

- Your administrator will then either approve the plan or make suggestions for revision.
- You must submit by **October 21, 2013**.

****Make sure you have your settings on iObservation set to receive notifications.**

- **Go to My Profile in the upper right hand corner.**
- **You may want to check all the boxes, but at minimum check both boxes under PLANS and all boxes under PRE/POST CONFERENCES.**

**FOCUSED FEEDBACK:
REFLECTION LOG**

Month		Date	
What am I learning about the element?			
How do I need to prepare my lesson differently?			
When I am using the strategy, what do I feel is working well for me?			
What do I notice about my students as I progress on the element?			
What do I need to adjust in order to progress to the next level for the element?			
On what will I focus between now and the next progress check-in?			

Month		Date	
What am I learning about the element?			
How do I need to prepare my lesson differently?			
When I am using the strategy, what do I feel is working well for me?			
What do I notice about my students as I progress on the element?			
What do I need to adjust in order to progress to the next level for the element?			
On what will I focus between now and the next progress check-in?			

The Art & Science of Teaching / Making the Most of Instructional Rounds

Robert J. Marzano

Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.

Getting Started

Every teacher should participate in instructional rounds at least once a semester. Rounds should be facilitated by a lead teacher—someone colleagues respect as an exceptional teacher and recognize as a professional. Instructional coaches commonly have these characteristics. Administrators may also lead rounds, but it's important to clarify from the outset that the purpose is not to evaluate the teachers being observed.

The observed teachers typically have either volunteered or been asked to be the subject of rounds. Ideally, selected teachers are drawn from the pool of master teachers in a building or district—those veterans with proven ability to enhance the achievement of all students in their classes. This noted, any teacher might offer his or her classroom as a venue for rounds.

Conducting Rounds

Groups conducting rounds are best kept small—from three to five teachers, not counting the lead teacher. On the scheduled observation day, teachers being observed should alert their students that several teachers will visit their classroom. They might explain that the teachers are trying to learn from one another, just as students do.

When the observing teachers arrive, they should knock at the door and then quietly move to the back of the classroom, to some spot that doesn't disrupt the flow of instruction. There they observe and take notes regarding the teacher's use of specific instructional strategies. On an individual level, teachers can watch for strategies of particular interest to them, such as how the teacher uses questioning strategies or graphic organizers. Or the observation may have a common focus. For example, for one set of rounds, a school or district might decide that everyone will examine how a teacher communicates instructional objectives to students and keeps these objectives in the forefront of students' minds throughout the lesson.

With focus areas identified, observing teachers record what they see during the 10 to 15 minutes that a round typically lasts. Observing teachers do not score teachers on a rubric. Rather, they take notes on teacher behaviors that relate to the observation focus areas. At the end of the observation, the observing team exits the classroom, making sure to thank the teacher and students.

Debriefing Rounds

After each instructional round, members of the observing team convene to reflect on their experiences. They can do this in round-robin format, with each teacher commenting on what he or she noted.

The leader starts by reminding everyone that the purpose of the discussion is *not* to evaluate the observed teacher. Useful rules, which should be established before the debriefing, include the following:

- Observers should not share what they have observed in a lesson with anyone outside the group of observers.
- Observers should not share comments made during the debriefing with people outside the debriefing.
- Observers should not offer suggestions to observed teachers unless the observed teachers explicitly ask for feedback.

As observing teachers take turns commenting, it's helpful to use a "pluses" and "deltas" format. An observing teacher begins by noting the positive things (pluses) that he or she saw and then speculates as to what produced the positive outcome. For example, the observing teacher might postulate that the classroom appeared well-managed because the students were aware of specific routines they were to use, such as raising their hands when asking a question and quietly transitioning from one activity to another. The observing teacher might suggest that students seemed highly engaged because the teacher maintained a lively pace and used quite a bit of humor.

Next, the observer mentions some questions or concerns (deltas) that he or she has about the observed teacher's use of strategies. For example, he or she may wonder why the observed teacher stayed in front of the class the entire period instead of moving around the classroom. At this point, other observing teachers might add their thoughts, sharing their pluses and deltas. For any given observation, an observing teacher can opt not to share his or her analysis with the group.

What Teachers Can Learn

Instructional rounds end with observing teachers identifying instructional practices they'll continue to use because they saw other teachers employing them effectively, practices they currently use that they will now reexamine in light of what they observed, and practices they don't currently use but will try because they saw other teachers use them well.

For example, an observer teacher might offer the following thoughts:

As a result of what I saw today, I'm going to continue calling on students randomly when I ask questions. Other teachers seem to have success with this strategy as well. However, I'm going to reconsider the types of questions I ask. I think I focus too much on recall questions and don't challenge students enough. Finally, I've got some new ideas about routines I need to implement with my students.

Revitalized!

I've found that instructional rounds stimulate excitement and energy among faculty members almost immediately. When teachers have an opportunity to observe and interact with their colleagues in a nonevaluative way regarding instruction, everyone wins.

Instructional Rounds Worksheet

Directions: This form is to be used for one element. Fill out the form based on what is solicited for each box. Give multiple suggestions/answers where appropriate.

Element Number:
Desired Effect on Students:
Teacher Evidence (What am I seeing that I want to replicate?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Evidence (What are the students doing that I want to have happen in my room?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Scale

Innovating	Applying	Developing
How is the teacher adapting this strategy to help reach students for whom the original strategy was not achieving the desired effect?	How is the teacher monitoring students for the desired effect?	What does correct use of this strategy look like?

Video Observation Worksheet

Directions: It is recommended that this form is to be used for at least one element. Fill out the form based on what is solicited for each box. Give multiple suggestions/answers where appropriate.

Element Number:
Desired Effect on Students:
Teacher Evidence (What am I seeing that I want to replicate?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Student Evidence (What are the students doing that I want to have happen in my room?) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Scale

Innovating	Applying	Developing
How is the teacher adapting this strategy to help reach students for whom the original strategy was not achieving the desired effect?	How is the teacher monitoring students for the desired effect?	What does correct use of this strategy look like?

How to Create a Discussion in iObservation

Quick Start Guide: Discussions

Page | 1 | Version 2.0.2 www.EffectiveEducators.com Patent Pending. ©2007-2013 Learning Sciences International **Customer Service:** CS@iObservation.com

Discussions provide a forum for group discussions within the system. They may be open to the entire district or school, or restricted to members within a department or team. Discussions may be used by group members to collaborate in the design of common assessments together, talk about their professional development experiences, share best practices and challenges, among other topics. Discussions provide a virtual learning community for educators to collaborate and grow together.

A. Create a New Discussion

Note: Only the creator of the discussion or an Administrator can edit, close, delete the discussion or delete a discussion post. If you are unable to see a discussion thread, contact your Administrator.

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. Click **Create New Discussion** button at the top of the list.
4. Click **Select** to add individual users or an entire organization of users from the list.
5. Optional: Type the user's name or organization in the search box. Results appear to the right.
6. Type a Discussion **Title**.
7. Type your first post in the **First Post** text box.
8. *Optional:* Click Add from Resource Library to select a resource. Repeat to add additional resources.
9. *Optional:* Click Browse/Choose File to select a file. Click Add Attachment to add additional files.
10. *Optional:* Check the checkbox to Send notification email to the members in the discussion.
11. *Optional:* Type an Additional message in notification email.
12. Click **Next**.
13. The **Discussion** page with your first post displays.

B. View Discussion

Note: You may only view discussion threads that you created or that you were invited to by another user. If you are unable to see a discussion thread, contact your Administrator.

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. The **Discussions** list appears with all of your existing discussion threads.

4. *Optional:* You may sort, reorder, or search to find your discussion thread.
5. Click the **View** button.
6. The **Discussion** page with discussion post(s) displays.

C. Respond to a Discussion

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. The **Discussions** list appears with all of your existing discussions.
4. *Optional:* You may sort, reorder, search or use the pager to find your discussion.
5. Click the **View** button.
6. Click **Create New Post** button.
7. Type your **Post Message** in the text box.
8. *Optional:* Click Add from Resource Library to select a resource. Repeat to add additional resources.
9. *Optional:* Click Browse/Choose File to select a file. Click Add Attachment to add additional files.
10. Click **Post**.

D. Delete a Post from a Discussion

Note: Only the discussion creator or an Administrator can delete discussion posts. If you are unable to delete a post, contact your Administrator.

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. The **Discussions** list appears with all of the existing discussion threads.
4. *Optional:* You may sort, reorder, search or use the pager to find the discussion thread.
5. Click the **View** button.
6. The **Discussion** page with discussion post(s) displays.
7. *Optional:* You may sort, reorder, or use the pager to find the discussion post.
8. Click the **Delete** link at the top right of the post. Deleting a post cannot be undone.

E. Edit a Discussion

Note: Only the discussion creator or an Administrator can edit discussion threads. If you are unable to see or edit a thread, contact your District or School Administrator.

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. The **Discussions** list appears with all of your existing discussion threads.
4. *Optional:* You may sort, reorder, search or use the pager to find your discussion thread.
5. Click the **Edit** button.
6. The **Edit Discussion** page appears with the current discussion thread configuration.
7. *Optional:* Click the Select or Remove links to add or remove a user or organization.

8. *Optional:* Edit the Discussion Title.
9. *Optional:* Check the checkbox to Send notification email to removed members.
10. *Optional:* Check the checkbox to Send notification email to members.
11. *Optional:* Select to Send notification email to all members or to new members only.
12. *Optional:* Type an Additional message in notification email.
13. Click **Next**.
14. The **Discussion** page with discussion updates and post(s) displays.

F. Close a Discussion

Note: Only the discussion creator or an Administrator can close or reopen a discussion thread. If you are unable to see a thread, contact your Administrator.

1. Hover over the **Collaborate** tab.
2. Click **Discussions** in the sub-menu.
3. The **Discussions** list appears with all of your existing discussion threads.
4. *Optional:* You may sort, reorder, search or use the pager to find your discussion thread.
5. Click the **Close** button. Closed discussions can be viewed by users who were part of the discussion but additional posts cannot be made to the closed discussion thread.
6. *Optional:* You may reopen the discussion. Click the Reopen button to open the discussion to other users again.

Resources

Resources for Deliberate Practice may be found in the Resource Library and Growth in iObservation. Every teacher should have access to a copy of *Becoming a Reflective Teacher* by Robert Marzano. That is an excellent resource for teachers to use to get ideas for the development of their plans.

OBSERVATION AND EVALUATION SCHEDULE – INSTRUCTIONAL PERSONNEL
2013-14 School Year

Month	Category I (1-3 years of service or new to the charter school)	Category II (more than 3 years of service)	Struggling	Deliberate Practice
August	Produce Schedule and Post on School Calendar			
September	Walkthrough 1 Walkthrough 2	Walkthrough	Walkthrough 1 - 8	October 21, 2013 <ul style="list-style-type: none"> Separate Growth Plan completed by teacher for each element (2 or 3) in iObservation Meet w/Administrator for Approval Do not hit FINISH until Approved by Administrator
October	Informal Obs Walkthrough 1 Walkthrough 2	Informal Observations (and/or November) Walkthrough	Formal Observations Walkthrough 1 - 8	
November	Formal Observations Walkthrough 1 Walkthrough 2	Informal Observations (and/or October) Walkthrough	Informal Obs Walkthrough 1 - 8	November 22, 2013 <ul style="list-style-type: none"> Data Point 1 Review by teacher
December	Informal Obs Walkthrough 1 Walkthrough 2	Formal Observations Walkthrough	Informal Obs Walkthrough 1 - 8	
January	Walkthrough 1 Walkthrough 2 Mid-Point Eval.	Walkthrough	Formal Obs Walkthrough 1 - 8	January 31, 2014 <ul style="list-style-type: none"> Midpoint Review
February	Informal Obs Walkthrough 1 Walkthrough 2	Informal Observations Walkthrough	Informal Obs Walkthrough 1 - 8	
March	Formal Observations Walkthrough 1 Walkthrough 2	Formal Observations (and/or April) Walkthrough	Formal Obs Walkthrough 1 - 8	March 14, 2014 <ul style="list-style-type: none"> Data Point 3 Review
April	Informal Obs Walkthrough 1 Walkthrough 2	Formal Observations (and/or March)	Informal Obs Walkthrough 1 – 8	

Month	Category I (1-3 years of service or new to the charter school)	Category II (more than 3 years of service)	Struggling	Deliberate Practice
		Walkthrough		
May	<u>Complete Domain 5 & 6</u>			
June 2- June 30	<u>Principal to Conduct FINAL Mid-Point Evaluation Conference with all Instructional Personnel</u>			June 30, 2014 <ul style="list-style-type: none"> Final Review
July 1- July 18	Principal to review Mid-Point Evaluation Forms and final ratings (Instructional Practice and Student Growth Learning Targets) of all instructional personnel with Regional Director			
July 31	Regional Directors Submit Final Appraisal (Domain 6) to People Services			
Fall	When Student Growth scores are calculated in iObservation conduct Final Evaluation for previous school year			

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
OPERATING BUDGET
FISCAL YEARS 2014 -18

	<u>Start-Up</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
ENROLLMENT	-	350	425	450	500	500
FUND BALANCE, BEGINNING	-	5,000	30,001	66,764	108,283	159,064
REVENUES						
FEFP	-	1,914,693	2,348,234	2,511,229	2,818,157	2,846,339
Long Term Loan Proceeds	850,000					
Start-up Funding/Capital Contribution	287,754	49,549				
Capital Outlay	-	87,500	106,250	112,500	125,000	125,000
TOTAL REVENUES	1,137,754	2,051,742	2,454,484	2,623,729	2,943,157	2,971,339
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	301,000	376,465	410,568	469,873	483,969
Specialty Teachers	-	93,000	95,790	98,664	101,624	104,672
Total Instruction Salaries	-	394,000	472,255	509,232	571,496	588,641
Payroll Taxes	-	31,842	38,112	41,035	45,987	47,299
Health Insurance	-	57,564	67,158	70,356	76,752	76,752
Workers Compensation	-	5,910	7,084	7,638	8,572	8,830
Total Instruction Benefits	-	95,316	112,354	119,030	131,312	132,881
Contracted Services	-	76,941	98,072	104,857	117,745	119,190
Travel	-	1,000	1,000	1,000	1,000	1,000
Supplies	-	26,250	31,875	33,750	37,500	37,500
Textbooks	-	1,250	1,263	1,275	1,288	1,301
Furniture and Equipment	400,000	1,500	1,500	1,500	1,500	1,500
Software	-	43,750	53,125	56,250	62,500	62,500
Total Instruction Other	400,000	150,691	186,835	198,632	221,533	222,991
Total Instruction	400,000	640,007	771,443	826,894	924,341	944,513
PUPIL PERSONNEL SERVICES						
Salaries	8,250	109,285	162,503	167,378	172,400	177,572
Total Pupil Personnel Salaries	8,250	109,285	162,503	167,378	172,400	177,572
Payroll Taxes	820	9,079	13,282	13,655	14,039	14,435
Health Insurance	3,198	24,305	28,782	28,782	28,782	28,782
Workers Compensation	124	1,639	2,438	2,511	2,586	2,664
Total Pupil Personnel Benefits	4,142	35,023	44,502	44,948	45,407	45,880
Total Pupil Personnel Services	12,392	144,308	207,005	212,326	217,807	223,452
INSTRUCTIONAL MEDIA SERVICES						
Hardware Maintenance	2,000	20,000	30,000	36,000	40,000	40,000
STAFF TRAINING						
Contracted Services	2,000	7,000	1,000	1,000	1,000	1,000
BOARD						
Legal Fees	-	10,000	10,000	10,000	10,000	10,000
Contracted Services - ESP	-	337,517	309,856	390,854	574,191	566,898
Contracted Services - Accounting & Audit	-	20,000	20,200	20,400	20,600	20,800
Insurance	-	4,500	4,600	4,700	4,800	4,900
Recruiting	5,000	6,000	3,120	3,151	3,183	3,215
District Fee	-	68,382	69,066	69,756	70,454	71,158
Total Board	5,000	446,399	416,842	498,862	683,228	676,971
SCHOOL ADMINISTRATION						
Principal / Director	33,333	80,000	82,400	84,872	87,418	90,041
Asst Principal	13,500	54,000	55,620	57,289	59,007	60,777
Admin Support	7,250	29,000	29,870	30,766	31,689	32,640

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
OPERATING BUDGET
FISCAL YEARS 2014 -18

	<u>Start-Up</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
Total Administration Salaries	54,083	163,000	167,890	172,927	178,115	183,458
Payroll Taxes	4,704	13,037	13,411	13,796	14,193	14,602
Health Insurance	5,863	19,188	19,188	19,188	19,188	19,188
Workers Compensation	811	2,445	2,518	2,594	2,672	2,752
Total Administration Benefits	11,379	34,670	35,117	35,578	36,052	36,541
Travel	1,000	8,500	7,500	7,500	7,500	7,500
Equipment Rental	750	4,500	36,000	39,600	43,200	43,200
Marketing	20,000	19,000	13,500	13,600	13,700	13,800
Supplies	2,000	20,000	18,200	18,300	18,400	18,500
Equipment	-	3,600	3,636	3,672	3,708	3,747
Software	-	750	759	765	774	780
Total Administration Other	23,750	56,350	79,595	83,437	87,282	87,527
Total School Administration	89,212	254,020	282,602	291,941	301,449	307,526
FACILITIES ACQUISITION						
Rents	18,000	216,000	216,000	216,000	216,000	216,000
Leasehold Improvements	600,000	-	-	-	-	-
Total Facilities Acquisition	618,000	216,000	216,000	216,000	216,000	216,000
FOOD SERVICE						
Contracted Services	-	788	956	1,013	1,125	1,125
TRANSPORTATION						
Contracted Services	-	47,250	57,375	60,750	67,500	67,500
PLANT OPERATIONS						
Security	-	31,500	32,445	33,418	34,421	35,454
Total Plant Operations Salaries	-	31,500	32,445	33,418	34,421	35,454
Payroll Taxes	-	2,599	2,671	2,746	2,822	2,901
Health Insurance	-	-	-	-	-	-
Workers Compensation	-	473	487	501	516	532
Total Plant Operations Benefits	-	3,071	3,158	3,247	3,339	3,433
Contracted Services	1,650	19,800	20,004	20,196	20,400	20,604
Site Acquisition and Management Costs	-	10,800	10,800	10,800	10,800	10,800
Insurance	-	11,000	11,200	11,300	11,400	11,500
Telephone	-	49,800	50,304	51,312	51,828	51,828
Utilities	2,500	36,000	36,360	36,720	37,092	37,464
Supplies	-	6,600	6,672	6,732	6,804	6,864
Total Plant Operations Other	4,150	134,000	135,340	137,060	138,324	139,060
Total Plant Operations	4,150	168,571	170,943	173,725	176,083	177,947
PLANT MAINTENANCE						
Contracted Services	-	14,400	14,544	14,688	14,832	14,988
DEBT SERVICE						
Principal & Interest	-	68,000	249,012	249,012	249,012	249,012
TOTAL EXPENDITURES	1,132,754	2,026,741	2,417,722	2,582,210	2,892,376	2,920,033
EXCESS REVENUES OVER EXPENDITURES	5,000	25,001	36,763	41,519	50,781	51,305
FUND BALANCE, ENDING	5,000	30,001	66,764	108,283	159,064	210,369

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
BUDGET NARRATIVE
FISCAL YEARS 2014 - 2018

REVENUES	
FEFP	Per FLDOE Worksheets attached. Subsequent years adjusted for number of students and 1% increase in FEFP
Long Term Loan Proceeds	Loan of \$850,000 @ 8%; FY14: Interest only; FY15-18: Amortized over four years.
Start-up Funding	Funding provided by management company donations.
Capital Outlay	\$250 per student. Funding is applicable because of system accreditation.
EXPENDITURES	
INSTRUCTION	
Classroom Teachers	Based on student / teacher ratio in compliance with CSR. Beginning average teacher salary of \$43,000 is determined by reference to teacher salaries at nearby schools with annual 3% raises each year.
Specialty Teachers	1 ESE Teacher @ \$43,000 + 1 Reading Teacher @ \$50,000
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$1066 per month per employee / 50% participation
Workers Compensation	1.5% of gross salaries
Contracted Services	Per FLDOE Worksheets attached. Beginning at \$325 per ESE student + 3% of net FEFP and increasing over time to \$338 + 3% of net FEFP in 2018.
Travel	Estimated amount
Supplies	\$75 per student
Textbooks	Estimated amount
Furniture and Equipment	FFE financed through long-term debt above. FY14-18 is for small and replacement items.
Software	\$125 per student
PUPIL PERSONNEL SERVICES	
Support	Average beginning salaries: Family Support Specialist @ \$41,000 (mid-year hire) + Career Coach @ \$40,000 + 1.5 Enrollment Specialist @ \$33,000 + Data Specialist @ \$27,270 (mid-year) with annual 3% raises each year
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$1066 per month per employee / 50% participation
Workers Compensation	1.5% of gross salaries
INSTRUCTIONAL MEDIA SERVICES	
Hardware Maintenance	Estimated amount
STAFF TRAINING	
Contracted Services	Estimated amount
BOARD	
Legal Fees	Estimated amount
Contracted Services - ESP	FY14: 16% of net FEFP; FY15: 15% of net FEFP; FY16-18: 14% of net FEFP
Contracted Services - Accounting & Audit	Estimated amount
Insurance	Estimated amount
Marketing	Estimated amount
District Fee	5% of FEFP, limited to 250 students.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
BUDGET NARRATIVE
FISCAL YEARS 2014 - 2018

SCHOOL ADMINISTRATION	
Principal / Director	Principal / Director @ \$80,000 (Start-Up for 5 months)
	Asst Principal @ \$54,000 Start-Up for 3 months).
Asst Principal	
Admin Support	Exec Asst @ \$29,000 FY14 (Start-Up for 3 months).
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Health Insurance	\$1066 per month per employee / 50% participation
Workers Compensation	1.5% of gross salaries
Travel	Estimated amount
Equipment Rental	FY14: \$375 / month (Start-Up for 2 months); FY15: \$3000 / month; FY16: \$3300 / month; FY17: \$3600 / month; FY18 \$3600 / month
Marketing	Estimated amount
Supplies	Estimated amount
Equipment	\$1200 / admin employee: FY14: 3 @ \$1200; FY15: 3 @ \$1212; FY16: 3 @ \$1224; FY17: 3 @ \$1236; FY18: 3 @ \$1249
Software	\$250 / admin employee: FY14: 3 @ \$250; FY15: 0 @ \$253 + 3 @ \$126; FY16: 0 @ \$255 + 3 @ \$128; FY17: 0 @ \$258 + 3 @ \$129; FY18: 0 @ \$260 + 3 @ \$130
FACILITIES ACQUISITION	
Rents	Estimated amount
FOOD SERVICE	
Contracted Services	\$.25 / student / day / 5% participation (400 @ \$.25 @ 5% @ 180 days)
TRANSPORTATION	
Contracted Services	\$3 / student / day / 25% participation (400 @ \$3 @ 25% @ 180 days)
PLANT OPERATIONS	
Security	1 Security @ \$31,500
Payroll Taxes	FICA: 7.65% - SUTA 2.7%
Health Insurance	\$1066 per month per employee / 50% participation
Workers Compensation	1.5% of gross salaries
Contracted Services	FY14: \$1650 / month (Start-Up 1 month); FY15: \$1667; FY16: \$1683; FY17: \$1700; FY18: \$1717
Site Acquisition and Management Costs	Facility management cost at 5% of rent
Insurance	Estimated amount
Telephone	FY14: \$4150 / month; FY15: \$4192 / month; FY16: \$4233 / month; FY17: \$4276 / month; FY18 \$4319 / month
Utilities	Start-Up: \$2500; FY14: \$3000 / month; FY15: \$3030 / month; FY16: \$3060 / month; FY17: \$3091 / month; FY18 \$3122 / month
Supplies	FY14: \$550 / month; FY15: \$556 / month; FY16: \$561 / month; FY17: \$567 / month; FY18 \$572 / month
PLANT MAINTENANCE	
Contracted Services	FY14: \$1200 / month; FY15: \$1212 / month; FY16: \$1224 / month; FY17: \$1236 / month; FY18 \$1249/ month
DEBT SERVICE	
Principal & Interest	Repayment of Start up funding (\$850,000 @ 8%; FY14: Interest only; FY15-18: Amortized for 5 years)

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
STARTUP

	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	0	5,000	5,000	5,000	5,000
REVENUES					
Long Term Loan Proceeds					850,000
Start-up Funding	19,507	14,507	25,613	25,613	202,514
TOTAL REVENUES	19,507	14,507	25,613	25,613	1,052,514
EXPENDITURES					
INSTRUCTION					
Furniture and Equipment					400,000
PUPIL PERSONNEL SERVICES					
Support			2,750	2,750	2,750
Total Pupil Personnel Salaries	0	0	2,750	2,750	2,750
Payroll Taxes			273	273	273
Health Insurance			1,066	1,066	1,066
Workers Compensation			41	41	41
Total Pupil Personnel Benefits	0	0	1,381	1,381	1,381
Total Pupil Personnel Services	0	0	4,131	4,131	4,131
INSTRUCTIONAL MEDIA SERVICES					
Hardware Maintenance					2,000
STAFF TRAINING					
Contracted Services					2,000
BOARD					
Recruiting	1,667	1,667	556	556	556
SCHOOL ADMINISTRATION					
Principal	6,667	6,667	6,667	6,667	6,667
Asst Principal			4,500	4,500	4,500
Admin Support			2,417	2,417	2,417
Total Administration Salaries	6,667	6,667	13,583	13,583	13,583
Payroll Taxes	941	941	941	941	941
Health Insurance	533	533	1,599	1,599	1,599
Workers Compensation	100	100	204	204	204
Total Administration Benefits	1,574	1,574	2,744	2,744	2,744
Travel	200	200	200	200	200
Equipment Rental					750
Marketing	4,000	4,000	4,000	4,000	4,000
Supplies	400	400	400	400	400
Total Administration Other	4,600	4,600	4,600	4,600	5,350
Total School Administration	12,841	12,841	20,927	20,927	21,677
FACILITIES ACQUISITION					
Rents					18,000
Leasehold Improvements					600,000
Total Facilities Acquisition	0	0	0	0	618,000
PLANT OPERATIONS					
Contracted Services					1,650
Utilities					2,500
Total Plant Operations	0	0	0	0	4,150
TOTAL EXPENDITURES	14,507	14,507	25,613	25,613	1,052,513
EXCESS REVENUES OVER EXP	5,000	(0)	(0)	(0)	1
CASH, ENDING	5,000	5,000	5,000	5,000	5,000

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
 PROJECTED CASH FLOWS
 FISCAL YEAR 2014

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CASH, BEGINNING	5,000	5,000	4,662	6,355	5,000	9,467	10,434	23,900	41,242	58,584	76,912	99,114
REVENUES												
FEFP	159,558	159,558	159,558	159,558	159,558	159,558	159,558	159,558	159,558	159,558	159,558	159,558
Start-up Funding/Capital Contribution	36,495			13,054								
Capital Outlay			7,292	7,292	7,292	7,292	7,292	7,292	7,292	12,153	12,153	12,153
TOTAL REVENUES	196,053	159,558	166,849	179,903	166,849	166,849	166,849	166,849	166,849	171,711	171,711	171,711
EXPENDITURES												
INSTRUCTION												
Classroom Teachers	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083	25,083
Specialty Teachers	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750
Total Instruction Salaries	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833	32,833
Payroll Taxes	3,398	3,257	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,512	2,581
Health Insurance	4,797	4,797	4,797	4,797	4,797	4,797	4,797	4,797	4,797	4,797	4,797	4,797
Workers Compensation	493	493	493	493	493	493	493	493	493	493	493	493
Total Instruction Benefits	8,688	8,547	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,870
Contracted Services	-	3,847	7,694	7,694	7,694	7,694	7,694	7,694	7,694	7,694	7,694	3,847
Travel	83	83	83	83	83	83	83	83	83	83	83	83
Supplies	6,563	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790	1,790
Textbooks	104	104	104	104	104	104	104	104	104	104	104	104
Furniture and Equipment	125	125	125	125	125	125	125	125	125	125	125	125
Software	10,938	6,563	6,563	6,563	6,563	6,563	-	-	-	-	-	-
Total Instruction Other	17,813	12,512	16,359	16,359	16,359	16,359	9,796	9,796	9,796	9,796	9,796	5,949
Total Instruction	59,334	53,892	56,993	56,993	56,993	56,993	50,431	50,431	50,431	50,431	50,431	46,653
PUPIL PERSONNEL SERVICES												
Salaries	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107
Total Pupil Personnel Salaries	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107	9,107
Payroll Taxes	943	943	923	697	697	697	697	697	697	697	697	697
Health Insurance	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025
Workers Compensation	137	137	137	137	137	137	137	137	137	137	137	137
Total Pupil Personnel Benefits	3,105	3,105	3,085	2,859	2,859	2,859	2,859	2,859	2,859	2,859	2,859	2,859
Total Pupil Personnel Services	12,212	12,212	12,192	11,966	11,966	11,966	11,966	11,966	11,966	11,966	11,966	11,966
INSTRUCTIONAL MEDIA SERVICES												
Hardware Maintenance	5,000	3,000	3,000	3,000	3,000	3,000	-	-	-	-	-	-
STAFF TRAINING												
Contracted Services	3,500	-	-	-	-	3,500	-	-	-	-	-	-
BOARD												
Legal Fees	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-
Contracted Services - ESP	20,002	20,002	20,002	20,002	20,002	20,002	20,002	20,002	20,002	20,002	20,002	117,498
Contracted Services - Accounting & Audit	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Insurance	1,125	-	-	1,125	-	-	1,125	-	-	1,125	-	-
Recruiting	3,000	-	-	3,000	-	-	-	-	-	-	-	-
District Fee	5,698	5,698	5,698	5,698	5,698	5,698	5,698	5,698	5,698	5,698	5,698	5,698
Total Board	33,992	29,867	29,867	33,992	27,367	27,367	28,492	27,367	27,367	28,492	27,367	124,863

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2014

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
SCHOOL ADMINISTRATION												
Principal	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
Asst Principal	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
Admin Support	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417
Total Administration Salaries	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583	13,583
Payroll Taxes	1,406	1,239	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039	1,039
Health Insurance	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599	1,599
Workers Compensation	204	204	204	204	204	204	204	204	204	204	204	204
Total Administration Benefits	3,209	3,042	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842	2,842
Travel	708	708	708	708	708	708	708	708	708	708	708	708
Equipment Rental	375	375	375	375	375	375	375	375	375	375	375	375
Marketing	9,500	-	-	9,500	-	-	-	-	-	-	-	-
Supplies	10,000	2,000	2,000	2,000	2,000	2,000	-	-	-	-	-	-
Equipment	900	540	540	540	540	540	-	-	-	-	-	-
Software	188	113	113	113	113	113	-	-	-	-	-	-
Total Administration Other	21,671	3,736	3,736	13,236	3,736	3,736	1,083	1,083	1,083	1,083	1,083	1,083
Total School Administration	38,463	20,361	20,161	29,661	20,161	20,161	17,509	17,509	17,509	17,509	17,509	17,509
FACILITIES ACQUISITION												
Rents	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
FOOD SERVICE												
Contracted Services	-	39	79	79	79	79	79	79	79	79	79	39
TRANSPORTATION												
Contracted Services	-	2,363	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	2,363
PLANT OPERATIONS												
Security	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
Total Plant Operations Salaries	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625	2,625
Payroll Taxes	272	272	248	201	201	201	201	201	201	201	201	201
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	39	39	39	39	39	39	39	39	39	39	39	39
Total Plant Operations Benefits	311	311	287	240	240	240	240	240	240	240	240	240
Contracted Services	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650
Site Acquisition and Management Costs	900	900	900	900	900	900	900	900	900	900	900	900
Insurance	2,750	-	-	2,750	-	-	2,750	-	-	2,750	-	-
Telephone	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150	4,150
Utilities	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Supplies	3,300	660	660	660	660	660	-	-	-	-	-	-
Total Plant Operations Other	15,750	10,360	10,360	13,110	10,360	10,360	12,450	9,700	9,700	12,450	9,700	9,700
Total Plant Operations	18,686	13,296	13,272	15,975	13,225	13,225	15,315	12,565	12,565	15,315	12,565	12,565
PLANT MAINTENANCE												
Contracted Services	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
DEBT SERVICE												
Principal & Interest	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667	5,667
TOTAL EXPENDITURES	196,053	159,896	165,156	181,258	162,383	165,883	153,383	149,508	149,508	153,383	149,508	240,824
EXCESS REVENUES OVER EXP	0	(338)	1,693	(1,354)	4,467	967	13,467	17,342	17,342	18,328	22,203	(69,114)
CASH, ENDING	5,000	4,662	6,355	5,000	9,467	10,434	23,900	41,242	58,584	76,912	99,114	30,001

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
 PROJECTED CASH FLOWS
 FISCAL YEAR 2015

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CASH, BEGINNING	30,001	11,594	24,915	31,772	26,546	36,079	45,113	50,813	60,462	70,111	75,811	85,460
REVENUES												
FEFP	195,686	195,686	195,686	195,686	195,686	195,686	195,686	195,686	195,686	195,686	195,686	195,686
Start-up Funding/Capital Contribution												
Capital Outlay	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854	8,854
TOTAL REVENUES	204,540	204,540	204,540	204,540	204,540	204,540	204,540	204,540	204,540	204,540	204,540	204,540
EXPENDITURES												
INSTRUCTION												
Classroom Teachers	31,372	31,372	31,372	31,372	31,372	31,372	31,372	31,372	31,372	31,372	31,372	31,372
Specialty Teachers	7,983	7,983	7,983	7,983	7,983	7,983	7,983	7,983	7,983	7,983	7,983	7,983
Total Instruction Salaries	39,355	39,355	39,355	39,355	39,355	39,355	39,355	39,355	39,355	39,355	39,355	39,355
Payroll Taxes	4,073	3,908	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,011	3,036
Health Insurance	5,597	5,597	5,597	5,597	5,597	5,597	5,597	5,597	5,597	5,597	5,597	5,597
Workers Compensation	590	590	590	590	590	590	590	590	590	590	590	590
Total Instruction Benefits	10,260	10,094	9,197	9,197	9,197	9,197	9,197	9,197	9,197	9,197	9,197	9,222
Contracted Services	-	4,904	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	9,807	4,904
Travel	83	83	83	83	83	83	83	83	83	83	83	83
Supplies	7,969	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173	2,173
Textbooks	107	106	106	106	106	106	104	104	104	104	104	104
Furniture and Equipment	375	102	102	102	102	102	102	102	102	102	102	102
Software	13,281	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622	3,622
Total Instruction Other	21,816	10,991	15,894	15,894	15,894	15,894	15,892	15,892	15,892	15,892	15,892	10,989
Total Instruction	71,430	60,440	64,446	64,446	64,446	64,446	64,444	64,444	64,444	64,444	64,444	59,566
PUPIL PERSONNEL SERVICES												
Salaries	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542
Total Pupil Personnel Salaries	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542
Payroll Taxes	1,402	1,402	1,168	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,036	1,024
Health Insurance	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399
Workers Compensation	203	203	203	203	203	203	203	203	203	203	203	203
Total Pupil Personnel Benefits	4,003	4,003	3,769	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,625
Total Pupil Personnel Services	17,545	17,545	17,311	17,180	17,180	17,180	17,180	17,180	17,180	17,180	17,180	17,167
INSTRUCTIONAL MEDIA SERVICES												
Hardware Maintenance	7,500	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045	2,045
STAFF TRAINING												
Contracted Services	500	-	-	-	-	500	-	-	-	-	-	-
BOARD												
Legal Fees	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-
Contracted Services - ESP	22,792	22,792	22,792	22,792	22,792	22,792	22,792	22,792	22,792	22,792	22,792	59,148
Contracted Services - Accounting & Audit	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683
Insurance	1,150	-	-	1,150	-	-	1,150	-	-	1,150	-	-
Recruiting	1,560	-	-	1,560	-	-	-	-	-	-	-	-
District Fee	5,755	5,755	5,755	5,755	5,755	5,755	5,755	5,755	5,755	5,755	5,755	5,755
Total Board	35,440	32,730	32,730	35,440	30,230	30,230	31,380	30,230	30,230	31,380	30,230	66,587

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2015

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
SCHOOL ADMINISTRATION												
Principal	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867
Asst Principal	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635	4,635
Admin Support	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489	2,489
Total Administration Salaries	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991
Payroll Taxes	1,448	1,267	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,070	1,063
Health Insurance	1,615	1,615	1,615	1,615	1,615	1,615	1,615	1,615	1,615	1,615	1,615	1,423
Workers Compensation	210	210	210	210	210	210	210	210	210	210	210	210
Total Administration Benefits	3,273	3,092	2,895	2,895	2,895	2,895	2,895	2,895	2,895	2,895	2,895	2,696
Travel	625	625	625	625	625	625	625	625	625	625	625	625
Equipment Rental	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Marketing	6,750	-	-	6,750	-	-	-	-	-	-	-	-
Supplies	4,550	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241	1,241
Equipment	909	248	248	248	248	248	248	248	248	248	248	248
Software	190	114	114	114	114	114	-	-	-	-	-	-
Total Administration Other	16,024	5,228	5,228	11,978	5,228	5,228	5,114	5,114	5,114	5,114	5,114	5,114
Total School Administration	33,287	22,310	22,114	28,864	22,114	22,114	22,000	22,000	22,000	22,000	22,000	21,801
FACILITIES ACQUISITION												
Rents	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
FOOD SERVICE												
Contracted Services	-	48	96	96	96	96	96	96	96	96	96	48
TRANSPORTATION												
Contracted Services	-	2,869	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	5,738	2,869
PLANT OPERATIONS												
Security	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704
Total Plant Operations Salaries	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704	2,704
Payroll Taxes	280	280	253	207	207	207	207	207	207	207	207	204
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	41	41	41	41	41	41	41	41	41	41	41	41
Total Plant Operations Benefits	320	320	293	247	247	247	247	247	247	247	247	245
Contracted Services	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Site Acquisition and Management Costs	900	900	900	900	900	900	900	900	900	900	900	900
Insurance	2,800	-	-	2,800	-	-	2,800	-	-	2,800	-	-
Telephone	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192
Utilities	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030	3,030
Supplies	1,668	455	455	455	455	455	455	455	455	455	455	455
Total Plant Operations Other	14,257	10,244	10,244	13,044	10,244	10,244	13,044	10,244	10,244	13,044	10,244	10,244
Total Plant Operations	17,281	13,268	13,241	15,995	13,195	13,195	15,995	13,195	13,195	15,995	13,195	13,192
PLANT MAINTENANCE												
Contracted Services	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212	1,212
DEBT SERVICE												
Principal & Interest	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751
TOTAL EXPENDITURES	222,947	191,219	197,684	209,767	195,007	195,507	198,841	194,891	194,891	198,841	194,891	223,237
EXCESS REVENUES OVER EXP	(18,407)	13,322	6,856	(5,226)	9,534	9,034	5,699	9,649	9,649	5,699	9,649	(18,697)
CASH, ENDING	11,594	24,915	31,772	26,546	36,079	45,113	50,813	60,462	70,111	75,811	85,460	66,763

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2016

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
CASH, BEGINNING	66,763	48,395	60,801	66,284	59,561	67,714	75,366	96,530	121,694	146,858	168,022	193,186
REVENUES												
FEFP	209,269	209,269	209,269	209,269	209,269	209,269	209,269	209,269	209,269	209,269	209,269	209,269
Start-up Funding/Capital Contribution												
Capital Outlay	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375	9,375
TOTAL REVENUES	218,644	218,644	218,644	218,644	218,644	218,644	218,644	218,644	218,644	218,644	218,644	218,644
EXPENDITURES												
INSTRUCTION												
Classroom Teachers	34,214	34,214	34,214	34,214	34,214	34,214	34,214	34,214	34,214	34,214	34,214	34,214
Specialty Teachers	8,222	8,222	8,222	8,222	8,222	8,222	8,222	8,222	8,222	8,222	8,222	8,222
Total Instruction Salaries	42,436	42,436	42,436	42,436	42,436	42,436	42,436	42,436	42,436	42,436	42,436	42,436
Payroll Taxes	4,392	4,179	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,247
Health Insurance	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863	5,863
Workers Compensation	637	637	637	637	637	637	637	637	637	637	637	637
Total Instruction Benefits	10,892	10,678	9,746	9,746	9,746	9,746	9,746	9,746	9,746	9,746	9,746	9,747
Contracted Services	-	5,243	10,486	10,486	10,486	10,486	10,486	10,486	10,486	10,486	10,486	5,243
Travel	83	83	83	83	83	83	83	83	83	83	83	83
Supplies	8,438	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301	2,301
Textbooks	110	108	108	108	108	108	104	104	104	104	104	104
Furniture and Equipment	127	126	126	126	126	126	125	125	125	125	125	117
Software	14,063	8,438	8,438	8,438	8,438	8,438	-	-	-	-	-	-
Total Instruction Other	22,821	16,299	21,542	21,542	21,542	21,542	13,099	13,099	13,099	13,099	13,099	7,848
Total Instruction	76,148	69,413	73,724	73,724	73,724	73,724	65,281	65,281	65,281	65,281	65,281	60,031
PUPIL PERSONNEL SERVICES												
Salaries	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948
Total Pupil Personnel Salaries	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948	13,948
Payroll Taxes	1,444	1,444	1,193	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,039
Health Insurance	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399
Workers Compensation	209	209	209	209	209	209	209	209	209	209	209	209
Total Pupil Personnel Benefits	4,051	4,051	3,800	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,646
Total Pupil Personnel Services	18,000	18,000	17,749	17,623	17,623	17,623	17,623	17,623	17,623	17,623	17,623	17,595
INSTRUCTIONAL MEDIA SERVICES												
Hardware Maintenance	9,000	5,400	5,400	5,400	5,400	5,400	-	-	-	-	-	-
STAFF TRAINING												
Contracted Services	500	-	-	-	-	500	-	-	-	-	-	-
BOARD												
Legal Fees	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-
Contracted Services - ESP	22,343	22,343	22,343	22,343	22,343	22,343	22,343	22,343	22,343	22,343	22,343	145,086
Contracted Services - Accounting & Audit	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,883
Insurance	1,175	-	-	1,175	-	-	1,175	-	-	1,175	-	-
Recruiting	1,576			1,576								-
District Fee	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	2,052
Total Board	35,431	32,681	32,681	35,431	30,181	30,181	31,356	30,181	30,181	31,356	30,181	149,021

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2016

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
SCHOOL ADMINISTRATION												
Principal	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073	7,073
Asst Principal	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774	4,774
Admin Support	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564	2,564
Total Administration Salaries	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411	14,411
Payroll Taxes	1,491	1,295	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,102	1,087
Health Insurance	1,631	1,631	1,631	1,631	1,631	1,631	1,631	1,631	1,631	1,631	1,631	1,245
Workers Compensation	216	216	216	216	216	216	216	216	216	216	216	216
Total Administration Benefits	3,339	3,143	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,950	2,549
Travel	625	625	625	625	625	625	625	625	625	625	625	625
Equipment Rental	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300	3,300
Marketing	6,800	-	-	6,800	-	-	-	-	-	-	-	-
Supplies	9,150	1,830	1,830	1,830	1,830	1,830	-	-	-	-	-	-
Equipment	918	551	551	551	551	551	-	-	-	-	-	-
Software	191	115	115	115	115	115	-	-	-	-	-	-
Total Administration Other	20,984	6,421	6,421	13,221	6,421	6,421	3,925	3,925	3,925	3,925	3,925	3,925
Total School Administration	38,734	23,974	23,781	30,581	23,781	23,781	21,285	21,285	21,285	21,285	21,285	20,885
FACILITIES ACQUISITION												
Rents	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
FOOD SERVICE												
Contracted Services	-	51	101	101	101	101	101	101	101	101	101	51
TRANSPORTATION												
Contracted Services	-	3,038	6,075	6,075	6,075	6,075	6,075	6,075	6,075	6,075	6,075	3,038
PLANT OPERATIONS												
Security	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785
Total Plant Operations Salaries	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785	2,785
Payroll Taxes	288	288	257	213	213	213	213	213	213	213	213	207
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	42	42	42	42	42	42	42	42	42	42	42	42
Total Plant Operations Benefits	330	330	299	255	255	255	255	255	255	255	255	249
Contracted Services	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683	1,683
Site Acquisition and Management Costs	900	900	900	900	900	900	900	900	900	900	900	900
Insurance	2,825	-	-	2,825	-	-	2,825	-	-	2,825	-	-
Telephone	4,276	4,276	4,276	4,276	4,276	4,276	4,276	4,276	4,276	4,276	4,276	4,276
Utilities	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060	3,060
Supplies	3,366	673	673	673	673	673	-	-	-	-	-	-
Total Plant Operations Other	16,110	10,592	10,592	13,417	10,592	10,592	12,744	9,919	9,919	12,744	9,919	9,919
Total Plant Operations	19,225	13,707	13,676	16,457	13,632	13,632	15,784	12,959	12,959	15,784	12,959	12,953
PLANT MAINTENANCE												
Contracted Services	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224
DEBT SERVICE												
Principal & Interest	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751
TOTAL EXPENDITURES	237,013	206,237	213,162	225,367	210,491	210,991	197,480	193,480	193,480	197,480	193,480	303,548
EXCESS REVENUES OVER EXP	(18,369)	12,407	5,483	(6,723)	8,153	7,653	21,164	25,164	25,164	21,164	25,164	(84,904)
CASH, ENDING	48,395	60,801	66,284	59,561	67,714	75,366	96,530	121,694	146,858	168,022	193,186	108,283

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2017

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CASH, BEGINNING	108,283	108,642	133,912	151,412	156,583	176,745	196,407	231,111	269,865	308,619	343,324	382,078
REVENUES												
FEFP	234,846	234,846	234,846	234,846	234,846	234,846	234,846	234,846	234,846	234,846	234,846	234,846
Start-up Funding/Capital Contribution												
Capital Outlay	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417
TOTAL REVENUES	245,263	245,263	245,263	245,263	245,263	245,263	245,263	245,263	245,263	245,263	245,263	245,263
EXPENDITURES												
INSTRUCTION												
Classroom Teachers	39,156	39,156	39,156	39,156	39,156	39,156	39,156	39,156	39,156	39,156	39,156	39,156
Specialty Teachers	8,469	8,469	8,469	8,469	8,469	8,469	8,469	8,469	8,469	8,469	8,469	8,469
Total Instruction Salaries	47,625	47,625	47,625	47,625	47,625	47,625	47,625	47,625	47,625	47,625	47,625	47,625
Payroll Taxes	4,929	4,699	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,570
Health Insurance	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396
Workers Compensation	714	714	714	714	714	714	714	714	714	714	714	714
Total Instruction Benefits	12,040	11,809	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,754	10,680
Contracted Services	-	5,887	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	11,774	5,887
Travel	83	83	83	83	83	83	83	83	83	83	83	83
Supplies	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125
Textbooks	114	110	110	110	110	110	104	104	104	104	104	104
Furniture and Equipment	157	144	144	144	144	144	125	125	125	125	125	(1)
Software	15,625	9,375	9,375	9,375	9,375	9,375	-	-	-	-	-	-
Total Instruction Other	19,103	18,724	24,612	24,612	24,612	24,612	15,212	15,212	15,212	15,212	15,212	9,199
Total Instruction	78,768	78,158	82,990	82,990	82,990	82,990	73,590	73,590	73,590	73,590	73,590	67,504
PUPIL PERSONNEL SERVICES												
Salaries	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367
Total Pupil Personnel Salaries	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367	14,367
Payroll Taxes	1,487	1,487	1,218	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,099	1,055
Health Insurance	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399
Workers Compensation	215	215	215	215	215	215	215	215	215	215	215	215
Total Pupil Personnel Benefits	4,101	4,101	3,832	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,713	3,669
Total Pupil Personnel Services	18,468	18,468	18,199	18,080	18,080	18,080	18,080	18,080	18,080	18,080	18,080	18,035
INSTRUCTIONAL MEDIA SERVICES												
Hardware Maintenance	10,000	6,000	6,000	6,000	6,000	6,000	-	-	-	-	-	-
STAFF TRAINING												
Contracted Services	500	-	-	-	-	500	-	-	-	-	-	-
BOARD												
Legal Fees	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-
Contracted Services - ESP	25,187	25,187	25,187	25,187	25,187	25,187	25,187	25,187	25,187	25,187	25,187	297,131
Contracted Services - Accounting & Audit	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717
Insurance	1,200	-	-	1,200	-	-	1,200	-	-	1,200	-	-
Recruiting	1,591	-	-	1,591	-	-	-	-	-	-	-	-
District Fee	5,871	5,871	5,871	5,871	5,871	5,871	5,871	5,871	5,871	5,871	5,871	5,871
Total Board	38,066	35,275	35,275	38,066	32,775	32,775	33,975	32,775	32,775	33,975	32,775	304,719

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2017

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
SCHOOL ADMINISTRATION												
Principal	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285
Asst Principal	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917	4,917
Admin Support	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641
Total Administration Salaries	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843	14,843
Payroll Taxes	1,536	1,325	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,135	1,113
Health Insurance	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,066
Workers Compensation	223	223	223	223	223	223	223	223	223	223	223	223
Total Administration Benefits	3,406	3,195	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	3,006	2,401
Travel	625	625	625	625	625	625	625	625	625	625	625	625
Equipment Rental	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Marketing	6,850	-	-	6,850	-	-	-	-	-	-	-	-
Supplies	9,200	1,840	1,840	1,840	1,840	1,840	-	-	-	-	-	-
Equipment	927	556	556	556	556	556	-	-	-	-	-	-
Software	194	116	116	116	116	116	-	-	-	-	-	-
Total Administration Other	21,396	6,737	6,737	13,587	6,737	6,737	4,225	4,225	4,225	4,225	4,225	4,225
Total School Administration	39,645	24,775	24,586	31,436	24,586	24,586	22,073	22,073	22,073	22,073	22,073	21,469
FACILITIES ACQUISITION												
Rents	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
FOOD SERVICE												
Contracted Services	-	56	113	113	113	113	113	113	113	113	113	56
TRANSPORTATION												
Contracted Services	-	3,375	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	3,375
PLANT OPERATIONS												
Security	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868
Total Plant Operations Salaries	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868	2,868
Payroll Taxes	297	297	262	219	219	219	219	219	219	219	219	211
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	43	43	43	43	43	43	43	43	43	43	43	43
Total Plant Operations Benefits	340	340	305	262	262	262	262	262	262	262	262	254
Contracted Services	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700
Site Acquisition and Management Costs	900	900	900	900	900	900	900	900	900	900	900	900
Insurance	2,850	-	-	2,850	-	-	2,850	-	-	2,850	-	-
Telephone	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319
Utilities	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091
Supplies	3,402	680	680	680	680	680	-	-	-	-	-	-
Total Plant Operations Other	16,262	10,690	10,690	13,540	10,690	10,690	12,860	10,010	10,010	12,860	10,010	10,010
Total Plant Operations	19,470	13,899	13,864	16,671	13,821	13,821	15,991	13,141	13,141	15,991	13,141	13,132
PLANT MAINTENANCE												
Contracted Services	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236	1,236
DEBT SERVICE												
Principal & Interest	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751
TOTAL EXPENDITURES	244,904	219,993	227,763	240,093	225,101	225,601	210,559	206,509	206,509	210,559	206,509	468,277
EXCESS REVENUES OVER EXP	359	25,270	17,500	5,171	20,162	19,662	34,704	38,754	38,754	34,704	38,754	(223,014)
CASH, ENDING	108,642	133,912	151,412	156,583	176,745	196,407	231,111	269,865	308,619	343,324	382,078	159,064

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
 PROJECTED CASH FLOWS
 FISCAL YEAR 2018

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CASH, BEGINNING	159,064	151,805	177,762	194,839	199,462	219,192	238,422	273,063	311,804	350,545	385,186	423,927
REVENUES												
FEFP	237,195	237,195	237,195	237,195	237,195	237,195	237,195	237,195	237,195	237,195	237,195	237,195
Start-up Funding/Capital Contribution												
Capital Outlay	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417
TOTAL REVENUES	247,612	247,612	247,612	247,612	247,612	247,612	247,612	247,612	247,612	247,612	247,612	247,612
EXPENDITURES												
INSTRUCTION												
Classroom Teachers	40,331	40,331	40,331	40,331	40,331	40,331	40,331	40,331	40,331	40,331	40,331	40,331
Specialty Teachers	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723
Total Instruction Salaries	49,053	49,053	49,053	49,053	49,053	49,053	49,053	49,053	49,053	49,053	49,053	49,053
Payroll Taxes	5,077	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	3,753	4,696
Health Insurance	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396	6,396
Workers Compensation	736	736	736	736	736	736	736	736	736	736	736	736
Total Instruction Benefits	12,209	10,884	10,884	10,884	10,884	10,884	10,884	10,884	10,884	10,884	10,884	11,828
Contracted Services	-	5,960	11,919	11,919	11,919	11,919	11,919	11,919	11,919	11,919	11,919	5,960
Travel	83	83	83	83	83	83	83	83	83	83	83	83
Supplies	9,375	2,557	2,557	2,557	2,557	2,557	2,557	2,557	2,557	2,557	2,557	2,557
Textbooks	325	195	195	195	195	195	-	-	-	-	-	-
Furniture and Equipment	375	225	225	225	225	225	-	-	-	-	-	-
Software	15,625	9,375	9,375	9,375	9,375	9,375	-	-	-	-	-	-
Total Instruction Other	25,784	18,395	24,354	24,354	24,354	24,354	14,559	14,559	14,559	14,559	14,559	8,600
Total Instruction	87,046	78,333	84,292	84,292	84,292	84,292	74,497	74,497	74,497	74,497	74,497	69,481
PUPIL PERSONNEL SERVICES												
Salaries	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798
Total Pupil Personnel Salaries	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798	14,798
Payroll Taxes	1,532	1,532	1,244	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,132	1,072
Health Insurance	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399	2,399
Workers Compensation	222	222	222	222	222	222	222	222	222	222	222	222
Total Pupil Personnel Benefits	4,152	4,152	3,864	3,752	3,752	3,752	3,752	3,752	3,752	3,752	3,752	3,692
Total Pupil Personnel Services	18,950	18,950	18,662	18,550	18,550	18,550	18,550	18,550	18,550	18,550	18,550	18,490
INSTRUCTIONAL MEDIA SERVICES												
Hardware Maintenance	10,000	6,000	6,000	6,000	6,000	6,000	-	-	-	-	-	-
STAFF TRAINING												
Contracted Services	500	-	-	-	-	500	-	-	-	-	-	-
BOARD												
Legal Fees	2,500	2,500	2,500	2,500	-	-	-	-	-	-	-	-
Contracted Services - ESP	25,439	25,439	25,439	25,439	25,439	25,439	25,439	25,439	25,439	25,439	25,439	287,068
Contracted Services - Accounting & Audit	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Insurance	1,225	-	-	1,225	-	-	1,225	-	-	1,225	-	-
Recruiting	1,607	-	-	1,607	-	-	-	-	-	-	-	-
District Fee	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930	5,930
Total Board	38,435	35,602	35,602	38,435	33,102	33,102	34,327	33,102	33,102	34,327	33,102	294,731

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
PROJECTED CASH FLOWS
FISCAL YEAR 2018

	<u>Jul</u>	<u>Aug</u>	<u>Sep</u>	<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>Jun</u>
SCHOOL ADMINISTRATION												
Principal	7,503	7,503	7,503	7,503	7,503	7,503	7,503	7,503	7,503	7,503	7,503	7,503
Asst Principal	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065	5,065
Admin Support	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720	2,720
Total Administration Salaries	15,288	15,288	15,288	15,288	15,288	15,288	15,288	15,288	15,288	15,288	15,288	15,288
Payroll Taxes	1,582	1,355	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,138
Health Insurance	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	1,664	885
Workers Compensation	229	229	229	229	229	229	229	229	229	229	229	229
Total Administration Benefits	3,476	3,248	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	3,063	2,253
Travel	625	625	625	625	625	625	625	625	625	625	625	625
Equipment Rental	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600
Marketing	6,900	-	-	6,900	-	-	-	-	-	-	-	-
Supplies	9,250	1,850	1,850	1,850	1,850	1,850	-	-	-	-	-	-
Equipment	937	562	562	562	562	562	-	-	-	-	-	-
Software	195	117	117	117	117	117	-	-	-	-	-	-
Total Administration Other	21,507	6,754	6,754	13,654	6,754	6,754	4,225	4,225	4,225	4,225	4,225	4,225
Total School Administration	40,270	25,290	25,105	32,005	25,105	25,105	22,576	22,576	22,576	22,576	22,576	21,766
FACILITIES ACQUISITION												
Rents	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
FOOD SERVICE												
Contracted Services	-	56	113	113	113	113	113	113	113	113	113	56
TRANSPORTATION												
Contracted Services	-	3,375	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	3,375
PLANT OPERATIONS												
Security	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954
Total Plant Operations Salaries	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954	2,954
Payroll Taxes	306	306	268	226	226	226	226	226	226	226	226	214
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	44	44	44	44	44	44	44	44	44	44	44	44
Total Plant Operations Benefits	350	350	312	270	270	270	270	270	270	270	270	258
Contracted Services	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717	1,717
Site Acquisition and Management Costs	900	900	900	900	900	900	900	900	900	900	900	900
Insurance	2,875	-	-	2,875	-	-	2,875	-	-	2,875	-	-
Telephone	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319	4,319
Utilities	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122	3,122
Supplies	3,432	686	686	686	686	686	-	-	-	-	-	-
Total Plant Operations Other	16,365	10,744	10,744	13,619	10,744	10,744	12,933	10,058	10,058	12,933	10,058	10,058
Total Plant Operations	19,670	14,049	14,011	16,844	13,969	13,969	16,158	13,283	13,283	16,158	13,283	13,271
PLANT MAINTENANCE												
Contracted Services	1,249	1,249	1,249	1,249	1,249	1,249	1,249	1,249	1,249	1,249	1,249	1,249
DEBT SERVICE												
Principal & Interest	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751	20,751
TOTAL EXPENDITURES	254,870	221,655	230,534	242,989	227,881	228,381	212,971	208,871	208,871	212,971	208,871	461,169
EXCESS REVENUES OVER EXP	(7,259)	25,956	17,077	4,623	19,730	19,230	34,641	38,741	38,741	34,641	38,741	(213,558)
CASH, ENDING	151,805	177,762	194,839	199,462	219,192	238,422	273,063	311,804	350,545	385,186	423,927	210,369

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
STAFFING
FISCAL YEARS 2014 -18

Name	Expected Salary	Positions · FY14	Portion of Year	Salary	Positions · FY15	Expected Salary	Salary	Positions · FY16	Expected Salary	Salary	Positions · FY17	Expected Salary	Salary	Positions · FY18	Expected Salary	Salary
Teachers	43,000	7.00	100%	301,000	8.50	44,290	376,465	9.00	45,619	410,568	10.00	46,987	469,873	10.00	48,397	483,969
Instructional		7.00		301,000	8.50		376,465	9.00		410,568	10.00		469,873	10.00		483,969
ESE Teacher	43,000	1.00	100%	43,000	1.00	44,290	44,290	1.00	45,619	45,619	1.00	46,987	46,987	1.00	48,397	48,397
Reading Teacher	50,000	1.00	100%	50,000	1.00	51,500	51,500	1.00	53,045	53,045	1.00	54,636	54,636	1.00	56,275	56,275
Specialty		2.00		93,000	2.00		95,790	2.00		98,664	2.00		101,624	2.00		104,672
Family Support Specialist	41,000	0.30	50%	6,150	1.00	42,230	42,230	1.00	43,497	43,497	1.00	44,802	44,802	1.00	46,146	46,146
Career Coach	40,000	1.00	100%	40,000	1.00	41,200	41,200	1.00	42,436	42,436	1.00	43,709	43,709	1.00	45,020	45,020
Enrollment Specialist (1 @ 15 mo)	33,000	1.50	100%	49,500	1.50	33,990	50,985	1.50	35,010	52,515	1.50	36,060	54,090	1.50	37,142	55,713
Data Specialist	27,270	1.00	50%	13,635	1.00	28,088	28,088	1.00	28,931	28,931	1.00	29,799	29,799	1.00	30,693	30,693
Pupil Personnel		3.80		109,285	4.50		162,503	4.50		167,378	4.50		172,400	4.50		177,572
Principal (17 mo)	80,000	1.00	100%	80,000	1.00	82,400	82,400	1.00	84,872	84,872	1.00	87,418	87,418	1.00	90,041	90,041
Asst Principal (15 mo)	54,000	1.00	100%	54,000	1.00	55,620	55,620	1.00	57,289	57,289	1.00	59,007	59,007	1.00	60,777	60,777
Administrators		2.00		134,000	2.00		138,020	2.00		142,161	2.00		146,425	2.00		150,818
Executive Asst (15 mo)	29,000	1.00	100%	29,000	1.00	29,870	29,870	1.00	30,766	30,766	1.00	31,689	31,689	1.00	32,640	32,640
Admin Support		1.00		29,000	1.00		29,870	1.00		30,766	1.00		31,689	1.00		32,640
Security	31,500	1.00	100%	31,500	1.00	32,445	32,445	1.00	33,418	33,418	1.00	34,421	34,421	1.00	35,454	35,454
Security		1.00		31,500	1.00		32,445	1.00		33,418	1.00		34,421	1.00		35,454
Total		16.80		697,785	19.00		835,093	19.50		882,955	20.50		956,431	20.50		985,124
					Increase	103%		103%			103%			103%		

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - Metro Broward Campus, School II
ENROLLMENT
FISCAL YEARS 2014 -18

	Enroll	Ratio	Shifts	Teachers
FY14				
9	100	25	2	2.00
10	100	25	2	2.00
11	75	25	2	1.50
12	75	25	2	1.50
	350			7.00
ESE	60	\$325		
FY15				
9	115	25	2	2.30
10	110	25	2	2.20
11	100	25	2	2.00
12	100	25	2	2.00
	425			8.50
ESE	85	\$325		
FY16				
9	125	25	2	2.50
10	115	25	2	2.30
11	110	25	2	2.20
12	100	25	2	2.00
	450			9.00
	90	\$328		
FY17				
9	125	25	2	2.50
10	125	25	2	2.50
11	125	25	2	2.50
12	125	25	2	2.50
	500			10.00
ESE	100	\$332		
FY18				
9	125	25	2	2.50
10	125	25	2	2.50
11	125	25	2	2.50
12	125	25	2	2.50
	500			10.00
ESE	100	\$338		

Compound Period: Monthly
 Nominal Annual Rate: 8.000%

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Event	Date	Amount	Number	Period	End Date
1 Loan	6/30/2013	850,000.00	1		
2 Payment	7/31/2013	5,666.67	12	Monthly	6/30/2014
3 Payment	7/31/2014	20,750.98	48	Monthly	6/30/2018

AMORTIZATION SCHEDULE - Normal Amortization

	Date	Payment	Interest	Principal	Balance
Loan	6/30/2013				850,000.00
2013 Totals		0.00	0.00	0.00	
1	7/31/2013	5,666.67	5,666.67	0.00	850,000.00
2	8/31/2013	5,666.67	5,666.67	0.00	850,000.00
3	9/30/2013	5,666.67	5,666.67	0.00	850,000.00
4	10/31/2013	5,666.67	5,666.67	0.00	850,000.00
5	11/30/2013	5,666.67	5,666.67	0.00	850,000.00
6	12/31/2013	5,666.67	5,666.67	0.00	850,000.00
7	1/31/2014	5,666.67	5,666.67	0.00	850,000.00
8	2/28/2014	5,666.67	5,666.67	0.00	850,000.00
9	3/31/2014	5,666.67	5,666.67	0.00	850,000.00
10	4/30/2014	5,666.67	5,666.67	0.00	850,000.00
11	5/31/2014	5,666.67	5,666.67	0.00	850,000.00
12	6/30/2014	5,666.67	5,666.67	0.00	850,000.00
2014 Totals		68,000.04	68,000.04	0.00	
13	7/31/2014	20,750.98	5,666.67	15,084.31	834,915.69
14	8/31/2014	20,750.98	5,566.10	15,184.88	819,730.81
15	9/30/2014	20,750.98	5,464.87	15,286.11	804,444.70
16	10/31/2014	20,750.98	5,362.96	15,388.02	789,056.68
17	11/30/2014	20,750.98	5,260.38	15,490.60	773,566.08
18	12/31/2014	20,750.98	5,157.11	15,593.87	757,972.21
19	1/31/2015	20,750.98	5,053.15	15,697.83	742,274.38
20	2/28/2015	20,750.98	4,948.50	15,802.48	726,471.90
21	3/31/2015	20,750.98	4,843.15	15,907.83	710,564.07
22	4/30/2015	20,750.98	4,737.09	16,013.89	694,550.18
23	5/31/2015	20,750.98	4,630.33	16,120.65	678,429.53
24	6/30/2015	20,750.98	4,522.86	16,228.12	662,201.41
2015 Totals		249,011.76	61,213.17	187,798.59	
25	7/31/2015	20,750.98	4,414.68	16,336.30	645,865.11
26	8/31/2015	20,750.98	4,305.77	16,445.21	629,419.90
27	9/30/2015	20,750.98	4,196.13	16,554.85	612,865.05
28	10/31/2015	20,750.98	4,085.77	16,665.21	596,199.84

29	11/30/2015	20,750.98	3,974.67	16,776.31	579,423.53
30	12/31/2015	20,750.98	3,862.82	16,888.16	562,535.37
31	1/31/2016	20,750.98	3,750.24	17,000.74	545,534.63
32	2/29/2016	20,750.98	3,636.90	17,114.08	528,420.55
33	3/31/2016	20,750.98	3,522.80	17,228.18	511,192.37
34	4/30/2016	20,750.98	3,407.95	17,343.03	493,849.34
35	5/31/2016	20,750.98	3,292.33	17,458.65	476,390.69
36	6/30/2016	20,750.98	3,175.94	17,575.04	458,815.65
2016 Totals		249,011.76	45,626.00	203,385.76	
37	7/31/2016	20,750.98	3,058.77	17,692.21	441,123.44
38	8/31/2016	20,750.98	2,940.82	17,810.16	423,313.28
39	9/30/2016	20,750.98	2,822.09	17,928.89	405,384.39
40	10/31/2016	20,750.98	2,702.56	18,048.42	387,335.97
41	11/30/2016	20,750.98	2,582.24	18,168.74	369,167.23
42	12/31/2016	20,750.98	2,461.11	18,289.87	350,877.36
43	1/31/2017	20,750.98	2,339.18	18,411.80	332,465.56
44	2/28/2017	20,750.98	2,216.44	18,534.54	313,931.02
45	3/31/2017	20,750.98	2,092.87	18,658.11	295,272.91
46	4/30/2017	20,750.98	1,968.49	18,782.49	276,490.42
47	5/31/2017	20,750.98	1,843.27	18,907.71	257,582.71
48	6/30/2017	20,750.98	1,717.22	19,033.76	238,548.95
2017 Totals		249,011.76	28,745.06	220,266.70	
49	7/31/2017	20,750.98	1,590.33	19,160.65	219,388.30
50	8/31/2017	20,750.98	1,462.59	19,288.39	200,099.91
51	9/30/2017	20,750.98	1,334.00	19,416.98	180,682.93
52	10/31/2017	20,750.98	1,204.55	19,546.43	161,136.50
53	11/30/2017	20,750.98	1,074.24	19,676.74	141,459.76
54	12/31/2017	20,750.98	943.07	19,807.91	121,651.85
55	1/31/2018	20,750.98	811.01	19,939.97	101,711.88
56	2/28/2018	20,750.98	678.08	20,072.90	81,638.98
57	3/31/2018	20,750.98	544.26	20,206.72	61,432.26
58	4/30/2018	20,750.98	409.55	20,341.43	41,090.83
59	5/31/2018	20,750.98	273.94	20,477.04	20,613.79
60	6/30/2018	20,750.98	137.19	20,613.79	0.00
2018 Totals		249,011.76	10,462.81	238,548.95	
Grand Totals		1,064,047.08	214,047.08	850,000.00	

Revenue Estimate Worksheet for Florida High School for Accelerated Learning - Broward II

Based on the First Calculation of the FEFP 2012-13

School District: **Broward**

1. 2012-13 FEFP State and Local Funding

Base Student Allocation \$3,582.98 District Cost Differential: 1.0238

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.117	0.0000	\$ -
111 Basic K-3 with ESE Services		1.117	0.0000	\$ -
102 Basic 4-8		1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services		1.000	0.0000	\$ -
103 Basic 9-12	290.00	1.020	295.8000	\$ 1,085,070
113 Basic 9-12 with ESE Services	60.00	1.020	61.2000	\$ 224,497
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)		1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)		1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	350.00		357.0000	\$ 1,309,567

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	252	\$ 3,418	\$ -
from 111,112, & 113 by grade and		PK-3	253	\$ 6,974	\$ -
matrix level. Students who do not		4-8	251	\$ 1,187	\$ -
have a matrix level should be		4-8	252	\$ 3,546	\$ -
considered 251. This total should		4-8	253	\$ 7,102	\$ -
equal all FTE from programs 111, 112	60.00	9-12	251	\$ 845	\$ 50,700
& 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	60.00	Total from ESE Guarantee		\$	50,700

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 53,022,979	Per Student	
divided by district FTE	261,099.63	\$ 203	\$ 71,050
(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 \$ 1,431,317

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	0.0000		1.0238	1321.29	= 0
4-8	0.0000		1.0238	901.25	= 0

9-12	357.0000	1.0238
Total *	357.0000	

(*Total FTE should equal total in Section 1, column (d).)

903.43	=	330,201
Total Class Size Reduction Funds	\$	330,201

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:		<u>357.0000</u>	by district's WFTE:	<u>284,774.41</u>	
to obtain school's WFTE share.					0.1254%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:		<u>350.00</u>	by district's UFTE:	<u>261,099.63</u>	
to obtain school's UFTE share.					0.1340%
Letters Refer to Notes At Bottom:					
7. Other FEEP (WFTE share)	(a)	<u>6,003,813</u>	x	0.1254%	\$ <u>7,529</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,003,813			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>94,523,616</u>	x	0.1254%	\$ <u>118,533</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.1340%	\$ <u>-</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.1340%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>0</u>	x	0.1254%	\$ <u>-</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.1254%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,918,040</u>	x	0.1340%	\$ <u>26,690</u>
Science Laboratory Materials	(b)	<u>315,553</u>	x	0.1340%	\$ <u>423</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders			x	344	\$ <u>-</u>
Enter ESE Student Riders			x	1,336	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
Total					\$ <u><u>1,914,693</u></u>

17. 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: \$ -

- NOTES:
- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

District	District Cost Differential	UnWeighted FTE	Weighted FTE Funded	Declining Enrollment Supplement	Sparsity Supplement	State Funded Discretionary Contribution	Discretionary Tax	Discretionary Tax	Safe Schools Allocation	Supplemental Academic Instruction	ESE Guaranteed Allocation Dollars	0.748 Basic Discretionary Revenue
							Compression 0.25 mills	Compression 0.748 mills				
1 Alachua	0.9754	26,824.47	29,113.64	0	0	0	0	848,726	822,184	7,557,466	10,791,699	8,828,852
2 Baker	0.9783	4,872.78	5,160.67	25,142	522,606	0	374,912	1,121,714	119,314	1,864,920	1,082,431	636,238
3 Bay	0.9578	25,356.35	28,173.00	82,600	0	0	0	0	689,140	7,340,146	7,831,498	10,610,488
4 Bradford	0.9737	3,178.00	3,393.07	34,560	750,888	0	0	480,545	121,793	990,338	1,218,844	665,977
5 Brevard	1.0059	71,633.33	78,261.87	0	0	0	2,290,118	6,852,444	1,653,539	18,732,295	26,737,035	18,990,495
6 Broward	1.0238	261,099.63	284,774.41	0	0	0	0	0	6,003,813	53,022,979	85,705,852	94,523,616
7 Calhoun	0.9244	2,182.73	2,367.38	0	1,222,800	0	0	488,822	85,617	489,544	782,393	298,631
8 Charlotte	0.9860	16,241.80	17,406.54	0	0	0	0	0	421,595	3,604,625	6,001,148	9,179,473
9 Citrus	0.9520	15,177.56	16,330.09	25,415	991,536	0	0	0	379,128	3,381,359	6,589,963	7,117,632
10 Clay	0.9946	35,708.00	38,415.73	260	0	0	2,076,777	6,213,192	598,558	9,651,640	11,451,884	6,669,222
11 Collier	1.0313	43,262.87	47,077.23	0	0	0	0	0	735,505	8,498,998	19,282,618	41,890,806
12 Columbia	0.9611	9,746.11	10,367.03	0	1,049,841	0	0	1,620,973	261,366	3,826,561	3,837,625	1,895,153
13 Miami-Dade	1.0118	351,149.67	380,896.38	0	0	0	0	0	9,778,876	116,919,085	126,800,708	84,151,351
14 De Soto	0.9790	4,703.80	4,990.69	57,857	552,792	0	0	609,377	166,590	1,601,851	2,025,428	1,087,635
15 Dixie	0.9338	2,013.24	2,164.59	0	765,969	0	129,069	386,160	110,187	456,254	535,365	340,154
16 Duval	1.0135	126,911.96	137,749.80	0	0	0	0	8,065,255	3,400,088	28,923,593	44,230,529	37,720,489
17 Escambia	0.9615	40,274.18	43,577.36	0	0	0	0	4,024,196	1,166,765	9,302,728	13,832,502	10,505,711
18 Flagler	0.9614	12,900.00	13,756.72	0	1,029,940	0	0	0	287,464	2,728,485	5,270,769	5,261,010
19 Franklin	0.9257	1,298.55	1,383.93	0	0	0	0	0	87,026	312,393	489,606	1,402,235
20 Gadsden	0.9469	5,508.73	5,846.59	134,757	1,537,537	0	304,578	911,254	194,013	1,235,042	1,743,701	1,076,148
21 Gilchrist	0.9530	2,506.73	2,779.32	31,504	1,340,883	0	0	442,338	90,311	570,871	976,026	462,009
22 Glades	0.9771	1,521.04	1,630.10	616	703,903	0	0	156,713	88,729	305,244	397,076	392,026
23 Gulf	0.9319	1,873.98	2,045.34	18,131	782,868	0	0	0	86,816	389,186	222,824	1,071,130
24 Hamilton	0.9322	1,565.87	1,714.22	19,139	726,743	0	16,113	48,182	95,153	355,728	505,034	516,737
25 Hardee	0.9665	5,132.47	5,468.44	0	478,529	0	0	775,054	148,680	1,149,802	1,836,647	1,076,574
26 Hendry	0.9867	6,801.21	7,243.13	0	1,460,975	0	0	1,182,866	197,974	1,535,293	2,321,940	1,270,788
27 Hernando	0.9755	22,645.62	24,275.24	0	0	0	0	1,950,920	514,909	5,171,000	8,817,047	6,219,043
28 Highlands	0.9561	11,941.69	12,675.10	0	1,988,087	0	249,701	746,953	302,591	2,492,877	3,966,823	3,561,268
29 Hillsborough	1.0127	197,204.70	213,448.50	0	0	0	0	23,577,794	3,741,188	39,146,783	73,796,200	47,567,128
30 Holmes	0.9250	3,224.48	3,390.28	2,475	1,763,077	0	0	829,336	101,778	706,540	1,078,521	333,949
31 Indian River	0.9949	17,377.58	19,186.42	0	0	0	0	0	438,728	3,522,562	5,178,277	9,572,579
32 Jackson	0.9321	6,686.65	7,297.01	60,055	2,368,183	0	0	1,260,968	191,709	1,407,381	2,326,429	1,151,394
33 Jefferson	0.9329	995.04	1,049.85	10,257	492,195	0	0	0	90,139	301,887	538,326	448,580
34 Lafayette	0.9235	1,175.42	1,237.85	0	617,066	0	84,807	253,726	74,449	212,286	264,840	170,334
35 Lake	0.9785	40,938.33	43,722.92	0	0	0	0	2,716,668	802,722	9,566,909	12,489,276	12,052,744
36 Lee	1.0216	84,780.00	91,563.23	0	0	0	0	0	1,656,533	17,741,423	36,587,396	39,888,870
37 Leon	0.9524	33,682.49	36,809.64	0	0	0	0	1,457,778	994,368	9,140,513	16,522,040	13,693,975
38 Levy	0.9485	5,600.00	6,030.89	7,231	2,262,985	0	0	673,456	186,618	1,284,408	1,977,978	1,346,870
39 Liberty	0.9225	1,431.10	1,620.81	0	726,274	0	0	336,967	73,795	302,340	508,166	179,335
40 Madison	0.9178	2,597.50	2,717.44	31,368	760,886	0	0	457,705	117,696	717,882	1,210,958	479,402
41 Manatee	1.0098	45,061.80	48,650.97	0	0	0	0	0	1,177,590	9,055,650	18,518,776	18,050,867
42 Marion	0.9649	41,896.32	44,705.60	0	0	0	0	4,091,176	901,418	12,685,541	14,976,327	11,023,668
43 Martin	0.9956	18,106.98	20,034.50	0	0	0	0	0	400,749	3,652,981	6,564,844	12,621,771
44 Monroe	1.0249	8,116.39	8,730.41	0	0	0	0	0	337,122	1,740,526	2,911,587	13,589,166
45 Nassau	0.9914	11,084.19	11,769.39	56,135	1,512,458	0	0	0	233,071	2,511,917	2,855,060	4,898,456
46 Okaloosa	0.9763	29,421.03	32,091.11	0	0	0	0	283,913	588,433	8,409,629	11,115,019	10,330,434
47 Okeechobee	0.9692	6,525.24	6,972.78	27,110	520,968	0	0	1,177,675	193,428	1,651,860	2,737,080	1,176,412
48 Orange	1.0064	183,250.43	202,829.69	0	0	0	0	6,303,815	4,405,366	38,846,196	49,585,816	59,806,713
49 Osceola	0.9877	55,740.69	60,751.14	0	0	0	0	7,834,911	1,080,271	12,039,064	14,991,430	12,274,892
50 Palm Beach	1.0335	177,306.99	193,494.28	0	0	0	0	0	4,145,926	33,967,290	64,223,028	84,930,074
51 Pasco	0.9910	65,556.64	71,675.17	92,328	0	0	0	7,606,537	1,416,023	17,875,132	27,092,348	16,044,135
52 Pinellas	0.9988	101,300.84	109,523.46	1,071,450	0	0	0	0	3,081,379	20,692,967	42,172,916	42,132,928
53 Polk	0.9881	95,445.01	102,810.40	0	0	0	0	15,906,865	1,979,472	22,523,508	33,486,145	18,526,998
54 Putnam	0.9643	10,816.71	11,486.17	0	2,123,940	0	0	1,166,799	372,508	2,791,194	3,366,428	2,735,549
55 St. Johns	0.9862	32,186.53	34,791.59	0	0	0	0	0	568,693	6,252,795	9,492,651	13,610,394
56 St. Lucie	0.9888	39,674.22	42,261.43	0	0	0	1,102,943	3,299,705	798,606	9,302,819	15,425,885	11,013,755
57 Santa Rosa	0.9478	25,573.37	27,395.07	0	0	0	0	3,334,512	371,613	7,680,238	8,228,574	5,891,570
58 Sarasota	1.0010	41,159.91	44,850.90	0	0	0	0	0	1,115,639	8,288,475	20,832,290	29,798,130
59 Seminole	0.9968	63,711.14	68,617.20	150,262	0	0	0	4,972,654	1,178,748	15,374,161	18,380,408	18,012,562
60 Sumter	0.9659	7,655.70	8,148.92	0	79,216	0	0	0	177,807	1,529,114	2,675,610	5,407,350
61 Suwannee	0.9429	5,982.99	6,295.11	0	1,504,041	0	333,612	998,142	163,736	1,260,960	470,797	1,160,326
62 Taylor	0.9317	2,702.06	2,874.85	30,769	772,065	0	0	71,686	112,743	636,145	994,423	903,130
63 Union	0.9650	2,195.55	2,314.70	2,292	761,214	0	204,142	610,758	89,201	500,979	547,939	181,339
64 Volusia	0.9672	61,487.05	66,798.88	0	0	0	1,499,054	4,484,251	1,618,021	16,272,502	22,353,726	17,698,160
65 Wakulla	0.9365	5,069.39	5,433.29	0	493,173	0	315,874	945,036	140,090	975,498	1,522,755	883,849
66 Walton	0.9697	7,596.98	7,995.63	0	0	0	0	0	200,752	1,301,317	2,031,226	7,959,509
67 Washington	0.9281	3,395.53	3,623.00	0	1,455,543	0	187,739	561,756	106,587	881,058	800,604	663,263
68 Washington Special	0.9281	137.76	139.78	8,154	0	0	0	0	1,022	129,998	742,840	0
69 FAMU Lab School	0.9524	541.00	565.49	0	303,654	171,762	0	23,414	66,672	295,165	20,501	0
70 FAU Lab School	1.0335	792.00	823.83	0	0	412,450	0	0	68,534	231,493	91,997	0
71 FAU St. Lucie	0.9888	1,414.00	1,526.38	0	0	392,526	0	117,602	73,147	416,327	130,119	0
72 FSU Lab - Broward	1.0238	680.98	733.22	0	0	246,528	0	0	67,710	141,712	156,303	0
73 FSU Lab - Leon	0.9524	1,700.14	1,795.25	0	720,678	539,777	0	73,582	75,269	285,875	286,956	0
74 UF Lab School	0.9754	1,155.00	1,215.16	710	610,865	380,145	0	36,544	71,226	297,070	264,902	0
75 Virtual School	1.0000	30,091.07	30,646.25	0	0	10,712,120	0	143,835	0	0	0	0
Total		2,694,617.29	2,921,483.45	1,980,577	35,754,378	12,855,308	9,169,439	132,535,250	64,456,019	636,958,373	947,950,732	902,631,451

School Worksheet DATA

District	Total Disc.	Proration to the Appropriation	Proration to Veto	Total Proration to Funds Available	Discretionary (Lottery) District Discretionary Funds	Total Instructional Materials Allocation	Dual Enrollment Allocation	Science Lab Materials Allocation	Instructional Materials Allocation (Less science lab and dual enrollment)
1 Alachua	8,828,852		0	0		2,126,858	108,733	32,560	1,985,565
2 Baker	636,238		0	0		369,782	4,622	5,661	359,499
3 Bay	10,610,488		0	0		1,984,113	88,090	30,375	1,865,648
4 Bradford	665,977		0	0		244,037	4,356	3,736	235,945
5 Brevard	18,990,495		0	0		5,668,705	217,949	86,782	5,363,974
6 Broward	94,523,616		0	0		20,612,372	378,779	315,553	19,918,040
7 Calhoun	298,631		0	0		174,180	5,243	2,666	166,271
8 Charlotte	9,179,473		0	0		1,263,725	50,460	19,346	1,193,919
9 Citrus	7,117,632		0	0		1,145,211	12,185	17,532	1,115,494
10 Clay	6,669,222		0	0		2,706,041	45,398	41,427	2,619,216
11 Collier	41,890,806		0	0		3,387,898	71,882	51,865	3,264,151
12 Columbia	1,895,153		0	0		752,270	17,410	11,516	723,344
13 Miami-Dade	84,151,351		0	0		27,260,312	199,967	417,326	26,643,019
14 De Soto	1,087,635		0	0		368,972	13,704	5,649	349,619
15 Dixie	340,154		0	0		157,017	3,698	2,404	150,915
16 Duval	37,720,489		0	0		9,802,325	135,834	150,063	9,516,428
17 Escambia	10,505,711		0	0		3,089,810	50,311	47,302	2,992,197
18 Flagler	5,261,010		0	0		992,794	20,049	15,199	957,546
19 Franklin	1,402,235		0	0		108,169	1,831	1,656	104,682
20 Gadsden	1,076,148		0	0		423,987	1,905	6,491	415,591
21 Gilchrist	462,009		0	0		200,453	11,100	3,069	186,284
22 Glades	392,026		0	0		114,273	888	1,749	111,636
23 Gulf	1,071,130		0	0		147,612	6,450	2,260	138,902
24 Hamilton	516,737		0	0		119,382	1,100	1,828	116,454
25 Hardee	1,076,574		0	0		397,977	7,246	6,093	384,638
26 Hendry	1,270,788		0	0		514,146	4,860	7,871	501,415
27 Hernando	6,219,043		0	0		1,747,473	41,424	26,752	1,679,297
28 Highlands	3,561,268		0	0		913,848	23,699	13,990	876,159
29 Hillsborough	47,567,128		0	0		15,096,228	30,991	231,107	14,834,130
30 Holmes	333,949		0	0		247,314	6,837	3,786	236,691
31 Indian River	9,572,579		0	0		1,354,465	29,687	20,735	1,304,043
32 Jackson	1,151,394		0	0		514,093	10,740	7,870	495,483
33 Jefferson	448,580		0	0		75,738	701	1,159	73,878
34 Lafayette	170,334		0	0		92,887	1,233	1,422	90,232
35 Lake	12,052,744		0	0		3,202,437	84,898	49,026	3,068,513
36 Lee	39,888,870		0	0		6,828,962	69,793	104,544	6,654,625
37 Leon	10,693,975		0	0		2,671,631	41,050	40,900	2,589,681
38 Levy	1,346,870		0	0		418,863	992	6,412	411,459
39 Liberty	179,335		0	0		111,126	1,931	1,701	107,494
40 Madison	479,402		0	0		198,700	2,325	3,042	193,333
41 Manatee	18,050,867		0	0		3,618,325	81,811	55,393	3,481,121
42 Marion	11,023,668		0	0		3,214,087	44,280	49,204	3,120,603
43 Martin	12,621,771		0	0		1,487,303	107,454	22,769	1,357,080
44 Monroe	13,589,166		0	0		624,614	6,995	9,562	608,057
45 Nassau	4,898,456		0	0		859,966	29,492	13,165	817,309
46 Okaloosa	10,330,434		0	0		2,258,158	60,672	34,570	2,162,916
47 Okeechobee	1,176,412		0	0		493,159	4,704	7,550	480,905
48 Orange	59,806,713		0	0		14,787,070	204,578	226,374	14,356,118
49 Osceola	12,274,892		0	0		4,618,551	112,219	70,705	4,435,627
50 Palm Beach	84,930,074		0	0		13,856,931	151,732	212,135	13,493,064
51 Pasco	16,044,135		0	0		4,989,165	97,167	76,379	4,815,619
52 Pinellas	42,132,928		0	0		7,897,397	263,946	120,901	7,512,550
53 Polk	18,526,998		0	0		7,351,775	95,449	112,548	7,143,778
54 Putnam	2,735,549		0	0		834,587	17,921	12,777	803,889
55 St. Johns	13,610,394		0	0		2,609,302	28,390	39,946	2,540,966
56 St. Lucie	11,013,755		0	0		3,224,007	56,278	49,356	3,118,373
57 Santa Rosa	5,891,570		0	0		2,099,633	133,716	32,143	1,933,774
58 Sarasota	29,798,130		0	0		3,150,222	36,973	48,227	3,065,022
59 Seminole	18,012,562		0	0		4,776,580	17,410	73,124	4,686,046
60 Sumter	5,407,350		0	0		599,413	12,988	9,176	577,249
61 Suwannee	1,160,326		0	0		462,568	2,849	7,081	452,638
62 Taylor	903,130		0	0		210,055	6,018	3,216	200,821
63 Union	181,339		0	0		164,831	1,046	2,523	161,262
64 Volusia	17,698,160		0	0		4,723,507	112,889	72,312	4,538,306
65 Wakulla	883,849		0	0		383,256	2,179	5,867	375,210
66 Walton	7,959,509		0	0		607,093	21,387	9,294	576,412
67 Washington	663,263		0	0		267,430	13,356	4,094	249,980
68 Washington Special	-		0	0		11,053	43	169	10,841
69 FAMU Lab School	-		0	0		44,061	1,028	675	42,358
70 FAU Lab School	-		0	0		106,699	30,889	1,633	74,177
71 FAU St. Lucie	-		0	0		106,403	0	1,629	104,774
72 FSU Lab - Broward	-		0	0		50,740	0	777	49,963
73 FSU Lab - Leon	-		0	0		130,919	4,241	2,004	124,674
74 UF Lab School	-		0	0		97,580	11,461	1,494	84,625
75 Virtual School	-		0	0		3,343,287	0	0	3,343,287
Total	902,631,451	0	0	0	0	211,665,913	3,581,912	3,189,197	204,894,804

Revenue Estimate Worksheet Metro Broward District 1 (3509) Metro Grades K-3	Program 112- Grades 4-8	Program 113- Grades 9-12								
111-112-113 ADDITIONAL FUND										
7/30/2013 - 12:03 AM										
Districts	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	ESE LEVEL 1	ESE LEVEL 2	ESE LEVEL 3	
1 Alachua	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
2 Baker	0.9334	947	3,058	6,241	1,062	3,173	6,356	756	2,867	6,050
3 Bay	0.9592	973	3,143	6,414	1,091	3,261	6,532	777	2,946	6,217
4 Bradford	0.9295	943	3,046	6,215	1,058	3,160	6,329	753	2,855	6,025
5 Brevard	0.9818	996	3,217	6,565	1,117	3,338	6,686	795	3,016	6,364
6 Broward	1.0430	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
7 Calhoun	0.9131	927	2,992	6,105	1,039	3,104	6,218	739	2,805	5,918
8 Charlotte	0.9695	984	3,177	6,483	1,103	3,296	6,602	785	2,978	6,284
9 Citrus	0.9345	948	3,062	6,249	1,063	3,177	6,364	757	2,870	6,057
10 Clay	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
11 Collier	1.0089	1,024	3,306	6,746	1,148	3,430	6,870	817	3,099	6,539
12 Columbia	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
13 Miami-Dade	1.0543	1,070	3,455	7,050	1,200	3,584	7,179	854	3,238	6,833
14 DeSoto	0.9369	951	3,070	6,265	1,066	3,185	6,380	759	2,878	6,073
15 Dixie	0.9355	949	3,065	6,255	1,064	3,180	6,370	758	2,874	6,063
16 Duval	0.9794	994	3,209	6,549	1,114	3,330	6,669	793	3,008	6,348
17 Escambia	0.9516	966	3,118	6,363	1,083	3,235	6,480	771	2,923	6,168
18 Flagler	0.9607	975	3,148	6,424	1,093	3,266	6,542	778	2,951	6,227
19 Franklin	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
20 Gadsden	0.9401	954	3,080	6,286	1,070	3,196	6,402	761	2,888	6,093
21 Gilchrist	0.9363	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
22 Glades	0.9611	975	3,149	6,426	1,094	3,267	6,545	778	2,952	6,229
23 Gulf	0.9384	952	3,075	6,275	1,068	3,190	6,390	760	2,882	6,082
24 Hamilton	0.9336	947	3,059	6,243	1,062	3,174	6,357	756	2,868	6,051
25 Hardee	0.9322	946	3,054	6,233	1,061	3,169	6,348	755	2,863	6,042
26 Hendry	0.9536	968	3,125	6,376	1,085	3,242	6,494	772	2,929	6,181
27 Hernando	0.9467	961	3,102	6,330	1,077	3,218	6,447	767	2,908	6,136
28 Highlands	0.9504	964	3,114	6,355	1,081	3,231	6,472	770	2,919	6,160
29 Hillsborough	1.0015	1,016	3,282	6,697	1,139	3,405	6,820	811	3,076	6,491
30 Holmes	0.9327	946	3,056	6,237	1,061	3,171	6,351	755	2,865	6,045
31 Indian River	0.9849	999	3,227	6,586	1,121	3,348	6,707	798	3,025	6,384
32 Jackson	0.9203	934	3,015	6,154	1,047	3,129	6,267	745	2,827	5,965
33 Jefferson	0.9549	969	3,129	6,385	1,086	3,246	6,502	773	2,933	6,189
34 Lafayette	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
35 Lake	0.9595	974	3,144	6,416	1,092	3,262	6,534	777	2,947	6,219
36 Lee	0.9774	992	3,203	6,535	1,112	3,323	6,656	791	3,002	6,335
37 Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
38 Levy	0.9319	946	3,054	6,231	1,060	3,168	6,346	755	2,862	6,040
39 Liberty	0.9284	942	3,042	6,208	1,056	3,156	6,322	752	2,852	6,017
40 Madison	0.9364	950	3,068	6,261	1,065	3,183	6,376	758	2,876	6,069
41 Manatee	0.9967	1,011	3,266	6,664	1,134	3,388	6,787	807	3,062	6,460
42 Marion	0.9483	962	3,107	6,341	1,079	3,224	6,457	768	2,913	6,146
43 Martin	0.9935	1,008	3,255	6,643	1,130	3,378	6,765	805	3,052	6,439
44 Monroe	1.0818	1,098	3,545	7,233	1,231	3,678	7,367	876	3,323	7,012
45 Nassau	0.9498	964	3,112	6,351	1,081	3,229	6,468	769	2,917	6,156
46 Okaloosa	0.9627	977	3,154	6,437	1,095	3,273	6,556	780	2,957	6,240
47 Okeechobee	0.9590	973	3,142	6,412	1,091	3,260	6,530	777	2,946	6,216
48 Orange	1.0003	1,015	3,278	6,689	1,138	3,401	6,812	810	3,073	6,483
49 Osceola	0.9676	982	3,170	6,470	1,101	3,290	6,589	784	2,972	6,272
50 Palm Beach	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
51 Pasco	0.9598	974	3,145	6,418	1,092	3,263	6,536	777	2,948	6,221
52 Pinellas	1.0240	1,039	3,355	6,847	1,165	3,481	6,973	829	3,145	6,637
53 Polk	0.9641	978	3,159	6,446	1,097	3,278	6,565	781	2,961	6,249
54 Putnam	0.9397	954	3,079	6,283	1,069	3,195	6,399	761	2,886	6,091
55 St. Johns	0.9792	994	3,208	6,547	1,114	3,329	6,668	793	3,008	6,347
56 St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
57 Santa Rosa	0.9382	952	3,074	6,273	1,067	3,190	6,389	760	2,882	6,081
58 Sarasota	1.0126	1,028	3,318	6,771	1,152	3,442	6,895	820	3,110	6,563
59 Seminole	0.9943	1,009	3,258	6,648	1,131	3,380	6,771	805	3,054	6,445
60 Sumter	0.9219	936	3,021	6,164	1,049	3,134	6,278	747	2,832	5,975
61 Suwannee	0.9293	943	3,045	6,214	1,057	3,159	6,328	753	2,854	6,023
62 Taylor	0.9499	964	3,112	6,352	1,081	3,229	6,468	769	2,918	6,157
63 Union	0.9314	945	3,052	6,228	1,060	3,166	6,342	754	2,861	6,037
64 Volusia	0.9647	979	3,161	6,451	1,098	3,280	6,569	781	2,963	6,253
65 Wakulla	0.9430	957	3,090	6,305	1,073	3,206	6,421	764	2,897	6,112
66 Walton	0.9372	951	3,071	6,267	1,066	3,186	6,382	759	2,879	6,074
67 Washington	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
68 Washington Special	0.9097	923	2,981	6,083	1,035	3,093	6,195	737	2,794	5,896
69 FAMU Lab School	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
70 FAU Lab School	1.0314	1,047	3,380	6,896	1,173	3,506	7,023	835	3,168	6,685
71 FAU St. Lucie	0.9638	978	3,158	6,444	1,097	3,277	6,563	780	2,960	6,247
72 FSU Lab-Broward	1.043	1,058	3,418	6,974	1,187	3,546	7,102	845	3,204	6,760
73 FSU Lab-Leon	0.9718	986	3,184	6,498	1,106	3,304	6,618	787	2,985	6,299
74 UF Lab School	0.9604	975	3,147	6,422	1,093	3,265	6,540	778	2,950	6,225
75 FI Virtual School	1	1,015	3,277	6,687	1,138	3,400	6,810	810	3,072	6,482

2012-13 Transportation Calculation
Funding Per Student

District	Base Funding			ESE Funding			Total Allocation per ESE Student
	Base Allocation	Adjusted Base Students	Allocation per Base Student	ESE Allocation	Adjusted ESE Students	Allocation per ESE Student	
	-1-	-2-	-3-	-4-	-5-	-6-	
1 Alachua	4,256,103	11,484.60	371	471,048	327.40	1,439	1,810
2 Baker	1,300,769	3,324.63	391	71,466	47.05	1,519	1,910
3 Bay	3,429,534	9,700.74	354	613,144	446.73	1,373	1,727
4 Bradford	627,343	1,658.67	378	68,354	46.55	1,468	1,846
5 Brevard	9,897,779	28,589.04	346	1,150,752	856.16	1,344	1,690
6 Broward	27,384,412	79,556.20	344	3,196,098	2,391.68	1,336	1,680
7 Calhoun	377,981	1,047.56	361	42,129	30.07	1,401	1,762
8 Charlotte	2,702,894	7,440.80	363	548,656	389.05	1,410	1,773
9 Citrus	3,543,216	9,591.68	369	265,921	185.42	1,434	1,803
10 Clay	5,207,374	14,257.50	365	1,406,862	992.18	1,418	1,783
11 Collier	6,563,480	18,521.17	354	587,018	426.68	1,376	1,730
12 Columbia	1,725,031	4,574.14	377	281,310	192.14	1,464	1,841
13 Miami-Dade	20,044,506	60,835.04	329	4,634,189	3,622.80	1,279	1,608
14 DeSoto	629,515	1,687.26	373	112,563	77.71	1,449	1,822
15 Dixie	534,739	1,390.00	385	29,869	20.00	1,493	1,878
16 Duval	13,632,491	40,778.41	334	3,421,684	2,636.37	1,298	1,632
17 Escambia	8,299,086	23,703.31	350	1,462,996	1,076.30	1,359	1,709
18 Flagler	3,326,929	8,545.88	389	407,985	269.94	1,511	1,900
19 Franklin	339,272	900.55	377	8,378	5.73	1,462	1,839
20 Gadsden	1,301,551	3,480.31	374	303,947	209.35	1,452	1,826
21 Gilchrist	502,968	1,291.30	390	54,889	36.30	1,512	1,902
22 Glades	192,870	510.00	378	11,744	8.00	1,468	1,846
23 Gulf	329,339	903.02	365	29,738	21.00	1,416	1,781
24 Hamilton	278,334	769.31	362	15,676	11.16	1,405	1,767
25 Hardee	874,957	2,298.00	381	85,733	58.00	1,478	1,859
26 Hendry	1,273,535	3,465.62	367	102,539	71.87	1,427	1,794
27 Hernando	4,323,113	11,567.36	374	126,101	86.91	1,451	1,825
28 Highlands	2,081,144	5,863.89	355	350,458	254.35	1,378	1,733
29 Hillsborough	29,054,281	80,701.84	360	5,865,440	4,196.49	1,398	1,758
30 Holmes	665,057	1,785.00	373	10,123	7.00	1,446	1,819
31 Indian River	3,408,680	8,938.22	381	343,325	231.89	1,481	1,862
32 Jackson	1,344,783	3,596.85	374	250,057	172.27	1,452	1,826
33 Jefferson	268,283	697.24	385	23,898	16.00	1,494	1,879
34 Lafayette	191,852	496.00	387	0	0.00	0	387
35 Lake	6,299,024	17,668.74	357	1,273,651	920.23	1,384	1,741
36 Lee	16,997,521	48,733.60	349	2,629,088	1,941.60	1,354	1,703
37 Leon	4,201,970	11,997.65	350	1,116,248	820.95	1,360	1,710
38 Levy	1,276,903	3,242.92	394	190,966	124.92	1,529	1,923
39 Liberty	248,545	623.51	399	29,681	19.18	1,547	1,946
40 Madison	501,848	1,410.00	356	5,528	4.00	1,382	1,738
41 Manatee	5,628,097	15,488.25	363	906,314	642.44	1,411	1,774
42 Marion	8,386,423	21,978.77	382	1,449,483	978.48	1,481	1,863
43 Martin	3,110,539	8,068.52	386	332,743	222.32	1,497	1,883
44 Monroe	1,048,742	2,917.53	359	123,841	88.74	1,396	1,755
45 Nassau	2,451,030	6,125.66	400	275,765	177.52	1,553	1,953
46 Okaloosa	4,690,064	13,473.81	348	883,611	653.86	1,351	1,699
47 Okeechobee	1,455,522	3,811.45	382	135,151	91.16	1,483	1,865
48 Orange	22,592,426	65,040.31	347	1,924,265	1,426.91	1,349	1,696
49 Osceola	8,441,308	23,348.14	362	1,335,076	951.18	1,404	1,766
50 Palm Beach	20,354,912	56,179.59	362	4,048,931	2,878.47	1,407	1,769
51 Pasco	13,024,476	34,954.23	373	1,833,798	1,267.66	1,447	1,820
52 Pinellas	10,906,904	32,019.83	341	2,630,259	1,988.97	1,322	1,663
53 Polk	17,957,704	48,323.53	372	2,843,978	1,971.27	1,443	1,815
54 Putnam	2,324,210	6,194.78	375	69,509	47.72	1,457	1,832
55 St. Johns	6,967,047	17,556.08	397	713,423	463.06	1,541	1,938
56 St. Lucie	8,226,012	23,571.80	349	1,176,330	868.25	1,355	1,704
57 Santa Rosa	5,124,841	14,123.59	363	383,480	272.22	1,409	1,772
58 Sarasota	5,483,156	15,837.31	346	636,003	473.17	1,344	1,690
59 Seminole	9,941,979	28,367.21	350	605,200	444.79	1,361	1,711
60 Sumter	975,394	2,745.71	355	138,501	100.42	1,379	1,734
61 Suwannee	1,304,346	3,356.60	389	115,561	76.60	1,509	1,898
62 Taylor	571,011	1,563.79	365	89,648	63.24	1,418	1,783
63 Union	445,136	1,208.00	368	34,332	24.00	1,431	1,799
64 Volusia	9,528,847	24,938.85	382	964,659	650.31	1,483	1,865
65 Wakulla	1,938,558	4,528.16	428	27,240	16.39	1,662	2,090
66 Walton	1,738,656	4,535.41	383	109,328	73.46	1,488	1,871
67 Washington	786,200	2,094.27	375	36,102	24.77	1,457	1,832
State	364,842,552	1,019,978.74	358	55,421,783	40,188.81	1,379	1,737

Revenue Estimate Worksheet for Florida High School for Accelerated Learning - Metro Broward, School II Based on Unweighted FTE

Based on the First Calculation of the FEFP 2012-13

School District:

Broward

1. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential: 1.0238

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2011-12 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	0.00	1.000	0.0000	\$ -
111 Basic K-3 with ESE Services	0.00	1.000	0.0000	\$ -
102 Basic 4-8	0.00	1.000	0.0000	\$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12	0.00	1.000	0.0000	\$ -
113 Basic 9-12 with ESE Services	0.00	1.000	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)	0.00	1.000	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)	0.00	1.000	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)	0.00	1.000	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)	0.00	1.000	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)	0.00	1.000	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)	0.00	1.000	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.000	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.000	0.0000	\$ -
130 ESOL (Grade Level 9-12)	0.00	1.000	0.0000	\$ -
300 Career Education (Grades 9-12)	0.00	1.000	0.0000	\$ -
Totals	0.00		0.0000	\$ -

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	252	\$ 3,418	\$ -
from 111,112, & 113 by grade and		PK-3	253	\$ 6,974	\$ -
matrix level. Students who do not		4-8	251	\$ 1,187	\$ -
have a matrix level should be		4-8	252	\$ 3,546	\$ -
considered 251. This total should		4-8	253	\$ 7,102	\$ -
equal all FTE from programs 111, 112		9-12	251	\$ 845	\$ -
& 113 above.		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	0.00			Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 53,022,979

divided by district FTE

261,099.63

Per Student

\$ 203

(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 \$ -

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	0.0000		1.0238	1321.29	=	0
4-8	0.0000		1.0238	901.25	=	0
9-12	0.0000		1.0238	903.43	=	0
Total *	0.0000			Total Class Size Reduction Funds		\$ -

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>0.0000</u>	by district's WFTE:	<u>284,774.41</u>		
to obtain school's WFTE share.				0.0000%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>0.00</u>	by district's UFTE:	<u>261,099.63</u>		
to obtain school's UFTE share.				0.0000%	
7. Other FEEP (WFTE share)		<u>6,003,813</u>	x	0.0000%	\$ -
Applicable to all Charter Schools:					
Declining Enrollment	0				
Sparsity Supplement	0				
Program Related Requirements:					
Safe Schools	6,003,813				
Lab School Discretionary	0				
8. Discretionary Local Effort (WFTE share)		<u>94,523,616</u>	x	0.0000%	\$ -
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)		<u>0</u>	x	0.0000%	\$ -
.250 mills (UFTE share)		<u>0</u>	x	0.0000%	\$ -
10. Proration to Funds Available (WFTE share)		<u>0</u>	x	0.0000%	\$ -
11. Discretionary Lottery (WFTE share)		<u>0</u>	x	0.0000%	\$ -
12. Instructional Materials Allocation (UFTE share)		<u>19,918,040</u>	x	0.0000%	\$ -
Science Laboratory Materials		<u>315,553</u>	x	0.0000%	\$ -
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation					
Enter All Riders	<u>0.00</u>	x	344	\$	-
Enter ESE Student Riders		x	1,336	\$	-
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation					
16. Performance Pay Plan					
Total Funding for Calculating the Administrative fee of Charters with More Than 75% ESE Students.					<u>\$ -</u>

NOTES:

This tab of the worksheet is Set up to show estimated funding based on Unweighted FTE for charter schools with ESE populations of more that 75% so that the proper administrative fee can be estimated. It should not be necessary to enter data on this page.



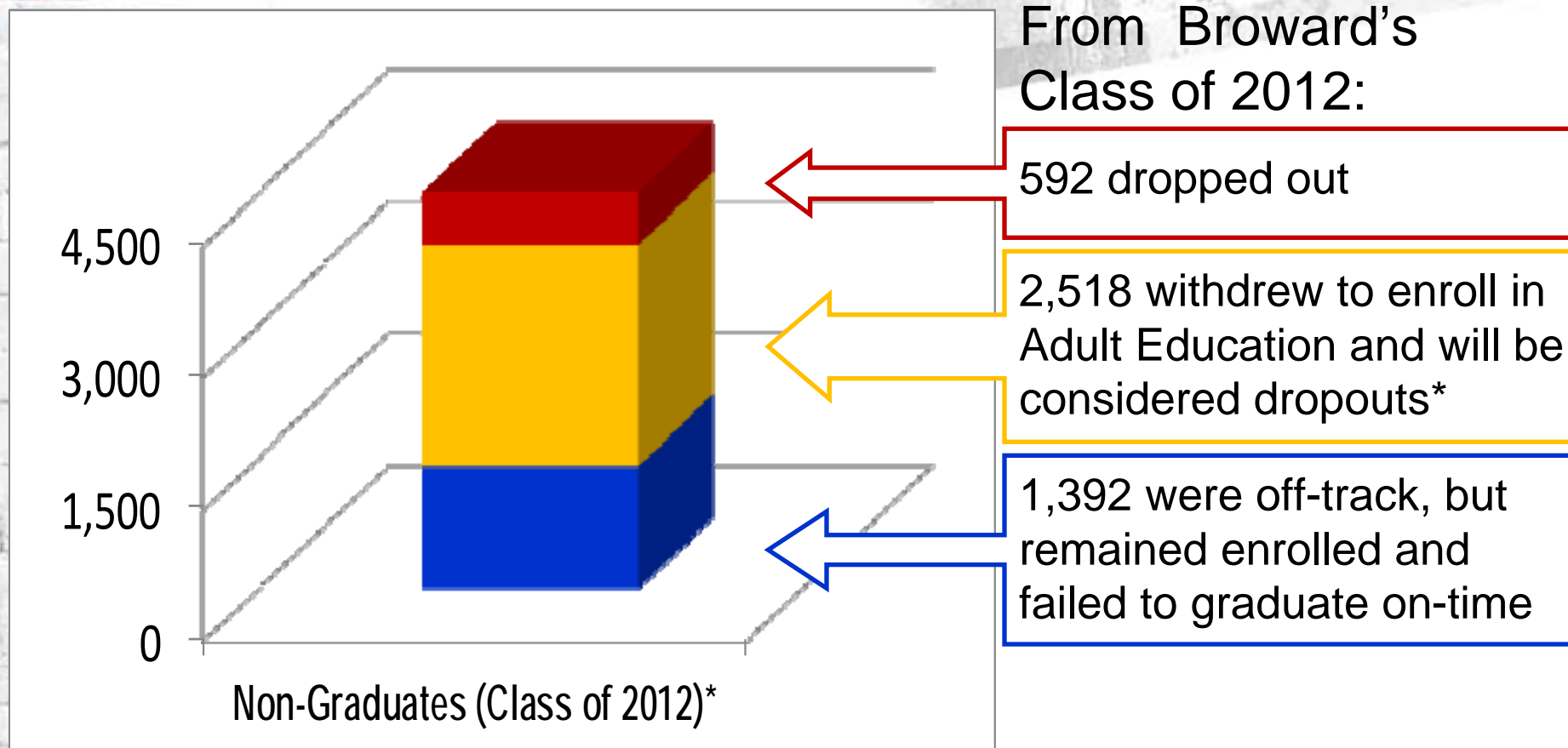
Target Population:
Broward County Needs an
Expanded Program to Serve Dropouts and
At-Risk Students

July 2013

High School Students At-Risk of Dropping Out

- **18,463 BCPS students (49%) in the 9th and 10th grades scored at Level I or II on FCAT 2.0 Reading in 2012-13.**
- **12,086 BCPS students (35%) did not meet state standard on Algebra I EOC and Geometry EOC Assessments in 2012-13.**
- **2,389 BCPS students in the 9th, 10th, 11th and 12th grades were repeating a grade in 2012-13.**
- **4,502 students from the Class of 2012 dropped out, did not graduate on time or transferred to an Adult Education program resulting in a district graduation rate of 76%.**

4,502 Students from a Single Graduating Class Need an Alternative to Adult Education or Regular Classrooms



* The Federal Uniform Rate method requires counting those students who enter 9th Grade after 8/1/08 and who later transfer to Adult Education as dropouts.



BCPS At-Risk Students and Dropouts to be Served

The Expanded Program will provide a Dropout Prevention and Recovery program for:

- Students who are low-performing and at risk of dropping out, and
- Students who have already dropped out of high school.

1011.61 Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

(1) A “full-time equivalent student” in each program of the district is defined in terms of full-time students and part-time students as follows:

(a) A “full-time student” is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for:

1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program;

2. Instruction in a double-session school or a school utilizing an experimental school calendar approved by the Department of Education, comprising not less than the equivalent of 810 net hours in grades 4 through 12 or not less than 630 net hours in kindergarten through grade 3; or

3. Instruction comprising the appropriate number of net hours set forth in subparagraph 1. or subparagraph 2. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

(b) A “part-time student” is a student on the active membership roll of a school program or combination of school programs listed in s. 1011.62(1)(c) who is less than a full-time student.

(c)1. A “full-time equivalent student” is:

a. A full-time student in any one of the programs listed in s. 1011.62(1)(c); or

b. A combination of full-time or part-time students in any one of the programs listed in s. 1011.62(1)(c) which is the equivalent of one full-time student based on the following calculations:

(I) A full-time student, except a postsecondary or adult student or a senior high school student enrolled in adult education when such courses are required for high school graduation, in a combination of programs listed in s. 1011.62(1)(c) shall be a fraction of a full-time equivalent membership in each special program equal to the number of net hours per school year for which he or she is a member, divided by the appropriate number of hours set forth in subparagraph (a)1. or subparagraph (a)2. The difference between that fraction or sum of fractions and the maximum value as set forth in subsection (4) for each full-time student is presumed to be the balance of the student’s time not spent in such special education programs and shall be recorded as time in the appropriate basic program.

(II) A prekindergarten handicapped student shall meet the requirements specified for kindergarten

students.

(III) A full-time equivalent student for students in kindergarten through grade 5 in a school district virtual instruction program under s. 1002.45 shall consist of a student who has successfully completed a basic program listed in s. 1011.62(1)(c)1.a. or b., and who is promoted to a higher grade level.

(IV) A full-time equivalent student for students in grades 6 through 12 in a school district virtual instruction program under s. 1002.45(1)(b)1. and 2. shall consist of six full credit completions in programs listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions can be a combination of either full credits or half credits.

(V) A Florida Virtual School full-time equivalent student shall consist of six full credit completions in the programs listed in s. 1011.62(1)(c)1.b. for grades 6 through 8 and the programs listed in s. 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions can be a combination of either full credits or half credits.

(VI) Each successfully completed credit earned under the alternative high school course credit requirements authorized in s. 1002.375, which is not reported as a portion of the 900 net hours of instruction pursuant to subparagraph (1)(a)1., shall be calculated as 1/6 FTE.

2. A student in membership in a program scheduled for more or less than 180 school days or the equivalent on an hourly basis as specified by rules of the State Board of Education is a fraction of a full-time equivalent membership equal to the number of instructional hours in membership divided by the appropriate number of hours set forth in subparagraph (a)1.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to students enrolled in juvenile justice education programs and the Florida Virtual School.

The department shall determine and implement an equitable method of equivalent funding for experimental schools and for schools operating under emergency conditions, which schools have been approved by the department to operate for less than the minimum school day.

(2) A “full-time equivalent student” is a student in grades 4 through 8 who is participating in a student-teacher adviser program conducted during homeroom period, who is a fraction of a full-time equivalent membership based on net hours in the program, with a maximum of 36 net hours in any fiscal year. Each district program shall be approved by the Department of Education.

(3) For the purpose of calculating the “current operation program,” a student is in membership until he or she withdraws or until the close of the 11th consecutive school day of his or her absence, whichever comes first.

(4) The maximum value for funding a student in kindergarten through grade 12 or in a prekindergarten program for exceptional children as provided in s. 1003.21(1)(e), except for a student as set forth in sub-sub-subparagraph (1)(c)1.b.(I), is one full-time equivalent student membership for a school year or equivalent.

(5) The “Florida Education Finance Program” includes all programs and costs as provided in s. 1011.62.

(6) “Basic programs” include, but are not limited to, language arts, mathematics, art, music, physical education, science, and social studies.

History.—s. 654, ch. 2002-387; s. 20, ch. 2003-391; s. 6, ch. 2008-147; s. 2, ch. 2008-174; s. 28, ch. 2009-59.

Florida High School for Accelerated Learning Broward County 2013-2014 School Calendar

August 2013						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2013						
M	T	W	T	F	S	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2013						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2013						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2013						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2014						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2014						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		




March 2014						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
18	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2014						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2014						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2014						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2014						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

-  Beginning & End of 205 day Calendar
-  Staff PD/Training - Students Off
-  Holiday – Schools Closed

Assistant Principal Charter School

Position Title:	Assistant Principal	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

JOB PURPOSE:

The Assistant Principal is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

PRIMARY RESPONSIBILITIES:

- Uphold school mission and vision.
 - Encourage an environment of student success, including a focus on success after graduation
 - Maintain direct and indirect student contact to monitor progress and academic success
 - Monitor graduation rates, postsecondary enrollment, post-graduation employment, and additional training or military enlistments

Evaluation Criteria

- Progress Monitoring Logs reviewed and approved weekly with applicable feedback to Teachers
 - Agendas and notes of bi-weekly data analysis meetings with staff
 - Graduation Checklist completed for every senior
 - *My Success*® monitored for completion of postsecondary information
 - School Dashboard monitored for postsecondary, graduates, courses passed, and credits earned fields
 - Contact by Staff Log indicates evidence of maintaining contact with students upon graduation and monitoring and tracking their intended postsecondary paths
 - School mission and vision posters in every classroom
 - Student progress and success are recognized, e.g., classroom certificates, firesigns, incentive initiatives
- Assist Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the Standard Operating Model.

Evaluation Criteria

 - Completed Orientation Checklists for each student is in academic folder
 - Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
 - Observation and review of documentation indicate that all staff follow Standard Operating Model as evidenced by school walkthroughs, surveys, reports
 - Completed Classroom Management Plans reviewed and signed
 - Oversee all aspects of the core academic program to include, but not be limited to:
 - Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments
 - Development of Individual Success Plans (ISP)
 - Ensure student academic records are accurate and up to date

- On-going individual student academic advising
- Student preparation and staff administration of all standardized assessments
- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

Evaluation Criteria

- Correct issues identified in monthly academic reports, walkthroughs, audit of student academic records, and observations
- Course Completion Checklists reviewed and signed
- Complete and up-to-date student Academic Folders
- Complete and up-to-date ESE and ESOL compliance documentation
- Schedule of test preparation for students, e.g., state assessments, college admission exams, district benchmarks
- Evidence of adherence to district and state assessment administration protocol
- 100% of enrolled students have completed and current ISP
- Completes tasks assigned in Standard Operating Model

- Serve as primary building administrator in the absence of the Principal.

Evaluation Criteria

- Successful completion of duties assigned by Principal to be performed in his/her absence
- Observed leadership provided as necessary to ensure normal day-to-day educational and operational activities
- An administrator is on duty at all times when students are in the building

- Assist Principal in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Evaluation Criteria

- Meets or exceeds FTE enrollment goals
- Meets or exceeds established student attendance goals
- Meets or exceeds established student retention goals

- Assist the Principal in recruiting and hiring highly-qualified instructional staff.

Evaluation Criteria

- All instructional staff possess the required certifications and endorsements
- School is staffed appropriately to meet all instructional needs
- Follows company's marketing and hiring protocols

- Supervise and retain highly-qualified instructional staff.

Evaluation Criteria

- Retention rates meet or exceed agreed upon percentage for instructional staff
- Attendance percentages meet or exceed 90% for instructional staff
- Certification data base is accurate and up to date for all instructional staff
- Instructional staff has required certifications or endorsements, e.g., reading, ESOL
- Schedule of observations and walkthroughs with data entered into observation tool meets minimum requirements

- Ensure instructional staff meets expectations for performance, accountability and adherence to company policies and procedures.

Evaluation Criteria

- Instructional staff follow policies and procedures as evidenced by walkthroughs and observations of established protocols
- Evidence of prescribed use of adopted teacher observation and feedback tools to include formal and informal classroom observations and walkthroughs – Review of Teacher Evaluation protocols and instruments

- Evidence of frequent and appropriate use of performance data to include instructional software reports, Student Tracking and Academic Reporting System (STARS) reports, Daily Dashboard and standardized assessments to monitor continuous academic progress and/or growth
- Progress Monitoring Logs document evidence of frequent and appropriate use of performance data by staff to inform instruction
- Appropriate completion of growth plans when expectations are not met and improvement is needed in specific areas
- Appropriate completion of counseling forms when immediate action is required by the employee to correct a performance issue
- Follows progressive discipline timelines and protocols
- Lead all professional development initiatives relating, but not limited, to:
 - Academic advising
 - Academic interventions and strategies
 - Standardized assessments
 - Progress monitoring
 - Classroom management
 - Analysis and effective use of school and individual student performance data
 - Professional development initiatives identified in the School Improvement Plan

Evaluation Criteria

- Completed New Hire checklists show that new hires have received all required training
- Individual Professional Development Plan (IPDP) on file for all instructional staff according to established timelines
- School Professional Development Plan and calendar show evidence of ongoing training based on needs assessment and data analysis
- Timelines met for submitting professional development schedules, sign ins, or other training documentation to Principal
- Successful completion of all professional development initiatives identified in the School Improvement Plan
- Completion of all state mandated training for instructional staff
- Learning Management System (LMS) reports indicate all training is current and recorded
- Professional Development evaluation data analysis
- Completed professional development tasks assigned in Standard Operating Model
- Serve, if assigned by Principal, as the charter school governing board's representative (position required in Florida Statute 1002.33(7)(d)1) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. Attendance at all public meetings of the board is required for this position.
- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders
- Knowledge of and ability to work in a technology rich environment

- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint and Outlook

JOB REQUIREMENTS AND PREREQUISITES:

- Possession of or ability to obtain within 18 months of hire date the required state administrative certification
- Possession of or ability to obtain within 18 months of hire date a master's degree in Education, Educational Leadership, Curriculum and Instruction or a related educational field from an accredited college or university
- Possession of a valid state teaching certificate is desired if working towards administrative certification
- Two years of paid, professional experience working with at-risk youth is preferred
- One year of paid, professional experience in a position of providing instructional/supervisory leadership is preferred

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

Career Coach Charter School

Position Title:	Career Coach	Position Length	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full time, 12 months, 1 week off during the summer	FLSA Status:	Exempt
Apply To:		Location Position:	N/A

JOB PURPOSE:

The Career Coach supports the school's mission to ensure that every student graduates high school with an appropriate postsecondary plan. This position is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; and job placement. The Career Coach secures and disseminates resources that assist students through the process of postsecondary exploration, application, and selection. The Career Coach works closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a postsecondary pathway.

PRIMARY RESPONSIBILITIES:

- Assist with student orientation process.

Evaluation Criteria

- Orientation Checklist is completed for all activities or lessons for which Career Coach is responsible

- Coordinate postsecondary readiness, preparation and transition activities.

Evaluation Criteria

- Audit of Individual Graduation Plans (IGP) - all students have a completed postsecondary section
- Bridges/Choices portfolio – 100% of students have a completed portfolio and understand the features and benefits
- Armed Services Vocational Aptitude Battery (ASVAB) scheduled twice annually
- Postsecondary test preparation opportunities for students - schedule and documentation of activities
- Applications for postsecondary tests are available in the College and Career Center
- Meets or exceeds goals for students transitioning to established postsecondary pathway
- Documentation that students have met with Career Coach individually or in small groups to review results of postsecondary and career assessments
- Evidence that *My Success*© is used to communicate postsecondary and career opportunities to students (e.g., guest speakers, college recruiters, job fairs, etc.)

- Monitor students' postsecondary transition progress and *My Success*©, document and record all postsecondary activity.

Evaluation Criteria

- Evidence that students have entered postsecondary information (career interest and postsecondary path) in *My Success*©
- Career Coach follows all pertinent policies and procedures
- Evidence that all students' Individual Transition Plans are maintained and completed according to policy and procedures
- Student services reports are accurate, complete, and meet established deadlines

- Manage the College and Career Center and its activities.

Evaluation Criteria

- College and Career Center meets standards established in the College and Career Center protocol (i.e., purpose, description, load list)
- Evidence that all students have received a tour of the College and Career Center
- Career and postsecondary materials and information are easily accessible to students

- College and Career Center meets standards for orderliness and appearance
- Inventory of College and Career Center equipment and materials maintained
- Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.
Evaluation Criteria
 - Meet or exceed goals for student work experience, internship, and employment hours for which credit may be received
 - Evidence that an approved, accurate, up-to-date tracking system is in place for all students involved in experiential learning
 - Career Coach adheres to company policy regarding maintenance of experiential learning data and submission of required reports
- Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.
Evaluation Criteria
 - Schedule and documentation of lessons to students on job readiness skills
 - Students can articulate skills and qualities required for postsecondary and career success
 - Choices / Bridges – 100% of students completed required assessments and have had results reviewed
 - Documentation confirming partnerships (e.g., workforce board, businesses, Chamber of Commerce, local employers, vocational technical institutions, etc.)
- Organize employment and postsecondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)
Evaluation Criteria
 - Schedule of school year events posted on school calendar in Student Tracking and Academic Reporting System (STARS) and regularly communicated to staff, parents, and students
 - Documentation of student attendance at college and career events
 - Documentation of student and/or family member attendance at employment/postsecondary functions
 - Meets or exceeds goals established for onsite employment/postsecondary functions
 - Documentation of student attendance at college and career events
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
Evaluation Criteria
 - School meets or exceeds FTE enrollment goals
- Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of career and occupational resources, trends and opportunities
- Knowledge of college entrance and admissions requirements and procedures, financial aid requirements
- Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary
- Ability to communicate effectively both orally and in writing
- Knowledge of job readiness skills
- Ability to organize, maintain, and operate a high school Career Center
- Ability to provide specialized assistance and information concerning career planning and college entrance to students, families, staff, and community agencies
- Ability to establish and maintain cooperative and effective working relationships
- Ability to meet schedules and timelines
- Ability to analyze career and postsecondary assessments and inventories and provide career and college advisement
- Skilled in use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint, and Outlook

JOB REQUIREMENTS AND PREREQUISITES:

- Bachelors Degree required
- Valid driver's license required
- Appropriate certification required
- Effective oral and written communication skills required
- Demonstrated computer literacy
- Master's Degree preferred
- Two years of paid, professional experience coaching high school students in career and postsecondary options
- Previous experience working with low-performing and over-age youth preferred
- Bilingual preferred

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Data Specialist Charter School

Position Title:	Data Specialist	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

Job Purpose:

The Data Specialist is responsible for managing student records processes and data, which include obtaining records from the district, organizing cumulative records, and recording all required information in the Student Information System (SIS) and in the District's Management Information System (MIS).

PRIMARY RESPONSIBILITIES:

- Request and organize student records from previous schools, ensuring that all necessary paperwork and documentation have been collected and recorded.
Evaluation Criteria
 - Audit of student files indicates transcripts being ordered, received, copied, and filed in a timely manner
 - Audit of student files indicates Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) records ordered, as applicable
- Effectively monitor the creation of new student records in both the SIS and the MIS.
Evaluation Criteria
 - Reconciliation of STARS and MIS reports indicates data are updated the SIS and MIS in an accurate, timely manner
 - STARS reports indicate complete and updated entries of pre/ post data in the SIS, academic/ graduation plans, all test scores, and applicable fields – 100% completion of data fields
- Effectively collaborate with School District staff to ensure all school data are accurate, and reports are generated and received on-time.
Evaluation Criteria
 - Demonstrated ability to generate accurate, required state and district reports according to set schedule
- Work directly with Principal to ensure that all school records are accurate, and work with school staff or School District staff to resolve any differences.
Evaluation Criteria
 - Participate in state, district, and internal audits
 - Balance enrollment / attendance data at the end of each day in the SIS and in the MIS – 100% reconciliation of data
 - Work in a professional manner with District staff when requesting MIS assistance
 - Adherence to the procedures and policies in the Standard Operating Model

- Accurately report all student information so that the school receives the appropriate amount of funding and support.

Evaluation Criteria

- Audit prior to and during the FTE survey windows ensures all error reports are reviewed and processed, including class sizes and full-time course schedules on all students
- Documentation of participation in all applicable district training sessions relevant to job duties

- Maintain a professional relationship with staff, students, their parents, and school district personnel in accordance with company policies and procedures.

Evaluation Criteria

- Observation of phone calls answered and returned in a timely, professional manner
- Observation of consistently exhibited high standards of professional conduct
- Observation of collaboration and assistance with documents related to transcripts/ records

- Follow up on requests for student withdrawals/ transfer while providing all information needed according to required school documents.

Evaluation Criteria

- Audit indicates timely monitoring and processing of student withdraws in the SIS and in the MIS
- Provide evidence of follow up on withdrawn students noting next school of record and applicable withdrawal reasons – 100% if withdrawn students have documentation in STARS and MIS of applicable withdrawal reasons

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Evaluation Criteria

- School meets or exceeds FTE enrollment goals

- Effectively perform all other duties as assigned and necessary in order for the school and company to achieve its enrollment and attendance goals.

Evaluation Criteria

- Meets contractual enrollment and meets or exceeds attendance goals

Job Requirements and Prerequisites:

- High school diploma/ GED is required.
- Computer literate.
- Bachelor's degree in Education from an accredited college or university is preferred.
- Ability to communicate effectively both orally and in writing
- Bilingual in local area languages is as plus.
- Previous experience in school registration office and working with at-risk youth is preferred.

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Enrollment Specialist Charter School

Position Title:	Enrollment Specialist	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

JOB PURPOSE:

The Enrollment Specialist will be responsible for assisting with student recruitment, conducting student/parent orientation sessions, processing required paperwork, effectively communicating with the enrollment generator and the District Charter School Office (as applicable), coordinating presentations at feeder schools to potential students / parents and working with the Principal to ensure the school is meeting or exceeding the contractual enrollment goal.

PRIMARY RESPONSIBILITIES:

- Student recruitment
Evaluation Criteria
 - Meets or exceeds the FTE enrollment goal
 - Participates in community functions for purposes of student recruitment
 - Develops partnerships and communicates with feeder school administrators and guidance counselors

- Conduct orientation sessions with parents and students in accordance with company policy and procedures.
Evaluation Criteria
 - Schedule of hosted enrollment sessions
 - Updated and maintained Quick Base / Student Information System (SIS)
 - Audit of enrollment packets indicates all information completed by parent(s)/student and includes completed E-Rate Forms
 - Follow up on pending/ enrolled students – 93% or greater pending to enrollment conversion
 - Follow up on withdrawn students – 100% of withdrawn students have documentation of an applicable withdrawal reason posted in STARS and MIS
 - Ensure an ample supply of Enrollment Packets are available at all times
 - Communicate with the principal on the need for marketing materials
 - Upon enrollment, order cumulative file and submit an official records request to other schools/ programs as applicable

- Accurately convey the expectations and requirements of the company to students, parents, and other stakeholders.
Evaluation Criteria

- Observed utilization of the “Talking Points” document to discuss the benefits of the program to all during orientation/ school tour
- Effectively manage the flow of information while maintaining accurate enrollment files in an efficient manner
 - Audit of student files reveals copied enrollment paperwork in the applicable office/s
 - Student folders are forwarded to the Data Specialist in an organized manner
 - Evidence of printed test tickets on new students, as applicable
 - Communicates with the Principal and Orientation Teacher noting number of new enrollees
 - Evidence of understanding the relation of revenue for ESE, ESOL and transportation funding on qualified students
- Demonstrate the ability to use all necessary resources effectively.
 - Participates and complies in state, district, and internal audits Utilizes SIS and MIS reports to ensure all fields, data, and enrollment numbers are balanced each day – Audit to ensure reconciliation of STARS and MIS data fields
 - Assigns home room placement upon enrollment – 100% of enrolled students have assigned home room
 - Contacts home schools to remove students from the MIS that are enrolling in the program – 100% of students enrolled in STARS are assigned to school in MIS
 - Assists with state/ district reporting requirements as deemed necessary
 - Inform the Assistant Principal/ Family Support Specialist with information requested for parents/ students regarding dual enrollment, housing, child care, Social Security Administration documents, housing documents or other applicable agencies as observed or requested during the admissions process
 - Assesses the needs of incoming students and follows up accordingly
 - Conduct a lottery drawing, in conjunction with the principal, for new enrollees as applicable
 - Ensure familiarity with surrounding public transportation routes to the school
 - Adherence to the procedures and policies in the Standard Operating Model
- Identify the appropriate training and professional development needs of the educational staff relating to new student orientation enrollment compliance.
 - Documentation and sign in sheets to review training on enrollment was provided during professional development
 - Documentation of participation in all applicable district training sessions relevant to job duties
- Develops a positive, welcoming and caring climate in the Enrollment Office.
 - Observation of phone calls answered and returned in a timely, professional manner
 - Greets all incoming students, families and guests respectfully and professionally
 - Observation of consistently exhibited high standards of professional conduct
- Effectively perform all other duties as assigned and necessary in order for the school and company to achieve its enrollment and attendance goals.

Evaluation Criteria

- Meets contractual enrollment and meets or exceeds attendance goals

Job Requirements and Prerequisites:

- Associates Degree required, Bachelor's degree in Education is preferred
- Computer literate
- Effectively communicate both orally and in writing
- Bilingual in local area languages is as plus
- Understanding and prior use of the District's MIS is as plus
- Previous experience in school registration office and working with at-risk youth is preferred
- Flexibility in weekly schedule

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Exceptional Student Education (ESE) Teacher Charter School

Position Title:	ESE Teacher	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Assistant Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 4 weeks off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

Job Purpose:

The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Graduation Plan (IGP) and Individual Educational Plan (IEP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model, with the ESE teacher acting in a supportive and instructional role. The ESE teacher collaborates with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met. The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies.

Primary Responsibilities:

- Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specified IEP objectives.

Evaluation Criteria:

- Observation of instructional best practices and modifications for special education students
- Adherence to Standard Operating Model
- Observation of effective classroom management
- Documentation of analysis of student diagnostic and performance data
- Calendar and schedule indicate regular delivery of small group intervention instruction
- Sign in sheets documenting furnishing data-driven professional development to staff members
- Documentation of attendance in District, State, or National professional development for special educators
- Contact By Staff Log and Progress Monitoring Log indicate communication and collaboration with peers, students, parents, and school stakeholders
- FLDOE data indicating increases in student state assessment scores – 80% of ESE students who take state assessments will show an increase in scores
- Student records are current and in compliance with required progress monitoring and IEP records and meetings – 100% of student records are current and in compliance
- Documentation indicates facilitative leadership in the RtI process
- Progress Monitoring Log indicates timely reporting of students in need of academic support or intervention through the RtI process
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.

Evaluation Criteria:

- Observation of ability to effectively assist students in using strategies in their assigned subject area(s)
 - Observation of the use of a variety of instructional techniques and interventions to effectively support the special education students in the advisory classroom at all levels
 - Documentation indicating the ability to evaluate and assess academic needs of ESE students – IEP Notes and Progress Monitoring Logs
 - Observation of ability to intervene and conduct data-driven small group intensive interventions for reading, math and/or subject area(s)
 - Observation and documentation of the ability to provide differentiated instruction and strategies based on student data – IEP Notes and Progress Monitoring Logs
 - Progress Monitoring Logs and academic planning meeting notes indicate consultation and collaboration with advisory teachers and other staff members on strategies, modifications, and activities that can assist student to increase achievement in assigned subject area(s)
 - Students can relate ESE Teacher's high expectations for student improvement and success
 - Progress Monitoring Log indicates timely reporting of students in need of academic support or intervention in accordance with the RtI model
 - Sign in sheets documenting participation in professional development focused on the art and science of teaching
 - Adherence to instructional practices within Standard Operating Model
- Act as counselor, advisor, facilitator, advocate, and coach to support, mentor and guide the ESE students through their IGP and IEP.

Evaluation Criteria:

- Contact By Staff Log and observed interactions demonstrate the ability to effectively communicate and interact positively with students, peers, and parents
 - Adherence and compliance to all aspects of the ESE student's IEP – Observation, IEP notes, and Progress Monitoring Logs
 - Progress Monitoring Logs document collaboration with staff members to support IEP goals
 - Adherence to instructional practices within Standard Operating Model
 - Contact By Staff Logs reflect regular contact with student and parents as aligned with company goals and expectations
- Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.

Evaluation Criteria:

- Audit of student records indicates adherence to company's policies for attendance and behavioral record keeping – 100% of student records are in compliance
 - Documentation of accurate and up to date progress monitoring data, student records, IEPs, and required meetings – Audit indicates 100% compliance
 - Progress Monitoring Logs indicate adherence to state, district, and company's policies for progress monitoring of students
 - Student results of District or State assessments disaggregated and communicated to staff
 - Sign in sheets documenting staff development on interpreting assessment results and instructional implications for ESE students
 - Up to date student records documenting adherence to state, district, and company's policies for record keeping
 - Adherence to instructional practices within Standard Operating Model
 - Records audit indicates collaboration with school staff to ensure all records are in compliance
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.

Evaluation Criteria:

- Sign in sheets and/or meeting notes documenting participation in planning meetings

- Observation of leadership in RtI and IEP meetings and conferencing, when applicable
- Progress Monitoring Log indicates effective communication of individual student needs, performance status, skill levels, recommended accommodations, and implemented interventions, etc.
- Maintains collegiality and professionalism in the work environment
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Evaluation Criteria:

 - Up to date certification and required endorsements
 - Up to date Individual Professional Development Plan aligned with School Improvement Plan
 - Sign in sheets documenting participation in all company provided training and professional development
 - Documentation of participation in all district required training and professional development
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Evaluation Criteria

 - School meets or exceeds FTE enrollment goals
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensures educational goals are achieved.

Job Requirements and Prerequisites:

- Bachelor's degree in Special Education from an accredited college or university is required.
- Appropriate Teacher's certification.
 - Knowledge of the principles of secondary education
 - Knowledge of curriculum and instructional theory
 - Knowledge, skills and ability to analyze and use data to drive program improvement
 - Ability to communicate effectively both orally and in writing
- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Executive Assistant Charter School

Position Title:	Executive Assistant	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

Job Purpose:

The Executive Assistant is responsible for modeling the appropriate image for the company, creating a welcoming environment for students, staff, parents, and visitors, and providing administrative assistance and general office support to the Principal.

Primary Responsibilities:

- Effectively supports Principal and promotes positive school culture.

Evaluation Criteria:

- Consistent high standard of professional conduct
- Demonstrated modeling of appropriate company image and school culture
- Displayed professionalism in written and oral communication skills when interfacing with employees, students, family members, and community leaders
- Performance of clerical related duties such as photocopying, faxing, filing, and collating
- Demonstrated ability to organize and prioritize large volumes of information and complex activities (i.e., management staff meetings, travel itineraries, professional conferences, and school departmental initiatives)
- Established, updated, and maintained filing system

- Effectively performs all duties as assigned and necessary in order for the school and company to achieve its enrollment, academic, and behavioral goals and objectives.

Evaluation Criteria:

- Demonstrated ability to speak with potential students and parents concerning enrollment
- School meets or exceeds FTE enrollment goals
- Observation of respectful and professional interaction with visitors while adhering to campus and company policy relating to visitors on campus
- Completed E-Rate and Meal Benefits forms

- Accurately manages personnel and payroll processes for all staff.

Evaluation Criteria:

- Processes and maintains hire packets and benefits information for all new employees
- Accurate reconciliation of daily Staff attendance with missing punches/times corrected
- Accurate daily employee absence report submitted to Principal in timely manner
- Monitors early/late leave and sick/vacation leave time with notification to Principal and affected staff as well as appropriate payroll adjustments for employees out of leave time
- Collects and files Absence/Early Leave/Tardy forms – review of personnel files

- Additional Pay requests approved and submitted by established deadlines
 - Accurate payroll reviewed each pay period and submitted for processing
 - Kronos files for all employees are accurately maintained
 - Kronos/Payroll problems and complaints researched and resolved in a timely manner
 - Cordial and professional relationship maintained with the corporate Payroll Department
- Efficiently manages budget and school-based funds.
- Evaluation Criteria:**
- Adequately funded petty cash account
 - Accurate and up to date budgeted funds requests and receipts
 - Timely submission of monthly report of deposits and expenditures
 - Accurate, up to date inventories of school/office supplies
 - Accurate and up to date records of grant expenditures receipts and inventory
 - Accurate and up to date vendor (i.e., snack / soda machines) funding log
 - Accurate and up to date test Reimbursement Reports
 - Accurate, up to date, and timely submission of mileage Reports
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensures goals and objectives are achieved.

Job Requirements and Prerequisites:

- High school diploma or GED is required.
- Must have a high degree of knowledge of general office and telephone equipment.
- Must be computer literate with a high degree of knowledge and experience with Microsoft operating systems, i.e., Windows XP, Excel, and Power Point.
- Must have excellent verbal and written communication skills, demonstrated computer literacy skills, and word processing abilities.
- Bilingual in local area languages and Customer Service experience are preferred.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

Family Support Specialist Charter School

Position Title:	Family Support Specialist	Position Length	12 Months
Location:		Posting Date:	
Reports To:	Regional Director	Application Deadline:	
Work Schedule:	Full time, 12 months, 1 week off during the summer	FLSA Status:	Exempt
Apply To:		Location Position:	N/A

JOB PURPOSE:

The Family Support Specialist is responsible for working in collaboration with professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families while modeling and enforcing company policies and procedures. The Family Support Specialist reports to the Regional Director and works collaboratively with the entire staff, students, and their families to address, mitigate, and/or remove the personal, social, and behavioral barriers that prevent students from being successful.

PRIMARY RESPONSIBILITIES:

- Coordinate, develop, and implement support systems to meet students' social, emotional, behavioral, medical, financial, and life skills or other needs in alignment with the School's vision and mission.

Evaluation Criteria

- Evidence that all support systems are in alignment with the School's vision, mission, and Standard Operating Model (SOM) policies and procedures
 - Evidence of on-going review of student needs, outreach to needed providers and resources, and on-going support services regularly provided to students
 - Evidence of use of school and student data to design systematic interventions based on research, evidence-based practice, and theory
 - In collaboration with the Career Coach, evidence of identified providers in the nine student service areas (i.e., Individual / Family / Group Counseling; Crisis intervention; Case Management; Employment Assistance / Training; Child Care; Health and Medical; Post-secondary Preparation; Work Experience, Internships, Apprenticeships, Voluntary Public Services; and Mentoring)
 - Memoranda of Understanding with community agencies, universities and service providers
 - Demonstrated evidence of accurate and up-to-date record keeping and ability to meet deadlines, and produce reports and records as requested by the Company, and/or building administration, and/or school district
- Use counseling strategies or ensure that on-site providers use counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time.

Evaluation Criteria

- Student interviews conducted within the first thirty days of the active date
 - Identified student needs in academic, career, personal, and social domains
 - Records show completed assessments, referrals, and counseling with students and families if applicable.
 - Immediate referrals, when warranted, with immediate notification to building administrators
 - Training records show completion of required trainings for position (e.g., child abuse, suicide, substance abuse, RtI, etc.)
 - Documented evidence in the way of data entered in the student service database and referral forms that show frequency of consultations with students and families
- Build and maintain positive, cooperative, and effective relationships and conduct skill-building seminars with students, families, community, and colleagues

Evaluation Criteria

- Demonstrated evidence of positive relationships with all stakeholders, families, service providers, administrators, colleagues, and students – including Contact By Staff Log and academic planning meeting notes
 - Evidence of negotiation and mediation skills when applied to supporting student services and academic growth – Progress Monitoring Log, Student Services Report
 - Parent and student satisfaction survey results
 - Evidence of consultation / conferences / meetings with parents, teachers, administrators, and other relevant individuals to enhance their work with students – Progress Monitoring Log, Student Services Report, Contact By Staff Log
 - Calendar and attendance logs indicating trainings and programs/workshops or other events conducted for staff, students, and families
 - In collaboration with the Career Coach, development of an events calendar for student use
- Secure MOU's with local colleges and universities to establish ALS schools as clinical internship sites for students in the schools of Social Work, Mental Health, School Counseling and any other related programs. Perform all required tasks relating to the supervision of clinical interns.
Evaluation Criteria
 - MOU's executed with local colleges and universities
 - Evidence of adherence to all processes and procedures identified in the ALS Intern Manual
 - Development of an intern schedule that demonstrates intern placement at each school and each semester
 - Participation at all college/university required intern supervision trainings
- Support the student orientation process
Evaluation Criteria
 - Observation and participation in student orientation process
 - Follow-up and documentation with all students that complete orientation via a Student Services interview
- Stay abreast and informed of current trends, research, and community agency providers and keep teachers, staff, and administrators informed of same
Evaluation Criteria
 - Demonstrated ability to provide colleagues and building administrators with accurate and up-to-date information regarding community agency resources, trends, and research as related to student and family services
 - Attend professional development workshops annually and submit certificate of attendance and training details to the Director of Student Services of College and Career Readiness
- Perform all other duties as deemed necessary, which are aligned in accordance with Company's policies and procedures to ensure student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of

- Counseling and/or social work theory and practice
- School, local, state, and federal policies and laws relevant to student services, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPPA), child abuse, and bullying/harassment
- Community social and family resources, trends, and opportunities
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Record-keeping techniques
- Oral and written communication skills
- Telephone techniques and etiquette

Ability to

- Apply knowledge of adolescent and young adult learning theory, including styles, modalities, and multiple intelligences
- Counsel individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner
- Supervise graduate level interns
- Collect and analyze data
- Organize, maintain, and operate high school student support services

- Provide specialized assistance and information concerning social, educational, financial, and vocational services
- Work with community agencies to establish Memoranda of Understanding for providing services to students and families
- Establish and maintain cooperative and effective working relationships
- Meet schedules and timelines
- Plan and organize work
- Use various office productivity software applications
- Read, interpret, apply, and explain rules, regulations, policies, and procedures

JOB REQUIREMENTS AND PREREQUISITES:

- Master's Degree from an accredited college or university with major course work in counseling, social work, sociology, psychology, or related field is required with credentials required to supervise clinical interns in Social Work and Mental Health as defined by local and state post secondary institutions.
- License in counseling or social work preferred
- Minimum of three (3) years experience working with overage and/or at-risk youth is preferred
- Experience in education, social services, and community services that will utilize all skills necessary to assist students to become high school graduates and to acquire 21st Century skills to become productive and participating members of their communities is required
- Valid driver's license required
- Effective oral and written communication skills required
- Computer literacy required
- Bilingual preferred

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Instructional Assistant Charter School

Position Title:	Instructional Assistant	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Assistant Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 4 weeks off during summer	FLSA Status:	Non - Exempt
Apply To:		Location Position:	

Job Purpose:

The Instructional Assistant is responsible for supporting teachers, students, staff and administration and ensuring that all students are supported in meeting social-emotional and academic learning gains. The Instructional Assistant's primary responsibility is to assist in the education, coaching and mentoring of students while maintaining all company policies and procedures with regard to the establishment and maintenance of a safe, secure and orderly learning environment.

Primary Responsibilities:

- Provides instructional and behavioral coaching to individual students or groups of students as assigned by the teacher and under the direction of the Advisory Teacher, ESE Teacher and/or Assistant Principal
Evaluation Criteria
 - Evidence of satisfactory performance with regard to instructional support duties
 - Informal and formal observation in the performance of instructional duties conducted by Assistant Principal twice yearly
- Works collaboratively with teachers, staff and building administrators to fulfill the school's mission by ensuring orderly day-to-day operation, inside and outside of classrooms
Evaluation Criteria
 - Evidence of positive working relationships with colleagues
 - Demonstrated evidence of commitment to serving students by maintaining an orderly, safe and secure learning environment
- Assists in developing and implementing appropriate behavior interventions in and out of the classroom for over-age and adult learners while adhering to the code of conduct
Evaluation Criteria
 - Demonstrated ability to fully utilize appropriate behavior interventions, in accordance with the Behavior Toolkit and Guidelines for working with CEP/ALS students
 - Demonstrated ability to de-escalate minor interpersonal conflicts
 - Demonstrated evidence and ability to model appropriate adult behaviors for all students
 - Evidence of positive calls to students/parents documented in the Contact Log
- Supports the teachers, administrators and staff in all student and parent relations and in building the advisory community
Evaluation Criteria
 - Evidence of supportive and effective verbal communication with students and parents
 - Evidence that effective relationships are built with students
 - Evidence of a commitment to building advisory community among students
 - Demonstrated ability to use mediation and negotiation verbal skills to assist in resolving minor conflicts

- Performs clerical duties, such as making copies, filing and/or displaying student work, answering telephones during instructional sessions
Evaluation Criteria
 - Evidence of accurate record keeping and performance of clerical duties, as assigned
- Assists with arrival and dismissal procedures during each session
Evaluation Criteria
 - Evidence that all policies and procedures are adhered to during arrival and dismissal
 - Evidence that every opportunity is taken to build sound working relationships with students and provide a welcoming atmosphere during arrival
 - Formal and informal observation of arrival and dismissal procedures conducted by Assistant Principal
- Assists with the attendance procedures, including collection of student signatures, verification of student attendance data, and making attendance calls
Evaluation Criteria
 - Demonstrated evidence that students are signing attendance rosters appropriately
 - Evidence of attendance calls documented in the Contact Log
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
Evaluation Criteria
 - School meets or exceeds FTE enrollment goals
- Assists in maintaining and monitoring the student break room/area
Evaluation Criteria
 - Evidence that breaks are appropriately monitored and afford time to build relationships / community
- Assists in delivery of the orientation process as needed
Evaluation Criteria
 - Evidence of active participation in student orientation as needed
- Performs all other duties as deemed necessary by building administrators, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved while communicating company mission, philosophy, policies and procedures effectively to students, parents and larger community.

Job Requirements and Prerequisites:

- High school diploma/GED is required.
- Previous experience working with or the ability to work with over-age and adult learners
- Ability to communicate effectively both orally and in writing
- Experience in customer service preferred
- Ability to foster positive behavioral models to young adults
- Ability to work independently as well as a member of a team

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Principal Charter School

Position Title:	Principal	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Regional Director of Schools	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

JOB PURPOSE:

The Principal is responsible for providing educational leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school.

PRIMARY RESPONSIBILITIES:

- Recruit, hire, and retain highly qualified school staff.
Evaluation Criteria
 - All teachers will be certified
 - Follows SOM policy for hiring as evidenced by timely submission of new hire paperwork
 - Staffed according to approved staffing chart and timelines
 - Staff meet requirements of job description
 - Meets or exceeds Staff retention rates as stated in employment contract
 - Meets or exceeds Staff attendance rates as stated in employment contract
- Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals.
Evaluation Criteria
 - Meets FTE enrollment goals as stated in Section VI.a. of the employment contract
 - Meets or exceeds established student attendance goals as stated in Section VI.a. of the employment contract
 - Meets or exceeds established student retention goals as stated in Section VI.a. of the employment contract
- Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures.
Evaluation Criteria
 - Staff follow policies and procedures as evidenced by walkthroughs and observations using the established protocol tools
 - Staff have been trained on and can articulate how they will be evaluated
 - Staff have been trained on how they will be evaluated as evidenced by signed job descriptions, training documentation recorded in LMS and faculty meeting agendas
 - Staff have been trained on and can articulate school performance measures as evidenced by training documentation recorded in LMS and faculty meeting agendas
 - Staff can describe the processes and consequences in place if performance expectations are not met as evidenced by training documentation recorded in LMS and faculty meeting agendas
 - Professional growth plans are in place for staff not meeting performance measures
- Develop staff training with input from Regional Director. Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support. Ensure all staff

participate in company and district required trainings. Use Learning Management System to monitor and track professional development and training participation.

Evaluation Criteria

- Staff receive training on company policies and procedures, contract accountabilities, performance measures, state and district requirements, and other required training as evidenced by New Hire Checklist, signed policies, sign-in sheets, faculty meeting agendas, and Professional Development Plan
 - All sign-in sheets and other required training documentation are submitted for tracking in the company's Learning Management System
 - Evidence that training documents have been submitted to District Inservice department according to district requirements for inservice points
 - Individual Professional Development Plan for all certified staff is on file
 - Individual Leadership Development Plan for all administrators is on file
 - School professional development plan includes individual professional growth plans, if necessary
 - Professional Development activities should be regularly monitored and tracked using the Company's Learning Management System
 - Professional Development should be on the meeting agenda for at least one faculty meeting per month
- Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.

Evaluation Criteria

- Data meeting agendas and notes reflect use and analysis of school dashboard data and other available school reports
 - Data analysis in staff meetings as documented in Progress Monitoring Logs and notes of academic planning meetings
 - Use of data analysis in creation and selection of professional development initiatives as recorded in Professional development schedules
 - School improvement plan utilizes data analysis in monitoring outcomes
 - Formal observations are conducted that include a pre and post conference as documented in approved tool
 - Observation data entered into approved tool after each observation and walkthrough
- Monitor and evaluate staff performance systematically and regularly. Provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.

Evaluation Criteria

- Staff meet or exceed primary job responsibilities
 - Conducts formal and informal observations and walkthroughs according to approved observation schedule
 - Observation data are entered into approved tool and feedback is given as evidenced by correspondence to staff member in the form of memos, e-mails, or notes.
 - Develop individual professional growth plans for all staff not meeting performance measures
 - Ensure all yearly staff evaluations are complete and on-time
- Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements.

Evaluation Criteria

- Acceptable Student Accounting
 - Enrollment – as stated in employment contract
 - Attendance – The school's attendance rate will be at least 70 %
 - Retention – At least 50% of the students enrolled in the October FTE will still be enrolled for the February FTE
- Acceptable Academic Performance and/or growth in the following areas, as stated in the employment contract:
 - Reading and Math Skills Growth

- Credits Earned
- State Test participation
- Individual Success Plan (ISP) Progress
- Graduation rate
- College Readiness
- Postsecondary transition
- Acceptable performance of contractual obligations, as stated in the employment contract:
 - Oversight of the production of the Annual Report to the Sponsor
 - Ensure that students participate in statewide assessments
 - Ensure that ESE students' IEPs are followed
 - Ensure that school obtains a baseline standard of achievement for each student and then monitors progress
 - Ensure that School complies with state methods for determining requirements for graduation
 - Ensure that school acquires/maintains SACS accreditation
 - Ensure that School maintains satisfactory rating under the state classification system
- Attend all meetings of the School's Board of Directors and be prepared to report on the School's activities.
- Serve as the charter school governing board's representative (position required in Florida Statute 1002.33(7)(d)1) to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes or, if residence is outside school district, assign an approved resident staff member to serve.
- Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:
 - School staff
 - Students
 - Parents
 - School district personnel
 - Charter School Board of Directors
 - Referring schools
 - District representatives
 - Community partners
 - Local media
 - Other stakeholders as identified

Evaluation Criteria

- Staff effectively articulate the school mission and vision
- Evidence that the Stakeholder Plan has been followed
- History of positive stakeholder feedback
- Manage the school's resources and expenditures effectively to meet defined budget goals.

Evaluation Criteria

- Meets enrollment goals
- Meets yearly established budget
- Orders from approved vendors
- Follows Purchasing Policy
- Follows Travel Policy
- Follows Petty Cash Procedure
- Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model.

Evaluation Criteria

- Observation of instructional best practices implemented throughout school as evidenced by observation and data analysis tools
 - Observation and review of documentation indicate that all staff follow standard operating model as evidenced by school walkthroughs, surveys, reports
 - Comply with all company, federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.
- Evaluation Criteria**
- Successful completion of all required safety and security plans, drills, and audits
 - Maintains security equipment and ensures that equipment is calibrated as per the user manual
 - Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

- Knowledge of educational administration as it relates to school management and organization
- Knowledge of the principles of secondary education
- Knowledge of curriculum and instructional theory
- Knowledge, skills, and ability to analyze and manipulate data to drive program improvement
- Ability to communicate effectively both orally and in writing
- Ability to establish and maintain effective working relationships with staff and stakeholders
- Knowledge of and ability to work in a technology rich environment
- Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint, and Outlook

JOB REQUIREMENTS AND PREREQUISITES:

- Possession of, or ability to obtain within 18 months of hire date, the required state administrative certification.
- Possession of, or ability to obtain within 18 months of hire date, a master's degree in Education, Educational Leadership, Curriculum and Instruction, or a related educational field from an accredited college or university.
- Possession of a valid state teaching certificate is desired if working towards administrative certification.
- Five (5) years of paid, professional experience working with at-risk youth is preferred.
- Three (3) years of paid, professional experience in a position of providing instructional/supervisory leadership is preferred.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

Reading Teacher Charter School

Position Title:	Reading Teacher	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Assistant Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 4 weeks off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

Job Purpose:

The Reading Teacher is responsible for coaching, motivating, and instructing high school students within the company model, with attention given to reading interventions and instruction that results in high school graduation and career or college readiness for our students. The Reading Teacher works closely with the entire staff to help ensure student progress and increase reading outcomes.

Primary Responsibilities:

- Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

Evaluation Criteria:

- Participation in monthly reading conference calls
 - Calendar and schedule indicate regular delivery of small group intervention instruction
 - Sign in sheets documenting furnishing data-driven professional development to staff members
 - Documentation of attendance in District, State, or National professional development in literacy
 - Contact By Staff Log indicates communication with students, parents, and school stakeholders per company expectations
 - FLDOE data indicating increases in student state assessment reading scores – 80% of students who take state assessments will show an increase in reading scores
 - Review of Progress Monitoring Log and student records indicates student records are current and in compliance with required progress monitoring
 - Observation and review of reports indicate effective monitoring of the fidelity and usage of the reading software program
- Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

Evaluation Criteria:

- Demonstrated ability to diagnose, evaluate, and assess reading needs of individual students
 - Demonstrated ability to effectively assist students in using reading strategies in their assigned subject area(s)
 - Demonstrated ability to effectively assist students in effective study skills and differentiated note-taking techniques aligned to their assigned subject area
 - Observed use of a variety of instructional techniques and reading interventions to effectively support students in the classroom at all levels
 - Progress Monitoring Logs indicate consultations with advisory teacher and other staff members on strategies and activities that can assist student to better understand content area text
 - Demonstrated ability to intervene and conduct data-driven small group intensive interventions
 - Demonstrated the ability to provide differentiated instruction and strategies based on student data

- Students can relate Reading Teacher's high expectations for student improvement and success
 - Documentation of active participation in professional development focused on the art and science of teaching
 - Observation of direct and guided instruction in reading strategies and study skills as required by the company model
 - Adherence to instructional practices within Standard Operating Model
 - Adherence to the use of approved company curricula, methods, and materials
- Maintain, disaggregate, and provide progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.
Evaluation Criteria:
 - Progress Monitoring Logs indicating adherence to state, district, and company's policies for progress monitoring of students
 - Progress Monitoring Logs indicating timely reporting of students in need of academic support or intervention in accordance with the school's RtI model
 - Student results of District or State assessments disaggregated and communicated to staff
 - Sign in sheets documenting staff development on interpreting assessment results and instructional implications
 - Up to date student records documenting adherence to state, district, and company's policies for record keeping
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
Evaluation Criteria:
 - Progress Monitoring Logs indicate effective communication of individual student needs, performance status, skill levels, recommended and implemented interventions, etc.
 - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
 - Meeting agendas and sign in sheets documenting participation in academic planning meetings
 - Progress Monitoring Logs indicate evidence of providing staff with weekly progress monitoring feedback on usage and fidelity to the reading software program
 - Sign in sheets documenting staff professional development in reading and writing
 - Maintains collegiality and professionalism in the work environment
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
Evaluation Criteria:
 - Up to date certification and required endorsements
 - Up to date Individual Professional Development Plan aligned with School Improvement Plan
 - Sign in sheets documenting participation in all company provided training and professional development
 - Documentation of participation in all district required meetings, training, and professional development
 - Documentation of receiving updates and notifications from the Just Read Florida office (Florida only)
- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
Evaluation Criteria
 - School meets or exceeds FTE enrollment goals
- Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved.

Job Requirements and Prerequisites:

- Masters or Bachelor's degree in Reading from an accredited college or university, or valid teaching certificate with reading endorsement.
- Previous high school teaching experience and/or the ability to work with overage and at-risk youth is preferred.
 - Knowledge of the principles of secondary education
 - Knowledge of curriculum and instructional theory
 - Knowledge, skills and ability to analyze and use data to drive program improvement
 - Ability to communicate effectively both orally and in writing
- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Security Specialist Charter School

Position Title:	Security Specialist	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 1 week off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	
Comments:			

JOB PURPOSE:

The Security Specialist is responsible for assisting in providing direction in ensuring a safe and secure learning and work environment for students, faculty, staff, and visitors to the school campus, while also providing input in regard to safeguarding the security of company assets.

PRIMARY RESPONSIBILITIES:

- Assists as directed with the daily arrival and dismissal of students, including parent pick-up.
 - Evaluation Criteria**
 - Formal observation during arrival and dismissal by Principal to ensure all policies and procedures are followed
 - Observation of arrival for evidence that every opportunity is taken to build sound working relationships with students and provide a welcoming atmosphere during arrival
 - Formal and informal observation of arrival and dismissal procedures conducted by Assistant Principal
- Assists the Principal with safety procedures and drills, according to school policies and procedures.
 - Evaluation Criteria**
 - Evidence that all safety procedures and drills are adhered to, according to school policies and procedures – Walkthrough of facility, review of Campus Emergency Plan
- Manages the collection, storage, and discard of confiscated items from students as directed, according to school policies and procedures.
 - Evaluation Criteria**
 - Evidence that confiscated items are collected, stored, and discarded, according to school policies and procedures – Observation of arrival, review of documentation and handling of confiscated items
- Provides assistance as directed with the training and assignment of contracted uniformed police and security officers, as needed and according to school policies and procedures.
 - Evaluation Criteria**
 - Documentation of assistance with training and assignment of contracted uniformed police and security officers – Sign in sheets and training agendas
- Assists in conducting required sanitation, safety, and facility readiness, as directed and according to school policies and procedures.
 - Evaluation Criteria**
 - A sanitary and safe facility as evidenced by a walkthrough
 - Formal and informal observations by Principal

- Assists in ensuring that the campus is cleaned to school standards and guidelines.
Evaluation Criteria
 - Formal and informal observations of facility by Principal
- Provides assistance in training school staff, as requested, in crisis prevention and other approved school policies and procedures utilized to address and control student violence and aggression.
Evaluation Criteria
 - Documentation of assistance in training school staff, as requested, in crisis prevention and other approved school policies and procedures utilized to address and control student violence and aggression
- Assists in conducting required sanitation and safety surveys according school policies and procedures.
Evaluation Criteria
 - Completed sanitation and safety surveys
- Assists in all initiatives to ensure school meets defined FTE enrollment and attendance goals.
Evaluation Criteria
 - School meets or exceeds FTE enrollment goals
- Performs other duties as assigned in regard to the position responsibilities that are necessary in order for the school to achieve its educational objectives.

JOB REQUIREMENTS AND PREREQUISITES:

- High School Diploma or GED is required.
- Previous experience in working with disruptive and/or low performing and at-risk youth is preferred.
- Bilingual (English/Spanish), along with experience in facilities maintenance is preferred.

Reviewed and agreed upon by:

Employee Signature

Date

Supervisor Signature

Date

Teacher Charter School

Position Title:	Teacher	Position Length:	12 Months
Location:		Posting Date:	
Reports To:	Assistant Principal	Application Deadline:	
Work Schedule:	Full-time, 12 months, 4 weeks off during summer	FLSA Status:	Exempt
Apply To:		Location Position:	

Job Purpose:

The Teacher position is responsible for coaching, motivating and instructing high school students within the company model and with attention given to each student's Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning, and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students.

Primary Responsibilities:

- Provide a learning environment of high student accountability that is student-centered and aligned with the school's academic goals and specified objectives.

Evaluation Criteria:

- Recognition of student achievement (incentive charts, certificates) is displayed throughout the classroom
- Standard Operating Model (SOM) resources (textbooks, calculators, student notebooks, etc.) are available to students in the classroom
- Administrator observations indicate twice monthly delivery of prescribed social-emotional curriculum
- Positive phone calls made monthly to each advisory student/parent as recorded in the Contact Log
- 100% of students in advisory group receive feedback at least once each month via *My Success*©

- Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.

Evaluation Criteria:

- Demonstrated ability to effectively assist students in assigned subject area(s) – 85% of students who are active after 90 days of enrollment will have completed 2.5 credits; 85% of students who are active after 180 days of enrollment will have completed 5.0 credits
- Adherence to instructional practices within SOM and teacher evaluation system
- Use applicable, appropriate Tier 1, Tier 2, and Tier 3 instructional techniques and interventions to effectively support students at all levels as documented in the Response to Intervention tools or meeting notes
- Documentation of active participation in required professional development

- Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

Evaluation Criteria

- Student daily attendance for advisory group is 70% or higher
- Student retention rate for advisory group is 70% or higher
- Attendance calls made for absent advisory students on day/during session of student absence as recorded in the Contact Log
- School meets or exceeds FTE enrollment goals

- Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.
Evaluation Criteria:
 - Accurate and up to date Progress Monitoring Logs for all assigned students
 - Attendance audits indicate adherence to company's policies for attendance record keeping
 - Up to date grade books in instructional software and STARS and other student records
 - Pacing guides are complete, monitored, and modified (if applicable)
- Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.
Evaluation Criteria:
 - Collegiality and professionalism is at the applying or innovating level as per the approved Florida instructional model protocol tool
 - Meeting agendas and sign in sheets documenting participation in Individual Educational Plan (IEP) and English for Speakers of Other Languages (ESOL) meetings
 - Meeting agendas and sign in sheets documenting participation in academic planning meetings
- Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.
Evaluation Criteria:
 - Up to date certification and required endorsements
 - Up to date Individual Professional Development Plan aligned with School Improvement Plan
 - Sign in sheets documenting participation in all company provided training and professional development
 - Documentation of participation in all district required training and professional development
- Perform all other duties as assigned, which are aligned in accordance with company policy and procedures to ensure student educational and behavioral goals and objectives are achieved.

Job Requirements and Prerequisites:

- Bachelor's degree in Education or related field from an accredited college or university is required.
- Appropriate Teacher's certification.
 - Knowledge of the principles of secondary education
 - Knowledge of curriculum and instructional theory
 - Knowledge, skills and ability to analyze and use data to drive program improvement
 - Ability to communicate effectively both orally and in writing
- Previous experience and/or the ability to work with overage and at-risk youth is preferred.

Reviewed and agreed to by:

Employee Signature

Date

Supervisor Signature

Date

Project Title:		Florida NGSSS and CCSS to Aligned Content in Apex Common Core Algebra I
Standards Organization/Source:		Florida Common Core State Standards and NGSSS
Grade Level:		Algebra I
Discipline:		Mathematics

Florida Algebra I NGSSS and CCSS	Common Core Algebra I Standards	Semester I ULA	Semester I Activity Title	Semester II ULA	Semester II Activity Title
MACC.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and origin in graphs and data displays.	N.Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and origin in graphs and data displays.	1.9.1 1.10.1 2.1.1 2.2.1 3.3.1 3.8.1 3.11.1	Solving Literal Equations and Formulas Problem Solving with Equations Converting Units Estimation and Scale Input-Output Machines Functions and Formulas Solving the Profit Problem	8.5.0	Simple and Compound Interest
MACC.912.N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling.	N.Q.2: Define appropriate quantities for the purpose of descriptive modeling.	2.2.2 3.9.1 3.11.1	Estimation and Scale Functions and Formulas Solving the Profit Problem	8.5.0	Simple and Compound Interest
MACC.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	N.Q.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	1.10.1 2.2.1 2.3.1	Problem Solving with Equations Estimation and Scale Precision in Measurement		
MACC.912.A-APR.1.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	A-APR.1: Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.			10.1.1 10.2.1 10.3.1 10.4.1 10.5.1	What is a Polynomial? Adding and Subtracting Polynomials Multiplying Binomials Multiplying Polynomials Dividing Polynomials
MACC.912.A-APR.2.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	A-APR.3: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.			Insert content from CC Algebra II Sem 1 lesson: 5.6	Insert content from CC Algebra II Sem 1 lesson: Graphing Polynomial Functions

Project Title:		Florida NGSSS and CCSS to Aligned Content in Apex Common Core Algebra I
Standards Organization/Source:		Florida Common Core State Standards and NGSSS
Grade Level:		Algebra I
Discipline:		Mathematics

Florida Algebra I NGSSS and CCSS	Common Core Algebra I Standards	Semester I ULA	Semester I Activity Title	Semester II ULA	Semester II Activity Title
MACC.912.A-CED.1.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	A.CED1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	1.4.1 1.5.1 1.6.1 1.7.1 1.8.1 1.10.1 3.11.1 6.2.1 6.3.1 6.4.1	Some Guidelines for Problem-Solving Solving with Addition and Subtraction Solving Equalities with Multiplication and Division Solving Inequalities with Multiplication and Division Solving Multistep Linear Equations Problem Solving with Equations Solving the Profit Problem Solving with Roots and Powers Exponential Functions Examples and Applications of Exponential Functions	8.5.0 12.2.1	Simple and Compound Interest Solving Quadratic Equations
MACC.912.A-CED.1.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	A.CED2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	4.1.1 4.4.1 4.5.1 6.3.1	Patterns and Lines Slope-Intercept Equations of Lines Point-Slope Equation of a Line Exponential Functions	12.5.1	Graphs of Quadratic Functions
MACC.912.A-CED.1.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	A.CED3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	1.3.1 1.10.1 4.7.1 5.5.1	Solving Mathematical Sentences Problem Solving with Equations Solving the Lighting Problem Two-Variable Systems of Inequalities		
MACC.912.A-CED.1.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	A.CED4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	1.9.1 3.8.1 3.10.1	Solving Literal Equations and Formulas Functions and Formulas Solving the Profit Problem	8.5.0 12.2.1	Simple and Compound Interest Solving Quadratic Equations
MACC.912.A-REI.1.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	A.REI.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	1.5.1 1.6.1 1.7.1 1.9.1	Solving with Addition and Subtraction Solving Equalities with Multiplication and Division Solving Inequalities with Multiplication and Division Solving Literal Equations and Formulas		

Project Title:		Florida NGSSS and CCSS to Aligned Content in Apex Common Core Algebra I
Standards Organization/Source:		Florida Common Core State Standards and NGSSS
Grade Level:		Algebra I
Discipline:		Mathematics

Florida Algebra I NGSSS and CCSS	Common Core Algebra I Standards	Semester I ULA	Semester I Activity Title	Semester II ULA	Semester II Activity Title
MACC.912.A-REI.2.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	A.REI.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	1.3.1 1.4.1 1.5.1 1.6.1 1.7.1 1.8.1 6.2.1	Solving Mathematical Sentences Some Guidelines for Problem-Solving Solving with Addition and Subtraction Solving Equalities with Multiplication and Division Solving Inequalities with Multiplication and Division Solving Multistep Linear Equations Solving with Roots and Powers		
MACC.912.A-REI.2.4: Solve quadratic equations in one variable.					
MACC.912.A-REI.2.4A: Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	A.REI.4A: Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.			12.3.1 12.4.1	Completing the Square The Quadratic Formula
MACC.912.A-REI.2.4B: Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a plus-minus bi for real numbers a and b .	A.REI.4B: Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a plus-minus bi for real numbers a and b .			11.7.1 12.2.1 12.3.1 12.4.1	Special Cases Solving Quadratic Equations Completing the Square The Quadratic Formula
MACC.912.A-REI.3.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	A.REI.5: Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	5.3.1	Two-Variable Systems: Elimination		
MACC.912.A-REI.3.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	A.REI.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	5.1.1 5.2.1 5.3.1 5.4.1	Two-Variable Systems: Graphing Two-Variable Systems: Substitution Two-Variable Systems: Elimination Two-Variable Systems: Matrices		

Project Title:		Florida NGSSS and CCSS to Aligned Content in Apex Common Core Algebra I
Standards Organization/Source:		Florida Common Core State Standards and NGSSS
Grade Level:		Algebra I
Discipline:		Mathematics

Florida Algebra I NGSSS and CCSS	Common Core Algebra I Standards	Semester I ULA	Semester I Activity Title	Semester II ULA	Semester II Activity Title
	A.REI.7: Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.			Omit the following lesson: 12.6.1	Omit the following lesson: Nonlinear Systems of Equations
MACC.912.A-REI.4.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A.REI.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	3.6.1 3.7.1 4.1.1	Functions and Graphs Linear and Nonlinear Functions Patterns and Lines	10.6.1 10.7.1	Graphing Polynomials The Stereo Problem
MACC.912.A-REI.4.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	A.REI.11: Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	4.7.1 5.5.1 6.4.2 10.6.1	Solving the Lighting Problem Two-Variable Systems of Inequalities Modeling: Applications of Exponential Functions	10.6.1 12.5.1 12.6.1	Graphing Polynomials Linear, Quadratic, and Exponential Models Nonlinear Systems of Equations

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MACC.912.A-REI.4.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	A.REI.12: Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	4.6.1 4.7.1 5.5.1	Linear Inequalities Solving the Lighting Problem Two-Variable Systems of Inequalities		
MACC.912.A-SSE.1.1: Interpret expressions that represent a quantity in terms of its context.					
MACC.912.A-SSE.1.1A: Interpret parts of an expression, such as terms, factors, and coefficients.	A.SSE.1A: Interpret parts of an expression, such as terms, factors, and coefficients.	1.2.1 4.4.1 4.5.1 6.1.1 6.3.1	Variables and Problem Solving Slope-Intercept Equation of a Line Point-Slope Equations of a Line Exponents Exponential Functions	10.1.1 11.3.1 11.4.1 11.5.1 12.5.1	What is a Polynomial? Factoring and Graphing Grouping Factoring $x^2 + bx + c$ Graphs of Quadratic Functions
MACC.912.A-SSE.1.1B: Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	A.SSE.1B: Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.			10.1.1 11.4.1 11.5.1	What is a Polynomial? Grouping Factoring $x^2 + bx + c$
MACC.912.A-SSE.1.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	A.SSE.2: Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.			11.3.1 11.4.1 11.5.1 11.7.1	Factoring and Graphing Grouping Factoring $x^2 + bx + c$ Special Cases
MACC.912.A-SSE.2.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.					
MACC.912.A-SSE.2.3A: Factor a quadratic expression to reveal the zeros of the function it defines.	A.SSE.3A: Factor a quadratic expression to reveal the zeros of the function it defines.			11.1.1 11.2.1 11.3.1 11.4.1 11.5.1 11.6.1 11.7.1 12.2.1 12.3.1 12.4.1	Why Factor? Factoring with Tiles Factoring and Graphing Grouping Factoring $x^2 + bx + c$ Factoring $ax^2 + bx + c$ Special Cases Solving Quadratic Equations Completing the Square The Quadratic Formula

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MACC.912.A-SSE.2.3B: Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	A.SSE.3B: Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.			12.2.1 12.3.1	Solving Quadratic Equations Completing the Square
MACC.912.A-SSE.2.3C: Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	A.SSE.3C: Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.			8.5.1	Simple and Compound Interest
F.BF.1 Write a function that describes a relationship between two quantities.	F.BF.1 Write a function that describes a relationship between two quantities.	3.2.1 3.9.1 3.11.1 4.4.1	Function Notation Functions and Formulas Solving the Profit Problem Slope-Intercept Equation of a Line		
MACC.912.F-BF.1.1a: a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	F.BF.1A: Determine an explicit expression, a recursive process, or steps for calculation from a context.	3.11.1	Solving the Profit Problem	8.2.1 8.3.1 12.6.1	Arithmetic Sequences Geometric Sequences Nonlinear Systems of Equations
MACC.912.F-BF.1.1b: b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	F.BF.1B: Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	3.10.1	Arithmetic of Functions	12.7.1	Linear, Quadratic, and Exponential Models
F.BF.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	F.BF.2: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.			8.2.1 8.3.1	Arithmetic Sequences Geometric Sequences

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MACC.912.F-BF.2.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	F.BF.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.			13.3.1 13.4.1 13.5.1 13.6.1 13.7.1	Parent Functions Shifting Functions Stretching Functions Vertically Solving the Ball-Tossing Problem Transformation of Parent Functions
	F.BF.4A: Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ for $x > 0$ or $f(x) = (x+1)/(x-1)$ for x not equal to 1.			Omit the following lessons: 13.1.1 13.2.1	Omit the following lessons: Inverses Graphs of Inverses
MACC.912.F-IF.1.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	F-IF.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	3.3.1 3.4.1 3.5.1	Input-Output Machines Domain and Range Functions and Tables		

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MACC.912.F-IF.1.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	3.1.1 3.2.1 3.5.1 3.9.1 3.11.1	When One Thing Depends On Another Function Notation Functions and Tables Functions and Formulas Solving the Profit Problem	8.5.1	Simple and Compound Interest
MACC.912.F-IF.1.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for n greater than or equal to 1.	F.IF.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for n greater than or equal to 1.			8.2.1 8.3.1 8.4.1	Arithmetic Sequences Geometric Sequences Applications of Number Sequences
MACC.912.F-IF.2.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	F.IF.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	3.5.1 3.6.1 3.7.1 4.4.1 4.5.1 6.5.1	Functions and Tables Functions and Graphs Linear and Nonlinear Functions Slope-Intercept Equation of a Line Point-Slope Equation of a Line Graphs of Exponential Functions	10.6.1 10.7.1 12.1.1 12.5	Graphing Polynomials The Stereo Problem Parabolas Linear, Quadratic, and Exponential Models
MACC.912.F-IF.2.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	F.IF.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	3.4.1 3.6.1	Domain and Range Functions and Graphs		
MACC.912.F-IF.2.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	F.IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	4.1.1 4.2.1	Patterns and Lines Slope	12.6.1	Linear, Quadratic, and Exponential Models

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MACC.912.F-IF.3.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.					
MACC.912.F-IF.3.7a: a Graph linear and quadratic functions and show intercepts, maxima, and minima.	F-IF.7a: Graph linear and quadratic functions and show intercepts, maxima, and minima.	4.1.1 4.4.1 4.5.1	Patterns and Lines Slope-Intercept Equations of Lines Point-Slope Equation of a Line	12.1.1 12.5.1 12.6.1	Parabolas Graphs of Quadratic Functions Nonlinear Systems of Equations
MACC.912.F-IF.3.7b: b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	F-IF.7B: Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	3.7.1 6.4.1	Linear and Nonlinear Functions Graphs of Exponential Functions	13.3.1	Parent Functions
MACC.912.F-IF.3.7c: c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	F-IF.7c: Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.			Insert content from CC Algebra II Sem 1 lesson: 5.6	Insert content from CC Algebra II Sem 1 lesson: Graphing Polynomial Functions
MACC.912.F-IF.3.7e: e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	F-IF.7e: Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	6.5.1	Graphs of Exponential Functions		
MACC.912.F-IF.3.8A: Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	F-IF.8A: Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.			12.3.1	Completing the Square

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MACC.912.F-IF.3.8B: Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.	F-IF.8B: Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.	6.2.1 6.3.1	Exponential Functions Examples and Applications of Exponential Functions		
MACC.912.F-IF.3.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	F-IF.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.			12.5.1 13.3.1 13.4.1 13.5.1 13.6.1 13.7.1	Linear, Quadratic, and Exponential Models Parent Functions Shifting Functions Stretching Functions Vertically Solving the Ball-Tossing Problem Transformation of Parent Functions
MACC.912.F-LE.1.1: Distinguish between situations that can be modeled with linear functions and with exponential functions.					
MACC.912.F-LE.1.1A: Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	F-LE.1A: Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	4.1.1 4.2.1 6.3.1 6.5.2	Patterns and Lines Slope Exponential Functions Journal: Graphs of Exponential Functions	12.5.1	Linear, Quadratic, and Exponential Models
MACC.912.F-LE.1.1B: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	F-LE.1B: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	3.8.1 4.1.1	Linear and Exponential Growth Patterns and Lines	8.1.1 (Prepares for F-LE.1B, Math Practice 7) 8.2.1 8.4.1	Finding Patterns Arithmetic Sequences Applications of Number Sequences
MACC.912.F-LE.1.1C: Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	F-LE.1C: Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	3.8.1 4.2.1 6.3.1 6.4.1 6.5.1	Linear and Exponential Growth Slope Exponential Functions Examples and Applications of Exponential Functions Graphs of Exponential Functions	8.3.1 8.4.1	Geometric Sequences Applications of Number Sequences
MACC.912.F-LE.1.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	F-LE.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	3.8.1 4.1.1 4.2.1 4.4.1 4.5.1 6.3.1 6.4.1	Linear and Exponential Growth Patterns and Lines Slope Slope-Intercept Equation of a Line Point-Slope Equation of a Line Exponential Functions Examples and Applications of Exponential Functions	8.2.1 8.3.1 12.5.1	Arithmetic Sequences Geometric Sequences Linear, Quadratic, and Exponential Models

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MACC.912.F-LE.1.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratic ally, or (more generally) as a polynomial function.	F.LE.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratic ally, or (more generally) as a polynomial function.	6.3.1	Exponential Functions	8.5.1 12.5.1	Simple and Compound Interest Linear, Quadratic, and Exponential Models
MACC.912.F-LE.2.5: Interpret the parameters in a linear or exponential function in terms of a context.	F.LE.5: Interpret the parameters in a linear or exponential function in terms of a context.	4.5.0 6.3.1 6.4.1	Point-Slope Equation of a Line Exponential Functions Examples and Applications of Exponential Functions		
MACC.912.N-RN.1.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1$ to hold, so $(5^{1/3})^3$ must equal 5.	N.RN.1: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1$ to hold, so $(5^{1/3})^3$ must equal 5.	6.1.1	Exponents		
MACC.912.N-RN.1.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents	N.RN.2: Rewrite expressions involving radicals and rational exponents using the properties of exponents	6.1.1	Exponents		
MACC.912.N-RN.2.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	N.RN.3: Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	1.1.1	Types of Numbers		
MACC.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).	S.ID.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).			9.1.1 9.4.1	Numerical Data Box Plots
MACC.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	S.ID.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.			9.2.1 9.3.1 9.5.1	Measures of Center Measures of Spread Graphical Data Analysis

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MACC.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	S.ID.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).			9.4.1 9.5.1	Box Plots Graphical Data Analysis
MACC.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.	S.ID.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal and conditional relative frequencies). Recognize possible associations and trends in the data.			9.6.1	Two-Variable Data
MACC.912.S-ID.2.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.					
MACC.912.S-ID.2.6A: Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, <i>quadratic</i> , and exponential models.	S.ID.6A: Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	4.7.1	Solving the Lighting Problem	9.6.1 12.5.1	Two-Variable Data Linear, Quadratic, and Exponential Models
MACC.912.S-ID.2.6B: Informally assess the fit of a model function by plotting and analyzing residuals	S.ID.6B: Informally assess the fit of a model function by plotting and analyzing residuals			9.6.1	Two-Variable Data
MACC.912.S-ID.2.6C: Fit a linear function for a scatter plot that suggests a linear association	S.ID.6C: Fit a linear function for a scatter plot that suggests a linear association			9.6.1 9.7.1	Two-Variable Data Reading the Headlines
MACC.912.S-ID.3.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.	S.ID.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data.			9.6.1	Two-Variable Data
MACC.912.S-ID.3.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.	S.ID.8: Compute (using technology) and interpret the correlation coefficient of a linear fit.			9.6.1	Two-Variable Data
MACC.912.S-ID.3.9: Distinguish between correlation and causation.	S.ID.9: Distinguish between correlation and causation.			9.6.1 9.7.1	Two-Variable Data Reading the Headlines

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MACC.K12.MP.1.1 - Make sense of problems and persevere in solving them.	MP.1. - Make sense of problems and persevere in solving them.	Covered throughout course			
MACC.K12.MP.2.1 - Reason abstractly and quantitatively.	MP.2. - Reason abstractly and quantitatively.	Covered throughout course			
MACC.K12.MP.3.1 - Construct viable arguments and critique the reasoning of others.	MP.3. - Construct viable arguments and critique the reasoning of others.	Covered throughout course			
MACC.K12.MP.4.1 - Model with mathematics.	MP.4. - Model with mathematics.	Covered throughout course			
MACC.K12.MP.5.1 - Use appropriate tools strategically.	MP.5. - Use appropriate tools strategically.	Covered throughout course			

SUBJECT:	<u>English</u>	
GRADE LEVEL:	<u>9-12</u>	
COURSE TITLE:	<u>Language Arts Series 9-12: English 1</u>	
COURSE CODE:	<u>100930E</u>	
SUBMISSION TITLE:	<u>Common Core English 9</u>	
BID ID:	<u>2621</u>	
PUBLISHER:	<u>Apex Learning</u>	
PUBLISHER ID:	91-1935905-02	
BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL
LACC.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
LACC.910.L.1.1:	a. Use parallel structure	Semester 1: 2.2.12 CHK - Language Skills: Parallel Structure,
LACC.910.L.1.1:	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Semester 1: 3.1.12 CHK - Language Skills: Phrases and Clauses, 3.2.12 CHK - Language Skills: Noun and Verb Phrases, Semester 2: 2.2.12 CHK - Language Skills: Adjective and Adverbial Phrases, 2.3.12 CHK - Language Skills: Clauses,
LACC.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
LACC.910.L.1.2:	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Semester 2: 1.2.12 CHK - Language Skills: Colons and Semicolons
LACC.910.L.1.2:	b. Use a colon to introduce a list or quotation.	Semester 2: 1.2.12 CHK - Language Skills: Colons and Semicolons
LACC.910.L.1.2:	c. Spell correctly.	
LACC.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
LACC.910.L.2.3:	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Semester 1: 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II Semester 2: 1.1.13 PRC - Revision Strategies: Audience Part I, 1.2.13 PRC - Revision Strategies: Audience Part II, 1.3.13 PRJ - Revision Strategies: Audience Part III, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.13 PRJ - Revision Strategies: Clarity Part III, 3.1.13 PRC - Revision Strategies: Style Part I, 3.2.13, 3.3.13 PRJ - Revision Strategies: Style Part III, 4.3.13 PRJ - Revision Strategies: Development Part III
LACC.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	

LACC.910.L.3.4:	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p> <p>Semester 2:</p> <p>1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of Macbeth, 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature, 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights,</p>
LACC.910.L.3.4:	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>).	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p> <p>Semester 2:</p> <p>1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of Macbeth, 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature, 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights,</p>
LACC.910.L.3.4:	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, its part of speech, or its etymology.	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p> <p>Semester 2:</p> <p>1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of Macbeth, 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature, 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights,</p>

LACC.910.L.3.4:	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).	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p> <p>Semester 2:</p> <p>1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of Macbeth, 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature, 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights,</p>
LACC.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
LACC.910.L.3.5:	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p>
LACC.910.L.3.5:	b. Analyze nuances in the meaning of words with similar denotations.	<p>Semester 1:</p> <p>1.3.4 STD - Understand Theme and Point of View, 1.3.9 STD - Analyze Theme and Point of View, 3.1.4 STD - Understand Poetic Language, 3.1.9 STD - Analyze Poetic Language, 3.2.4 STD - Understand the Functions of the Form STD - Understand the Functions of the Form, 3.2.9 STD - Analyze the Functions of the Form,</p>
LACC.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Covered throughout the course

LACC.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III, 3.1.11 STD - Explore Essay Writing: Research Presentations, 3.1.13 PRC - Revision Strategies: Style Part I, 3.2.11 STD - Explore Essay Writing: Speeches, 3.3.13 PRJ - Revision Strategies: Style Part III, 4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III
LACC.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III
LACC.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III
LACC.910.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights, 4.3.4 STD - Understand the Vulnerability to Media, 4.3.9 STD - Analyze the Vulnerability to Media

LACC.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Semester 2: 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.2.11 STD - Explore Essay Writing: Speeches, 3.2.13, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III
LACC.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument, 3.1.4 STD - Understand the Quest for Civil Rights, 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.9 STD - Analyze the Quest for Human Rights
LACC.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Semester 2: 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature, 4.2.4 STD - Understand Assumptions of Truth, 4.2.9 STD - Analyze Assumptions of Truth, 4.3.4 STD - Understand the Vulnerability to Media, 4.3.9 STD - Analyze the Vulnerability to Media
LACC.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument
LACC.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Semester 2: 2.1.4 STD - Understand Rhetoric, 2.1.9 STD - Analyze Rhetoric, 2.2.4 STD - Understand Bias and Reasoning, 2.2.9 STD - Analyze Bias and Reasoning, 2.3.4 STD - Understand Different Argument Types, 2.3.9 STD - Analyze a Different Type of Argument

LACC.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Semester 1:</p> <p>1.1.2 RDG - An Essay on Plot, 1.2.2 RDG - An Essay on Character Development, 1.3.2 RDG - An Essay on Theme, 2.1.2 RDG - An Essay on Symbols and Artifacts, 2.2.2 RDG - An Essay on the Roots of Magical Realism, 2.3.2 RDG - An Essay on the Origins of the Gothic, 3.1.2 RDG - An Essay on Getting Comfortable with Poetry, 3.2.2 RDG - An Essay on Meter Rhyme and Form, 3.3.2 RDG - The Story of Daedalus and Icarus, 4.1.2 RDG - An Essay on Literature in Translation, 4.2.2 RDG - Letter to His Father by Franz Kafka, 4.3.2 RDG - An Essay on Metaphor</p> <p>Semester 2:</p> <p>1.1.2 RDG - An Essay on Shakespeare's Language, 1.2.2 RDG - An Essay on the Supernatural and Shakespeare, 1.3.2 RDG - An Essay on the Tragic Hero, 2.1.2 RDG - An Essay on Logical Fallacies, 2.2.2 RDG - One Poor Harvest Away From Chaos by Geoffrey Lean, 2.3.2 RDG - The School Days of an Indian Girl by Zitkala-&#352;a (Gertrude Bonnin), 3.1.2 RDG - The Declaration of Independence and the Gettysberg Address, 3.2.2 RDG - Ain't I a Woman? by Sojourner Truth, 3.3.2 RDG - Nobel Acceptance Speech by Elie Wiesel, 4.1.2 RDG - An Essay on Invasion Literature,</p>
LACC.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character,1.2.13 PRC - Revision Strategies: Purpose Part II, 1.3.11 STD - Explore Essay Writing: Summaries and Opinions, 1.3.13 PRJ - Revision Strategies: Purpose Part III, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.1.11 STD - Explore Presentations: Finding Visual Metaphors, 3.1.13 PRJ - Revision Strategies: Tone Part I, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.3.13 PRC - Revision Strategies: Tone Part III,</p>
LACC.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Semester 1:</p> <p>1.2.4 STD - Understand Setting Character and Dialogue, 1.2.9 STD - Analyze Setting Character and Dialogue, 1.2.11 STD - Explore Essay Writing: Setting and Character,1.2.13 PRC - Revision Strategies: Purpose Part II, 2.1.4 STD - Understand Characters through Symbols, 2.1.9 STD - Analyze Characters through Symbols, 2.3.4 STD - Understand Gothic Elements in Literature, 2.3.9 STD - Analyze Gothic Elements in Literature</p>
LACC.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>Semester 1:</p> <p>1.2.4 STD - Understand Setting Character and Dialogue, 1.2.9 STD - Analyze Setting Character and Dialogue, 1.2.11 STD - Explore Essay Writing: Setting and Character,1.2.13 PRC - Revision Strategies: Purpose Part II, 2.1.4 STD - Understand Characters through Symbols, 2.1.9 STD - Analyze Characters through Symbols, 2.3.4 STD - Understand Gothic Elements in Literature, 2.3.9 STD - Analyze Gothic Elements in Literature,</p>
LACC.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<p>1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of Macbeth, 4.1.4 STD - Understand Invasion Literature, 4.1.9 STD - Analyze Invasion Literature</p>

LACC.910.RL.2.5:	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	1.1.4 STD - Understand the Shape of a Story, 1.1.9 STD - Analyze the Shape of a Story, 1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 2.3.4 STD - Understand Gothic Elements in Literature, 2.3.9 STD - Analyze Gothic Elements in Literature, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III
LACC.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Semester 1: 1.2.4 STD - Understand the Supernatural in <i>Macbeth</i> , 1.2.9 STD - Analyze the Supernatural in <i>Macbeth</i>
LACC.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	Semester 1: 3.3.4 STD - Understand How Artists Build on Source Material, 3.3.9 STD - Analyze How Artists Build on Source Material, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III Semester 2: 1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of <i>Macbeth</i> , 4.2.4 STD - Understand Assumptions of Truth, 4.2.9 STD - Analyze Assumptions of Truth
LACC.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Semester 1: 3.3.4 STD - Understand How Artists Build on Source Material, 3.3.9 STD - Analyze How Artists Build on Source Material, Semester 2: 1.3.4 STD - Understand the Tragic Hero, 1.3.9 STD - Analyze Different Interpretations of <i>Macbeth</i> , 4.2.4 STD - Understand Assumptions of Truth, 4.2.9 STD - Analyze Assumptions of Truth
LACC.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Semester 1: 1.1.6 RDG - A Good Man Is Hard to Find by Flannery O'Connor, 1.2.6 RDG - The Chrysanthemums by John Steinbeck, 1.3.6 RDG - The Yellow Wallpaper by Charlotte Perkins Gilman, 2.1.6 RDG - Everyday Use by Alice Walker, 2.2.6 RDG - Axolotl by Julio Cortázar, 2.3.6 RDG - The Black Cat by Edgar Allan Poe, 3.1.6 RDG - Three Poems, 3.2.6 RDG - Three Poems, 3.3.6 RDG - Two Poems; One Painting, 4.1.6 RDG - <i>The Metamorphosis</i> by Franz Kafka (Part I), 4.2.6 RDG - <i>The Metamorphosis</i> by Franz Kafka (Part 2), 4.3.6 RDG - Franz Kafka's <i>The Metamorphosis</i> Part III, Semester 2: 1.1.6 RDG - <i>Macbeth</i> by William Shakespeare (Part 1), 1.2.6 RDG - <i>Macbeth</i> by William Shakespeare (Part 2), 1.3.6 RDG - <i>Macbeth</i> by William Shakespeare (Part 3), 4.1.6 RDG - <i>War of the Worlds</i> by HG Wells, 4.2.6 RDG - <i>War of the Worlds</i> on the Radio
LACC.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Semester 1: 3.1.11 STD - Explore Presentations: Finding Visual Metaphors, 3.1.13 PRJ - Revision Strategies: Tone Part I Semester 2: 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III
LACC.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

LACC.910.W.3.9:	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Semester 1: 1.1.11 STD - Explore Essay Writing: Building Suspense, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.3.11 STD - Explore Essay Writing: Summaries and Opinions, 2.1.11 STD - Explore Essay Writing: Argument, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.3.11 STD - Explore Essay Writing: Clarity, 3.1.11 STD - Explore Presentations: Finding Visual Metaphors, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.3.11 STD - Explore Essay Writing: Narrative Writing
LACC.910.W.3.9:	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Semester 2: 1.1.11 STD - Explore Essay Writing: Argument, 1.2.11 STD - Explore Essay Writing: Narrative, 1.3.11 STD - Explore Presentations: Video Scripting, 2.1.11 STD - Explore Essay Writing: Argument, 2.2.11 STD - Explore Essay Writing: Argument, 2.3.11 STD - Explore Essay Writing: Argument, 3.1.11 STD - Explore Essay Writing: Research Presentations, 3.2.11 STD - Explore Essay Writing: Speeches, 3.3.11 STD - Explore Essay Writing: Argument, 4.1.11 STD - Explore Essay Writing: Research Paper, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.3.11 STD - Explore Essay Writing: Research Paper
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
LACC.910.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Semester 1: 1.1.8 DIS - Creating Tension, 1.2.8 DIS - What the Character Wants, 1.3.8 DIS - The State of the Narrator, 2.1.8 DIS - Cultural Identity, 2.2.8 DIS - The Unexpected, 2.3.8 DIS - Choose Your Narrator, 3.1.8 DIS - Effective Language, 3.2.8 DIS - Words versus Pictures, 3.3.8 DIS - The Poems' Real Themes, 4.1.8 DIS - Being a Bug, 4.2.8 DIS - Being Human, 4.3.8 DIS - The Second Metamorphosis Semester 2: 1.1.8 DIS - Macbeth's Independence, 1.2.8 DIS - Superstition Today, 1.3.8 DIS - Adaptation, 2.1.8 DIS - Taking Sides, 2.2.8 DIS - Racism, 2.3.8 DIS - Using Emotion, 3.1.8 DIS - American Equality, 3.2.8 DIS - Suffrage, 3.3.8 DIS - Shifting Blame, 4.1.8 DIS - Do You Believe?, 4.2.8 DIS - Could It Happen Again?, 4.3.8 DIS - Mass Hysteria

LACC.910.SL.1.1:	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<p>Semester 1:</p> <p>1.1.8 DIS - Creating Tension, 1.2.8 DIS - What the Character Wants, 1.3.8 DIS - The State of the Narrator, 2.1.8 DIS - Cultural Identity, 2.2.8 DIS - The Unexpected, 2.3.8 DIS - Choose Your Narrator, 3.1.8 DIS - Effective Language, 3.2.8 DIS - Words versus Pictures, 3.3.8 DIS - The Poems' Real Themes, 4.1.8 DIS - Being a Bug, 4.2.8 DIS - Being Human, 4.3.8 DIS - The Second Metamorphosis</p> <p>Semester 2:</p> <p>1.1.8 DIS - Macbeth's Independence, 1.2.8 DIS - Superstition Today, 1.3.8 DIS - Adaptation, 2.1.8 DIS - Taking Sides, 2.2.8 DIS - Racism, 2.3.8 DIS - Using Emotion, 3.1.8 DIS - American Equality, 3.2.8 DIS - Suffrage, 3.3.8 DIS - Shifting Blame, 4.1.8 DIS - Do You Believe?, 4.2.8 DIS - Could It Happen Again?, 4.3.8 DIS - Mass Hysteria</p>
LACC.910.SL.1.1:	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<p>Semester 1:</p> <p>1.1.8 DIS - Creating Tension, 1.2.8 DIS - What the Character Wants, 1.3.8 DIS - The State of the Narrator, 2.1.8 DIS - Cultural Identity, 2.2.8 DIS - The Unexpected, 2.3.8 DIS - Choose Your Narrator, 3.1.8 DIS - Effective Language, 3.2.8 DIS - Words versus Pictures, 3.3.8 DIS - The Poems' Real Themes, 4.1.8 DIS - Being a Bug, 4.2.8 DIS - Being Human, 4.3.8 DIS - The Second Metamorphosis</p> <p>Semester 2:</p> <p>1.1.8 DIS - Macbeth's Independence, 1.2.8 DIS - Superstition Today, 1.3.8 DIS - Adaptation, 2.1.8 DIS - Taking Sides, 2.2.8 DIS - Racism, 2.3.8 DIS - Using Emotion, 3.1.8 DIS - American Equality, 3.2.8 DIS - Suffrage, 3.3.8 DIS - Shifting Blame, 4.1.8 DIS - Do You Believe?, 4.2.8 DIS - Could It Happen Again?, 4.3.8 DIS - Mass Hysteria</p>

LACC.910.SL.1.1:	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<p>Semester 1:</p> <p>1.1.8 DIS - Creating Tension, 1.2.8 DIS - What the Character Wants, 1.3.8 DIS - The State of the Narrator, 2.1.8 DIS - Cultural Identity, 2.2.8 DIS - The Unexpected, 2.3.8 DIS - Choose Your Narrator, 3.1.8 DIS - Effective Language, 3.2.8 DIS - Words versus Pictures, 3.3.8 DIS - The Poems' Real Themes, 4.1.8 DIS - Being a Bug, 4.2.8 DIS - Being Human, 4.3.8 DIS - The Second Metamorphosis</p> <p>Semester 2:</p> <p>1.1.8 DIS - Macbeth's Independence, 1.2.8 DIS - Superstition Today, 1.3.8 DIS - Adaptation, 2.1.8 DIS - Taking Sides, 2.2.8 DIS - Racism, 2.3.8 DIS - Using Emotion, 3.1.8 DIS - American Equality, 3.2.8 DIS - Suffrage, 3.3.8 DIS - Shifting Blame, 4.1.8 DIS - Do You Believe?, 4.2.8 DIS - Could It Happen Again?, 4.3.8 DIS - Mass Hysteria</p>
LACC.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<p>Semester 2:</p> <p>4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III</p>
LACC.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>Semester 2:</p> <p>3.1.4 STD - Understand the Quest for Civil Rights, 3.1.6 RDG - Nobel Acceptance Speech by Martin Luther King Jr., 3.1.9 STD - Analyze the Quest for Civil Rights, 3.2.4 STD - Understand How Word Choice and Context Matter, 3.2.6 RDG - After Being Convicted of Voting by Susan B. Anthony, 3.2.9 STD - Analyze How Word Choice and Context Matter, 3.3.4 STD - Understand the Quest for Human Rights, 3.3.6 RDG - The Perils of Indifference by Elie Wiesel, 3.3.9 STD - Analyze the Quest for Human Rights</p>
LACC.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<p>Semester 2:</p> <p>4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III</p>
LACC.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>Semester 2:</p> <p>4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III</p>
LACC.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>Semester 2:</p> <p>4.1.11 STD - Explore Essay Writing: Research Paper, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.11 STD - Explore Essay Writing: Research Paper, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.11 STD - Explore Essay Writing: Research Paper, 4.3.13 PRJ - Revision Strategies: Development Part III</p>

LACC.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
LACC.910.W.1.1:	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Semester 1: 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II Semester 2: 1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III
LACC.910.W.1.1:	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Semester 1: 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II Semester 2: 1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III
LACC.910.W.1.1:	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Semester 1: 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II Semester 2: 1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III
LACC.910.W.1.1:	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Semester 1: 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II Semester 2: 1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III

LACC.910.W.1.1:	e. Provide a concluding statement or section that follows from and supports the argument presented.	<p>Semester 1:</p> <p>2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Organization Part I, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 2.1.11 STD - Explore Essay Writing: Argument, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.11 STD - Explore Essay Writing: Argument, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.11 STD - Explore Essay Writing: Argument, 2.3.13 PRJ - Revision Strategies: Clarity Part III</p>
LACC.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
LACC.910.W.1.2:	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>
LACC.910.W.1.2:	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>

LACC.910.W.1.2:	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>
LACC.910.W.1.2:	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>
LACC.910.W.1.2:	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>

LACC.910.W.1.2:	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<p>Semester 1:</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.2.13 PRC - Revision Strategies: Purpose Part II, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing</p> <p>Semester 2:</p> <p>1.1.11 STD - Explore Essay Writing: Argument, 1.1.13 PRC - Revision Strategies: Audience Part I, 3.3.11 STD - Explore Essay Writing: Argument, 3.3.13 PRJ - Revision Strategies: Style Part III</p>
LACC.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
LACC.910.W.1.3:	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>Semester 1:</p> <p>2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III</p> <p>Semester 2:</p> <p>1.2.11 STD - Explore Essay Writing: Narrative, 1.2.13 PRC - Revision Strategies: Audience Part II</p>
LACC.910.W.1.3:	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>Semester 1:</p> <p>2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III</p> <p>Semester 2:</p> <p>1.2.11 STD - Explore Essay Writing: Narrative, 1.2.13 PRC - Revision Strategies: Audience Part II</p>
LACC.910.W.1.3:	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p>Semester 1:</p> <p>2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III</p> <p>Semester 2:</p> <p>1.2.11 STD - Explore Essay Writing: Narrative, 1.2.13 PRC - Revision Strategies: Audience Part II</p>

LACC.910.W.1.3:	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Semester 1: 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III Semester 2: 1.2.11 STD - Explore Essay Writing: Narrative, 1.2.13 PRC - Revision Strategies: Audience Part II
LACC.910.W.1.3:	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Semester 1: 2.3.11 STD - Explore Essay Writing: Clarity, 2.3.13 PRJ - Revision Strategies: Organization Part III, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III Semester 2: 1.2.11 STD - Explore Essay Writing: Narrative, 1.2.13 PRC - Revision Strategies: Audience Part II
LACC.910.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.)	Semester 1: 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.13 PRC - Revision Strategies: Purpose Part II, 1.3.13 PRJ - Revision Strategies: Purpose Part III, 2.1.13 PRC - Revision Strategies: Organization Part I, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.1.13 PRJ - Revision Strategies: Tone Part I, 3.2.13 PRC - Revision Strategies: Tone Part II, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.13 PRJ - Revision Strategies: Language Part III Semester 2: 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.13 PRC - Revision Strategies: Purpose Part II, 1.3.13 PRJ - Revision Strategies: Purpose Part III, 2.1.13 PRC - Revision Strategies: Organization Part I, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.1.13 PRJ - Revision Strategies: Tone Part I, 3.2.13 PRC - Revision Strategies: Tone Part II, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.13 PRJ - Revision Strategies: Language Part III
LACC.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Semester 1: 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.13 PRC - Revision Strategies: Purpose Part II, 1.3.13 PRJ - Revision Strategies: Purpose Part III, 2.1.13 PRC - Revision Strategies: Organization Part I, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.1.13 PRJ - Revision Strategies: Tone Part I, 3.2.13 PRC - Revision Strategies: Tone Part II, 3.3.13 PRC - Revision Strategies: Tone Part III, 4.1.13 STD - Explore Essay Writing: Narrative Writing, 4.2.13 PRC - Revision Strategies: Language Part II, 4.3.13 PRJ - Revision Strategies: Language Part III Semester 2: 1.1.13 PRC - Revision Strategies: Purpose Part I, 1.2.13 PRC - Revision Strategies: Purpose Part II, 1.3.13 PRJ - Revision Strategies: Purpose Part III, 2.1.13 PRC - Revision Strategies: Organization Part I, 2.2.13 PRC - Revision Strategies: Organization Part II, 2.3.13 PRJ - Revision Strategies: Organization Part III, 3.1.13 PRJ - Revision Strategies: Tone Part I, 3.2.13 PRC - Revision Strategies: Tone Part II,

LACC.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p>4.3.11 STD - Explore Essay Writing: Narrative Writing, 4.3.13 PRJ - Revision Strategies: Language Part III</p> <p>Semester 2:</p> <p>1.1.13 PRC - Revision Strategies: Audience Part I, 1.2.13 PRC - Revision Strategies: Audience Part II, 1.3.13 PRJ - Revision Strategies: Audience Part III, 2.1.13 PRC - Revision Strategies: Clarity Part I, 2.2.13 PRC - Revision Strategies: Clarity Part II, 2.3.13 PRJ - Revision Strategies: Clarity Part III, 3.1.13 PRC - Revision Strategies: Style Part I, 3.2.13 PRC - Revision Strategies: Style Part II, 3.3.13 PRJ - Revision Strategies: Style Part III, 4.1.13 PRC - Revision Strategies: Development Part I, 4.2.13 PRC - Revision Strategies: Development Part II, 4.3.13 PRJ - Revision Strategies: Development Part III</p>
LACC.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Semester 1:</p> <p>2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II,</p> <p>Semester 2:</p> <p>2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.2.13 PRC - Revision Strategies: Organization Part II, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.2.13 PRC - Revision Strategies: Tone Part II,</p> <p>☐</p>
LACC.910.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 tasks, purposes, and audiences.	<p>Semester 1:</p> <p>1.1.1 JRL - Building Suspense, 1.2.1 JRL - How Place Affects People, 1.3.1 JRL - Different Perspectives, 2.1.1 JRL - Your Identity, 2.2.1 JRL - Being an Outsider, 2.3.1 JRL - Fear, 3.1.1 JRL - Choosing a Form, 3.2.1 JRL - How Poets Communicate, 3.3.1 JRL - What Artists Want, 4.1.1 JRL - Changing Identities, 4.2.1 JRL - Love and Fear, 4.3.1 JRL - Predictions,</p> <p>1.1.11 STD - Explore Essay Writing: Building Suspense, 1.2.11 STD - Explore Essay Writing: Setting and Character, 1.3.11 STD - Explore Essay Writing: Summaries and Opinions, 2.1.11 STD - Explore Essay Writing: Argument, 2.2.11 STD - Explore Essay Writing: Paraphrasing, 2.3.11 STD - Explore Essay Writing: Clarity, 3.1.11 STD - Explore Presentations: Finding Visual Metaphors, 3.2.11 STD - Explore Essay Writing: Choosing the Right Details, 3.3.11 STD - Explore Essay Writing: Comparing and Contrasting, 4.1.11 STD - Explore Essay Writing: Narrative Writing, 4.2.11 STD - Explore Essay Writing: Narrative Writing, 4.3.11 STD - Explore Essay Writing: Narrative Writing</p>

SUBJECT: <u>English</u>		
GRADE LEVEL: <u>9-12</u>		
COURSE TITLE: <u>Language Arts Series 9-12 English 2</u>		
COURSE CODE: <u>100930E</u>		
SUBMISSION TITLE: <u>Common Core English 10</u>		
BID ID: <u>2621</u>		
PUBLISHER: <u>Apex Learning</u>		
PUBLISHER ID: 91-1935905-02		
BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
LACC.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Semester 1: 1.2.13 - Write About It: Using Rhetoric to Persuade an Audience (PRJ) 2.3.13 - Write About It: Telling a Story (PRC) Semester 2: 2.1.13 - Write About It: The Compare-and-Contrast Essay (PRC) 2.2.13 - Write About It: Letter to the Editor (PRJ) 2.3.13 - Write About It: Determining Purpose (PRC) 3.2.13 - Write About It: Preparing a Speech (PRC) 3.3.13 - Write About It: Professionalizing a Speech (PRJ) 4.1.13 - Outline for a Persuasive Research Paper (PRC)
LACC.910.L.1.1:	a. Use parallel structure.	Semester 1: 2.1.13 - Write About It: Analyzing Plot (PRC) Semester 2: 4.3.12 - Write About It: Finalizing a Draft (PRC)
LACC.910.L.1.1:	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Semester 2: 3.2.13 - Write About It: Preparing a Speech (PRC) 4.3.13 - Write About It: Peer Review
LACC.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Semester 1: 1.3.13 - Write About It: An Experience from Your Life (PRC) 2.2.13 - Write About It: Analyzing Character Development (PRJ) 3.1.13 - Write About It: Interpreting a Theme (PRC) Semester 2: 3.2.13 - Write About It: Preparing a Speech (PRC) 3.3.13 - Write About It: Professionalizing a Speech (PRJ) 4.2.13 - Write About It: The Persuasive Research Draft (PRJ) 4.3.13 - Write About It: Peer Review
LACC.910.L.1.2:	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Semester 2: 3.1.13 - Write About It: Analyzing a Speech (PRC) 4.3.13 - Write About It: Peer Review

LACC.910.L.1.2:	b. Use a colon to introduce a list or quotation.	2.2.13 - Write About It: Analyzing Character Development (PRJ) Semester 2:
LACC.910.L.1.2:	c. Spell correctly.	Semester 1: 1.1.13 - Write About It: Conveying Thoughts Informally and Formally (PRC) 3.1.13 - Write About It: Interpreting a Theme (PRC) Semester 2: 4.3.13 - Write About It: Peer Review
LACC.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Semester 1: 3.3.13 - Write About It: Exploring Context (PRC) Semester 2: 4.1.13 - Write About It: Outline for a Persuasive Research Paper (PRC)
LACC.910.L.2.3:	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Semester 1: 2.2.13 - Write About It: Analyzing Character Development (PRJ) 4.1.13 - Write About It: Appropriate and Credible Sources (PRJ) 4.2.13 - Write About It: The Research Paper Rough Draft (PRC) 4.3.13 - Write About It: The Research Paper Final Draft (PRC) Semester 2: 1.3.13 - Write About It: Persuading an Audience (PRC) 3.3.13 - Write About It: Professionalizing a Speech (PRJ) 4.3.12 - Write About It: Finalizing a Draft (PRC)
LACC.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	Semester 1: 4.1.13 - Write About It: Appropriate and Credible Sources (PRJ) Semester 2: 1.3.13 - Write About It: Persuading an Audience (PRC) 1.2.13 - Write About It: Explaining a Complicated Topic (PRC)
LACC.910.L.3.4:	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Semester 1: 4.1.13: Write About It: Appropriate and Credible Sources (PRJ)
LACC.910.L.3.4:	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>).	Semester 1: 3.1.13 - Write About It: Interpreting a Theme (PRC)
LACC.910.L.3.4:	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, its part of speech, or its etymology.	Semester 1: 3.2.13 - Write About It: Annotating Poetry (PRC) 4.1.13 - Write About It: Appropriate and Credible Sources (PRJ) Semester 2: 1.1.13 - Write About It: Determining a Document's Organization (PRJ) 1.2.13 - Write About It: Explaining a Complicated Topic (PRC)

LACC.910.L.3.4:	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).	Semester 1: 3.2.13 - Write About It: Annotating Poetry (PRC) 4.1.13 - Write About It: Appropriate and Credible Sources (PRJ) Semester 2: 1.1.13 - Write About It: Determining a Document's Organization (PRJ) 1.2.13 - Write About It: Explaining a Complicated Topic (PRC)
LACC.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Semester 1: 3.2.13 - Write About It: Annotating Poetry (PRC)
LACC.910.L.3.5:	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Semester 1: 3.2.13 - Write About It: Annotating Poetry (PRC)
LACC.910.L.3.5:	b. Analyze nuances in the meaning of words with similar denotations.	Semester 2: 1.3.13 - Write About It: Persuading an Audience (PRC)
LACC.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Semester 1: 3.2.13 - Write About It: Annotating Poetry (PRC)
LACC.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Semester 1: 1.1.8 – Think It Through, Talk It Out 1.2.8 – Think It Through, Talk It Out 1.3.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out 4.3.8 – Think It Through, Talk It Out Semester 2: 1.1.8 – Think It Through, Talk It Out 1.2.8 – Think It Through, Talk It Out 1.3.8 – Think It Through, Talk It Out 2.1.8 – Think It Through, Talk It Out 2.1.13 – Write About It: The Compare-and-Contrast Essay 2.2.8 – Think It Through, Talk It Out 2.3.8 – Think It Through, Talk It Out 3.1.8 – Think It Through, Talk It Out 3.1.13 – Write About It: Analyzing A Speech 3.2.8 – Think It Through, Talk It Out 3.3.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out
LACC.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Semester 1: 4.3.8 – Think About It, Talk It Through 4.3.13 – Write About It: The Research Paper Final Draft Semester 2: 2.3.8- Think It Through, Talk It Out 3.1.13 – Write About It: Analyzing a Speech

LACC.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>Semester 1:</p> <p>1.1.8 - Think It Through, Talk It Out 1.2.8 – Think It Through, Talk It Out 1.3.8– Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8– Think It Through, Talk It Out 4.3.8– Think It Through, Talk It Out</p> <p>Semester 2:</p> <p>1.1.13 – Write About It: Determining a Document’s Organization 1.2.8 – Think It Through, Talk It Out 1.3.8 – Think It Through Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out</p>
LACC.910.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>Semester 1:</p> <p>4.3.9 – Analyze: Style and Tone</p> <p>Semester 2:</p> <p>2.1.13 – Write About It: The Compare-and-Contrast Essay</p>
LACC.910.RI.2.5:	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>Semester 1:</p> <p>4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out</p> <p>Semester 2:</p> <p>1.1.8 – Think It Through, Talk It Out 1.1.13 – Write About It: Determining a Document’s Organization 1.3.8 – Think It Through, Talk It Out 2.1.8 – Think It Through, Talk It Out 3.1.8 – Think It Through, Talk It Out 3.2.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out</p>
LACC.910.RI.2.6:	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>Semester 1:</p> <p>1.2.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.2.8 – Think It Through, Talk It Out 4.3.4 – Analyze: Review and Revision (STD) 4.3.8 – Think It Through, Talk It Out</p> <p>Semester 2:</p> <p>1.3.8 - Think It Through, Talk It Out 2.1.13 – Write About It: The Compare-and-Contrast Essay (PRC) 2.3.13 – Write About It: Determining Purpose (STD) 3.1.8 - Think It Through, Talk It Out 3.2.8 - Think It Through, Talk It Out 3.3.8 - Think It Through, Talk It Out 4.1.8 - Think It Through, Talk It Out</p>
LACC.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<p>Semester 1:</p> <p>1.1.8 – Think It Through, Talk It Out 1.1.9 – Analyze: Expository Writing</p> <p>Semester 2:</p> <p>2.2.13 – Write About It: Letter to the Editor</p>

LACC.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>Semester 1:</p> <p>1.2.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out 4.1.13 – Write About It: Appropriate and Credible Sources (PRJ) 4.2.8 – Think It Through, Talk It Out 4.3.13 – Write About It: The Research Paper Final Draft (PRC)</p> <p>Semester 2:</p> <p>1.3.8 – Think It Through, Talk It Out 3.1.8 – Think It Through, Talk It Out 3.1.13 – Write About It: Analyzing a Speech 3.2.8 – Think It Through, Talk It Out 4.1.8 – Think It Through, Talk It Out</p>
LACC.910.RI.3.9:	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<p>Semester 2:</p> <p>1.1.8 – Think It Through, Talk It Out 1.1.13 – Write About It: Determining A Document’s Organization 3.1.13 – Write About It: Analyzing a Speech 3.2.10 – Analyze: Themes and Their Uses (QUIZ) 3.2.13 – Write About It: Preparing a Speech</p>
LACC.910.RI.4.10:	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Semester 1:</p> <p>1.1.2 - "The Transaction" from On Writing Well by William Zinsser (RDG) 1.1.6 - "Astrophysicist Chronicles the Battle Over Pluto" by Melissa Block and Preface from The Pluto Files by Neil DeGrasse Tyson. (RDG) 1.3.6 - Chapter IV of The Story of My Life by Helen Keller (RDG) 3.3.2 - Chapters 12-16 of the Kishkindha Kanda of The Ramayana by Valmiki and "Illustration of Sugriva Challenging Vali" (RDG) 4.1.2 - Introduction to Fast Food Nation by Eric Schlosser (RDG) 4.1.6 - Chapters 1-3 of Fast Food Nation by Eric Schlosser (RDG) 4.2.2 - Opening Pages of Other People's Words: What Plagiarism Is and How to Avoid It by Barbara Francis (RDG) 4.2.6 - Chapters 4-7 of Fast Food Nation by Eric Schlosser (RDG) 4.3.2 - "A Culinary Wasteland" by Cynthia Crossen (RDG) 4.3.6 - Chapters 8-10 and the Epilogue of Fast Food Nation by Eric Schlosser (RDG)</p> <p>Semester 2:</p> <p>1.1.6 – Three Documents with Unique Organizational Schemes (RDG) 1.2.2 – “Simplicity” from On Writing Well by William Zinsser (RDG) 1.2.6 – “How to Drive Stick Shift” by Tom and Ray Magliozzi (RDG) 1.3.2 – “Job Hunting” by Art Buchwald (RDG)</p>
LACC.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Semester 1:</p> <p>2.1.8 – Think It Through, Talk It Out 2.3.8 – Think It Through, Talk It Out 3.1.8 – Think It Through, Talk It Out 3.3.8 – Think It Through, Talk It Out 2.1.13 – Write About It: Analyzing Plot 2.2.13 – Write About It: Analyzing Character Development 3.1.13 – Write About It: Interpreting a Theme 3.2.13 – Write About It: Annotating Poetry 3.3.13 – Write About It, Exploring Content 4.3.8 – Think It Through, Talk It Out</p> <p>Semester 2:</p> <p>2.3.13 - Write About It: Determining Purpose (PRC)</p>
LACC.910.RL.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Semester 1:</p> <p>2.1.13 – Write About It: Interpreting a Theme 3.3.13 - Write About It: Exploring Content</p> <p>Semester 2:</p> <p>2.3.13 - Write About It: Determining Purpose (PRC)</p>

LACC.910.RL.1.3:	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Semester 1: 3.2.13 – Write About It: Analyzing Character Development
LACC.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Semester 1: 3.2.13 – Write About It: Annotating Poetry
LACC.910.RL.2.5:	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Semester 1: 2.1.13 – Write About It: Analyzing Plot 3.2.8 – Think It Through, Talk It Out
LACC.910.RL.2.6:	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Semester 1: 3.3.13 – Write About It, Exploring Content
LACC.910.RL.3.7:	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Semester 1: 3.3.8 – Think It Through, Talk It Out 3.3.13 – Write About It: Exploring Context
LACC.910.RL.3.9:	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Semester 1: 3.3.8 – Think It Through, Talk It Out 3.3.13 – Write About It: Exploring Context
LACC.910.RL.4.10:	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Semester 1: 1.2.6 – Act III, Scene 2 of Julius Caesar by William Shakespeare (RDG) 2.1.6 – Pages 7-106 of American Born Chinese by Gene Luen Yang (RDG) 2.2.6 – Pages 190-233 of American Born Chinese by Gene Luen Yang (RDG) 2.3.6 – “A Visit of Charity” by Eudora Welty (RDG) 3.1.6 – “To Build a Fire” by Jack London (RDG) 3.2.6 – Various Poems (RDG) 3.3.6 – Chapters 12-16 of the Kishkindha Kanda of The Ramayana by Valmiki and “Illustration of Sugriva Challenging Vali” (RDG) Semester 2: 2.3.6 – “Top of the Food Chain” by T. C. Boyle (RDG)
LACC.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Semester 2: 1.2.13 - Write About It: Explaining a Complicated Topic (PRC) 3.3.13 - Write About It: Professionalizing a Speech (PRJ) 4.1.13 - Write About It: Outline for a Persuasive Research Paper (PRC)
LACC.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
LACC.910.W.3.9:	a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	3.3.13 - Write About It: Exploring Context (PRC)
LACC.910.W.3.9:	b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Semester 2: 3.1.13 - Write About It: Analyzing a Speech (PRC)
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	

LACC.910.SL.1.1:	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Semester 2: 2.2.13 - Write About It: Letter to the Editor (PRJ)
LACC.910.SL.1.1:	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	
LACC.910.SL.1.1:	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Semester 2: 2.2.13 - Write About It: Letter to the Editor (PRJ)
LACC.910.SL.1.1:	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
LACC.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Semester 2: 3.3.13 - Write About It: Professionalizing a Speech (PRJ)
LACC.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Semester 1: 1.2.9 – Analyze: Using Rhetoric to Sway an Audience (STD) Semester 2: 3.1.13- Write About It: Analyzing a Speech (PRC)
LACC.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
LACC.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Semester 2: 3.3.13 - Write About It: Professionalizing a Speech (PRJ)
LACC.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Semester 2: 3.3.13 - Write About It: Professionalizing a Speech (PRJ)
LACC.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
LACC.910.W.1.1:	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Semester 1: 1.2.13 - Write About It: Using Rhetoric to Persuade an Audience (PRJ) 2.1.13 - Write About It: Analyzing Plot (PRC) Semester 2: 2.2.13 – Write About It: Letter to the Editor
LACC.910.W.1.1:	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Semester 1: 1.2.13 - Write About It: Using Rhetoric to Persuade an Audience Semester 2: 2.2.13 - Write About It: Letter to the Editor 4.2.13 - Write About It: The Persuasive Research Draft

LACC.910.W.1.1:	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Semester 1: 2.1.13 - Write About It: Analyzing Plot (PRC) Semester 2: 2.2.13 – Write About It: Letter to the Editor
LACC.910.W.1.1:	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Semester 2: 2.2.13 – Write About It: Letter to the Editor 4.2.13 - Write About It: The Persuasive Research Draft
LACC.910.W.1.1:	e. Provide a concluding statement or section that follows from and supports the argument presented.	Semester 1: 1.2.13 – Write About It: Using Rhetoric to Persuade an Audience 2.1.13 - Write About It: Analyzing Plot (PRC) Semester 2: 4.2.13 - Write About It: The Persuasive Research Draft
LACC.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
LACC.910.W.1.2:	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Semester 1: 1.1.13 - Write About It: Conveying Thoughts Informally and Formally (PRC) 2.2.13 - Write About It: Analyzing Character Development (PRJ) 4.2.13 - Write About It: The Research Paper Rough Draft (PRC) Semester 2: 1.2.13 - Write About It: Explaining a Complicated Topic 2.1.13 - Write About It: The Compare-and-Contrast Essay 2.3.13 - Write About It: Determining Purpose 3.1.13 - Write About It: Analyzing a Speech
LACC.910.W.1.2:	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Semester 1: 4.2.13 - Write About It: The Research Paper Rough Draft Semester 2: 1.3.13 - Write About It: Persuading an Audience 2.3.13 - Write About It: Determining Purpose 3.1.13 - Write About It: Analyzing a Speech
LACC.910.W.1.2:	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Semester 1: 2.2.13 - Write About It: Analyzing Character Development (PRJ) 4.2.13 - Write About It: The Research Paper Rough Draft (PRC) Semester 2: 2.1.13 - Write About It: The Compare-and-Contrast Essay 3.1.13 - Write About It: Analyzing a Speech
LACC.910.W.1.2:	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Semester 1: 1.1.13 - Write About It: Conveying Thoughts Informally and Formally 2.2.13 - Write About It: Analyzing Plot 3.1.13 - Write About It: Analyzing Character Development 3.2.13 - Write About It: Annotating Poetry 4.2.13 - Write About It: The Research Paper Rough Draft Semester 2: 2.1.13 - Write About It: The Compare-and-Contrast Essay

LACC.910.W.1.2:	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Semester 1: 1.1.13 - Write About It: Conveying Thoughts Informally and Formally 3.1.13 - Write About It: Interpreting a Theme 4.3.13 - Write About It: The Research Paper Final Draft Semester 2: 1.3.13 - Write About It: Persuading An Audience (PRC)
LACC.910.W.1.2:	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Semester 1: 1.1.13 - Write About It: Conveying Thoughts Informally and Formally (PRC) 2.2.13 - Write About It: Analyzing Character Development (PRJ) 4.2.13 - Write About It: The Research Paper Rough Draft (PRC) Semester 2: 2.1.13 - Write About It: The Compare-and-Contrast Essay 2.3.13 - Write About It: Determining Purpose 3.1.13 - Write About It: Analyzing a Speech
LACC.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
LACC.910.W.1.3:	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Semester 1: 1.3.13 - Write About It: An Experience from Your Life 2.3.13 - Write About It: Telling a Story (PRC)
LACC.910.W.1.3:	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Semester 1: 2.3.13 - Write About It: Telling a Story (PRC)
LACC.910.W.1.3:	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Semester 1: 1.3.13 - Write About It: An Experience from Your Life
LACC.910.W.1.3:	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Semester 1: 2.3.13 - Write About It: Telling a Story (PRC)
LACC.910.W.1.3:	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Semester 1: 1.3.13 - Write About It: An Experience from Your Life
LACC.910.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.)	Semester 1: 1.1.3 - 1.1.13 - Write About It: Conveying Thoughts Informally and Formally (PRC) 1.2.13 - Write About It: Using Rhetoric to Persuade an Audience (PRJ) 1.3.13 - Write About It: An Experience from Your Life (PRC) 3.1.13 - Write About It: Interpreting a Theme (PRC) Semester 2: 1.1.13 - Write About It: Determining a Document's Organization (PRJ) 1.2.13 - Write About It: Explaining a Complicated Topic (PRC) 1.3.13 - Write About It: Persuading an Audience (PRC) 2.2.13 - Write About It: Letter to the Editor (PRJ) 3.3.13 - Write About It: Professionalizing a Speech (PRJ) 4.2.13 - Write About It: The Persuasive Research Draft (PRJ)
LACC.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Semester 2: 1.1.13 - Write About It: Determining a Document's Organization (PRJ)

LACC.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
LACC.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>Semester 1:</p> <p>3.3.13 - Write About It: Exploring Context (PRC)</p> <p>Semester 2:</p> <p>4.1.13 - Write About It: Outline for a Persuasive Research Paper (PRC)</p>
LACC.910.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 tasks, purposes, and audiences.	<p>Semester 1:</p> <p>1.1.1 - Record Your Thoughts (JRL)</p> <p>1.1.13 - Write About It: Conveying Thoughts Informally and Formally (PRC)</p> <p>1.2.1 - Record Your Thoughts (JRL)</p> <p>1.2.13 - Write About It: Using Rhetoric to Persuade an Audience (PRJ)</p> <p>1.3.1 - Record Your Thoughts (JRL)</p> <p>1.3.13 - Write About It: An Experience from Your Life (PRC)</p> <p>2.1.1 - Record Your Thoughts (JRL)</p> <p>2.1.13 - Write About It: Analyzing Plot (PRC)</p> <p>2.2.1 - Record Your Thoughts (JRL)</p> <p>2.2.13 - Write About It: Analyzing Character Development (PRJ)</p> <p>2.3.1 - Record Your Thoughts (JRL)</p> <p>2.3.13 - Write About It: Telling a Story (PRC)</p> <p>3.1.1 - Record Your Thoughts (JRL)</p> <p>3.1.13 - Write About It: Interpreting a Theme (PRC)</p> <p>3.2.1 - Record Your Thoughts (JRL)</p> <p>3.2.13 - Write About It: Annotating Poetry (PRC)</p> <p>3.3.1 - Record Your Thoughts (JRL)</p> <p>3.3.13 - Write About It: Exploring Context (PRC)</p> <p>4.1.1 - Record Your Thoughts (JRL)</p> <p>4.2.1 - Record Your Thoughts (JRL)</p> <p>4.2.13 - Write About It: The Research Paper Rough Draft (PRC)</p> <p>4.3.1 - Record Your Thoughts (JRL)</p> <p>4.3.13 - Write About It: The Research Paper Final Draft (PRC)</p>

Student Acceptable Use of Computers, Computer Facilities and Computer Resources Policy

Florida High School for Accelerated Learning supports the use of computer technology to facilitate learning at all levels for students. Therefore, upon enrollment at **Florida High School for Accelerated Learning**, students are assigned a unique login and password which will allow the following:

- Use of educational software to enhance math and reading skills.
- Ability to complete on-line courses (if applicable).
- Ability to conduct research.
- Participation (if applicable) in an email mentoring program with professionals who volunteer from the local community.

Florida High School for Accelerated Learning expects that each student will use computers, computer facilities and computer resources in a professional, legal, ethical, and responsible manner.

Each student is expected to be familiar with and comply with the rules and procedures outlined in this document.

1. Students have the responsibility to learn the rules and guidelines for the use of computers, computer facilities and computer resources and to abide by them.
2. Students are educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
3. Login and password information are not to be shared with other students in the classroom.
4. **Florida High School for Accelerated Learning** will use a technology protection measure that blocks and/or filters Internet access to sites that are not in accordance with the policies of the district.
5. All computer users will comply with **Florida High School for Accelerated Learning** and the school district's policies, rules, guidelines, accepted rules of network etiquette, and state and federal law.
6. All network and resource users must act in a responsible, ethical, and legal manner in accordance with the School's and school district internet safety policy, rules, guidelines, accepted rules of network etiquette, state and federal law, and the Children Internet Protection Act (CIPA).
7. Anything "harmful to minors" or that is deemed "inappropriate material" is strictly prohibited. It is expressly prohibited to use any School network, computer, computer facility, computer resource, computer network and telecommunications systems for any form of social networking and/or cyber bullying. The term "minors" is defined as someone under the legal age of responsibility. "Social Networking" is defined as any site that is designed for public access such as MySpace, YouTube, LinkedIn, etc. Specifically, the following uses of the computers, computer facilities, computer resources, computer networks and telecommunications systems are prohibited and constitute inappropriate use:
 - a. Use of the network to facilitate illegal activity or cheating.
 - b. Use of the network for commercial or for-profit purposes.
 - c. Use of the network for non-work or non-school related work.
 - d. Use of the network for product advertisement or political lobbying.
 - e. Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communication.
 - f. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - g. Use of the network to access obscene or pornographic material.
 - h. Use of inappropriate language or profanity on the network.
 - i. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - j. Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
 - k. Impersonation of another user, anonymity, and pseudonyms (false names).
 - l. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
 - m. Loading or use of unauthorized games, programs, files, or other electronic media.
 - n. Use of the network to disrupt the work of other users.
 - o. Destruction, modification, or abuse of network hardware and software.
 - p. Quoting personal communications in a public forum without the original author's prior consent.
 - q. To attempt to or gain unauthorized entry into a computer system (hacking).
 - r. The creation of links to other networks whose content or purpose would tend to violate these guidelines.
 - s. Cyberbullying: using the Internet, mobile phones or other digital technologies to harm others.

Consequences of Inappropriate Use:

Student users shall be financially responsible for damages or alterations to the equipment, systems, software, and data files resulting from deliberate or willful acts. In addition, damaging, destroying or altering any computer, network equipment, or any data files may result in disciplinary actions and/or expulsion under this policy.

Student Acceptable Use of Computers, Computer Facilities and Computer Resources Policy

I ACKNOWLEDGE RECEIPT OF THE *Florida High School for Accelerated Learning* ACCEPTABLE USE OF COMPUTERS, COMPUTER FACILITIES AND COMPUTER RESOURCES POLICY AS STATED ABOVE AND AGREE TO ABIDE BY THE DEFINITIONS AND RULES.

Student Name (printed)

Student Signature

Date

Parent Signature

Date

Courses and Descriptions

2013-2014 School Year

Foundations Courses

Foundations courses meet the needs of both high school students and transitioning middle school students who are not prepared for grade-level academic challenges. Foundations courses develop skills and strategies in math, reading, and writing with the goal of raising achievement to a high school level. Courses feature structured remediation designed to accelerate mastery of required skills appropriate to grades 3 to 8. Foundations courses have been designed to be age-appropriate with respect to content, illustrations, and examples for students ages 13 and older. Each semester course offers approximately 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Math

Math Foundations I

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd-to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school–level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd-to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* and is aligned to state standards.

Math Foundations II

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th-to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school–level math courses with confidence. The course’s carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence and is aligned to state standards.

English

English Foundations I

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students’ attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd-to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

English Foundations II

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Reading Skills and Strategies

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Science

Science Foundations

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school. Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

The course is based on National Science Education Standards (NSES) for middle school science.

Literacy Advantage Courses

Literacy Advantage courses are standards-based general studies courses that meet the needs of students who are reading below proficient. Courses assist students in mastering required content in math, science, English, and social studies to earn credits toward high school graduation while simultaneously developing general and academic literacy skills. Literacy Advantage courses are based on the most current research in adolescent literacy and best practices for instruction and intervention. Each semester course offers 60–80 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Math

Algebra I

Algebra I students will deepen their conceptual understanding of key algebraic concepts, work toward computational fluency, and extend their knowledge of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Students are supplied with a scaffolded note-taking guide, called a Study Sheet, as well as a post-study Checkup activity, providing them the opportunity to hone their computational skills by working through low-stakes problem sets before moving on to a formal assessment.

Math is not all numbers. Accessible text supports students in comprehending academic math content. New vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Situational interest that promotes a relevant, real-world application of math skills serves to engage and motivate struggling learners. To further assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Geometry

Geometry students acquire conceptual understanding of key geometric topics, work toward computational fluency, and expand their problem-solving skills. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Extensive scaffolding aids below-proficient readers in understanding academic math content and in making the leap to higher-order thinking. Mathematical vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Situational interest that promotes a relevant, real-world application of math skills serves to engage and motivate students.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Algebra II

Algebra II Literacy Advantage provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a "Discovery-Confirmation-Practice"-based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications.

Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each lesson, students are supplied with a direct-instruction Study and a scaffolded note-taking guide called a Study Sheet, as well as a Checkup activity that appears after the Study. This sequence provides them with the opportunity to hone their computational skills by working through low-stakes problem sets before moving on to a formal assessment.

Success in math is not all about numbers. Algebra II provides extensive scaffolding to help below-proficient readers understand academic math content and make the leap to higher-order thinking. Mathematical vocabulary is supported with rollover definitions and usage examples that feature aural and graphical representations of terms. A feature called Support Cards identifies concrete uses of active reading strategies that facilitate recognition and understanding of key ideas.

To further assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra II Literacy Advantage includes audio resources in English. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Science

Physical Science

Physical Science offers a tightly focused curriculum designed to address fundamental concepts such as the nature and structure of matter, the characteristics of energy, and the overriding principles of force.

Topics covered include motion and forces, including two-dimensional motion and gravity; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

All text is written with controlled vocabulary and syntax. This accessible text supports students in comprehending academic content. Literacy development is promoted through explicit instruction in active-reading and vocabulary strategies. Students also develop comprehension strategies unique to academic reading and learning in the sciences.

Lab activities support the synthesis of scientific knowledge and the scientific process, teach critical thinking, writing, and communication skills, and help develop a deeper understanding of the nature of science. Study Sheets support engagement with direct instruction and develop note-taking and study skills through the use of concept maps, illustrations, and graphic organizers.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Biology

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

Extensive scaffolding aids below-proficient readers in understanding academic science content and in making the leap to higher-order thinking. The controlled release of scientific vocabulary helps struggling readers find success with complex material. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with

direct instruction and use concept maps, illustrations, and graphic organizers to aid students in developing crucial study skills.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

Chemistry

Chemistry Literacy Advantage provides a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Extensive scaffolding helps below-proficient readers understand academic science content and make the leap to higher-order thinking. The controlled release of scientific vocabulary helps struggling readers find success with complex material. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction, and the use of concept maps, illustrations, and graphic organizers aids students in developing crucial study skills. Checkup activities provide practice opportunities prior to assessments.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

English

English I: Introduction to Literature and Composition

Introduction to Literature and Composition is a valuable introduction to the study of literature and the reading of informational texts, and it offers ample opportunity to practice composition writing.

Students read literature from around the world in the following genres: short story, poetry, memoir, autobiography, drama, and epic. They also read examples of informational writing, such as letters, Web sites, magazine and newspaper articles, speeches, and movie or book reviews.

Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. Study Sheets support engagement with direct instruction and develop note-taking and study skills while also guiding students through the process of synthesizing information.

Robust support in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. These activities employ the writing process to create narrative, expository, and persuasive compositions.

Accessible text assists students in comprehending academic English content. New vocabulary is supported with rollover definitions and usage examples that feature audio and graphical representations of terms. Literacy development is promoted through explicit instruction in active-reading and vocabulary strategies. Students also develop comprehension strategies unique to academic reading and learning in English language arts.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English II: Critical Reading and Effective Writing

In English II: Critical Reading and Effective Writing, students read literature from around the world in the following genres: short story, poetry, drama, and the novel. They also read examples of informational writing, such as letters, websites, magazine and newspaper articles, and speeches. Students work with their knowledge of literary elements to read critically and practice composition writing.

Students are guided through the writing process as they create narrative, expository, and persuasive compositions. Support in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards.

Extensive scaffolding provides below-proficient readers access to essential concepts and skills in English literature and composition. Accessible text and support documents like graphic reading guides and writing process guides help striving readers and reluctant writers achieve success with challenging content such as classic works and academic writing assignments. This strategic support, including explicit comprehension and vocabulary strategies, helps students

master material while simultaneously developing their literacy skills. Note-taking guides make use of graphic organizers to support engagement with direct instruction and develop crucial study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III: American Literature

As the third step in a four-year language arts program, English III: American Literature builds on the literary and communication skills that 11th-grade students have developed in English I and II.

Students are exposed to a variety of genres and voices in American literature from the colonial to contemporary eras by reading titles such as *My Ántonia*, *Death of a Salesman*, and *The Way to Rainy Mountain*. With increasing sophistication, students examine how the historical context of literary works is reflected in thematic and stylistic textual elements.

Throughout the course, emphasis is placed on helping students develop and refine their critical reading and writing skills. Students write expository, research, and creative compositions while honing critical and analytic skills through close readings of literary, historical, expository, and functional documents. Alongside their investigations of connections between historical context and literary works, students participate in a variety of activities designed to build practical skills, including studies of functional documents and workplace communication.

Both semesters of the course culminate in an extensive unit focused on building writing skills. In semester one, students practice synthesizing key concepts from source texts and write a thesis-driven response to their synthesis. In semester two, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned with state standards.

Social Studies

U.S. History

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students then investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course

describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the “information revolution” affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text helps struggling readers find success with challenging content such as primary source documents. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction and develop crucial study skills.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History to the Civil War (1 semester)

This course traces the nation's history from the pre-colonial period to the end of the American Civil War. It emphasizes the colonial period and the creation of a new nation and examines the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students first explore the earliest points of contact between individuals from Europe, Africa, and North America. They then probe the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in the Civil War. Woven throughout this narrative history is a strong focus on the changing conditions of women, African Americans, and other minority groups. The ways in which Americans lived, ate, dressed, and interacted are also highlighted.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text helps struggling readers find success with challenging content such as

primary source documents. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction and develop crucial study skills.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History since the Civil War (1 semester)

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text helps struggling readers find success with challenging content such as primary source documents. This strategic support, including explicit comprehension and vocabulary strategies, helps students master material while simultaneously developing their literacy skills. Note-taking guides support engagement with direct instruction and develop crucial study skills.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. Government and Politics (1 semester)

U.S. Government and Politics offers a purposeful curriculum that uses the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of

political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies.

Building social studies skills is a particular goal of the course. Toward that end, annotated readings of primary documents support comprehension and teach students how to read closely and make real-life connections. Writing assignments develop skills through clear step-by-step instruction.

Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text provides the adaptive scaffolding struggling readers need to find success with challenging content such as primary source documents. Strategic scaffolding, including explicit comprehension and vocabulary strategies, helps students simultaneously develop their literacy skills.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994), and is aligned to state standards.

Core Courses

Core courses are standards-based general studies courses that meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward high school graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support. Each semester course offers 70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Math

Introductory Algebra

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations.

Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Introductory Algebra includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Algebra I-A

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum. Focusing on review of pre-algebra skills and introductory algebra content, Algebra I-A allows students to deepen their understanding of real numbers in their various forms and then extend their knowledge to linear equations in one and two variables.

Algebra I-A features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I-A includes audio resources in both Spanish and English.

Algebra I-B

Algebra I-A and I-B provide an expanded, two-year course sequence designed for students who are not prepared for the academic challenges of the traditional one-year Algebra I curriculum.

Algebra I-B course topics include a review of introductory algebra; measurement; graphing data; linear equations; systems of linear equations; polynomials; factoring of polynomials; factoring of quadratic functions; rational expressions; and radical expressions.

Algebra I-B features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I-B includes audio resources in both Spanish and English.

Algebra I

Algebra I provides a curriculum focused on the mastery of critical skills and the understanding of key algebraic concepts, preparing students to recognize and work with these concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Algebra I assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Algebra I includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Florida Algebra I (EOC)

Florida Algebra I focuses on the understanding of key algebraic topics and the mastery of critical reasoning skills. It aligns to Florida's Next Generation Sunshine State Standards and prepares students for Florida's End-of-Course assessment for Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include algebraic expressions and equations; problem solving with functions; graphing; linear equations and inequalities; polynomials; radical expressions and equations; rational expressions and functions; and matrices.

Florida Algebra I features ample opportunity for students to hone their computational skills by working through practice problem sets before moving on to formal assessment. Throughout the course, diagnostic assessments help students to quickly identify areas of weakness and improve performance while summative assessments chart progress and skill development.

The content is specifically aligned to Florida's Next Generation Sunshine State Standards and Benchmarks.

Algebra I (Common Core)

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Algebra II

Algebra II provides a curriculum that builds on the algebraic concepts covered in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Algebra II assessments include a computer-scored test and a scaffolded, teacher-scored test.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Algebra II (Common Core)

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Geometry

Geometry provides a curriculum focused on the mastery of critical skills and the understanding of key geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to a formal assessment. Unit-level Geometry assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Geometry includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Geometry (Common Core)

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students

are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Precalculus

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Within each Precalculus lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to a formal assessment. Unit-level Precalculus assessments include a computer-scored test and a scaffolded, teacher-scored test.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Math for Personal Finance

Math for Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning. They then extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems. To assist students for whom language presents a barrier to learning or who are not reading at grade level, Math for Personal Finance includes audio resources in both Spanish and English.

This course aligns to state standards as they apply to consumer math and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Integrated Math I

Integrated Math I provides a first-year integrated math curriculum that combines material traditionally covered in high school algebra, geometry, and statistics courses. Integrated Math I is uniquely organized around thematic learning tasks that integrate concepts from the various

strands of math. Within the course, a balance is struck between task-based discovery and focused development of skills and conceptual understanding.

Course topics include function families, propositional logic, polynomials and factoring, similarity and congruence properties of triangles, introductory probability and statistics, square roots, rational expressions, and coordinate geometry.

Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Interactive tasks allow students to approach and explore topics through real-world situations, helping them to gain an intuitive understanding while learning at the appropriate depth and rigor of a standards-based curriculum. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Throughout the course, students develop general strategies to hone their problem-solving skills.

The content is based on the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics, as well as the Georgia Performance Standards and Instructional Frameworks in Mathematics. Detailed correlations to state-specific standards are available on request.

Integrated Math II

Integrated Math II provides a second-year integrated math curriculum that combines material traditionally covered in high school algebra, geometry, and precalculus courses. Integrated Math II develops rigorous mathematical skills while emphasizing real-world applicability.

Course topics include complex numbers, step and piecewise functions, exponential functions, quadratic functions, inverse functions, right triangles, trigonometric functions, and circles, as well as data analysis and modeling.

Carefully paced, guided instruction is accompanied by practice that is engaging and accessible. Interactive animations allow students to approach and explore topics through real-world situations, helping them to gain an intuitive understanding while learning at the appropriate depth and rigor of a standards-based curriculum. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Throughout the course, students will develop general strategies to hone their problem-solving skills.

The content is based on the Georgia Performance Standards and Instructional Frameworks in Mathematics, as well as the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. Detailed correlations to state-specific standards are available on request.

Liberal Arts Math

Liberal Arts Math addresses the need for a math elective course which focuses on reinforcing, deepening, and extending a student's mathematical understanding. Liberal Arts Math starts with a review of problem solving skills before moving on to a variety of key algebraic, geometric, and statistical concepts. Throughout the course, students hone their computational skills and extend their knowledge through problem solving and real-world applications.

Course topics include problem solving; real numbers and operations; functions and graphing; systems of linear equations; polynomials and factoring; geometric concepts such as coordinate geometry and properties of geometric shapes; and descriptive statistics.

Within each Liberal Arts Math lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," and are given ample opportunities to practice computations in low-stakes "Checkup" activities before moving on to formal assessments. Additionally, students will have the opportunity to formulate and justify conclusions as they extend and apply concepts through printable exercises and "in-your-words" interactive activities.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Liberal Arts Math includes audio resources in English.

This course is aligned with Florida's Next Generation Sunshine State Standards and Benchmarks.

Probability and Statistics

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications.

This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Financial Literacy

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

These topics are solidly supported by writing and discussion activities. Journal activities provide introspective opportunities for students to apply concepts on a personal scale as well as analyze scenarios from a third-party perspective. Discussions help students network with each other by sharing personalized strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English.

This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards

Florida Math for College Readiness

Florida Math for College Readiness provides a fourth-year math curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in math. This full-year course aligns to Florida's Postsecondary Readiness Competencies in mathematics and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include solving equations with addition, subtraction, multiplication and division; fractions and decimals; inequalities; functions and sequences; systems of equations; polynomials; factoring quadratic equations; rational expressions; and data analysis.

Throughout the course, students are supplied with scaffolded note-taking guides, called "Study Sheets," as well as post-study "Checkup" activities that provide them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before

moving on to a formal assessment. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development.

The content is specifically aligned to the Florida Postsecondary Readiness Competencies.

Florida Math for College Success

Florida Math for College Success provides a math curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in math. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in mathematics and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include a review of algebra concepts; functions and sequences; systems of equations; polynomials; factoring quadratic expressions; rational expressions; and data analysis.

Throughout the course, students are supplied with scaffolded note-taking guides, called "Study Sheets," as well as post-study "Checkup" activities that provide them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before moving on to formal assessment. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

Mathematics I (Common Core)

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the

content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Mathematics II (Common Core)

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; applications of probability; similarity, right triangle trigonometry, and proof; and circles with and without coordinates.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Mathematics III (Common Core)

Mathematics III incorporates advanced functions, trigonometry and probability and statistics as students synthesize their prior knowledge to solve increasingly challenging problems. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include inferences and conclusions from data; polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students

to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Science

Earth Science

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Physical Science

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-graded labs encourage students to apply the scientific method. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Biology

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

Florida Biology (EOC)

Florida Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment. It aligns to Florida's Next Generation Sunshine State Standards and prepares students for Florida's End-of-Course assessment for Biology.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

The content is specifically aligned to Florida's Next Generation Sunshine State Standards and Benchmarks.

Chemistry

Chemistry offers a curriculum that facilitates students' understanding of chemistry concepts and critical scientific skills. Topics include the nature of matter; the structure of atoms and molecules; bond formations; the qualitative and quantitative aspects of chemical reactivity; the physical and chemical properties of solids, liquids, and gases; the states of matter; phase transitions; equilibrium; kinetics; thermodynamics; electrochemistry; nuclear chemistry; and an introduction to organic chemistry. Teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Physics

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Psychology (one semester)

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

Students learn about all the domains the American Psychological Association (APA) emphasizes: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

English

English I: Introduction to Literature and Composition

Introduction to Literature and Composition is a course that covers literature study, reading, writing, and language. Students read literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 9 (Common Core)

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

English II: Critical Reading and Effective Writing

Critical Reading and Effective Writing is a course that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, modern drama works, and a contemporary novel. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Grammar review and vocabulary development are included in every unit.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English 10 (Common Core)

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

English III: American Literature

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV: British and World Literature

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature.

Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own

terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Florida English IV: College Prep

Florida English IV: College Prep provides a fourth-year English curriculum focusing on developing the mastery of skills identified as critical to postsecondary readiness in reading and writing. This full-year course aligns to Florida's Postsecondary Readiness Competencies in reading and writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include vocabulary acquisition and use; use of academic and domain-specific words; reading for key ideas and details; reading non-fiction; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

Florida Writing for College Success

Florida Writing for College Success provides an English curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in writing. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include grammar and usage; essential writing skills; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed analysis and response standards.

Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to the Florida Postsecondary Readiness Competencies.

Creative Writing

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

All English elective content is based on the National Council of Teachers of English (NCTE) standards.

Media Literacy

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze, and

respond to non-traditional media with the same skill level they engage with traditional print sources.

A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze, and respond to advertisements, blogs, websites, social media, news media, and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting.

Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

The course content is based on The National Association for Media Literacy Education's Core Principles of Media Literacy Education, as well as aggregate state standards and research into best pedagogical practices.

Social Studies

Geography and World Cultures (one semester)

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

World History

World History offers a tightly focused and scaffolded curriculum that uses multiple perspectives to trace the development of civilizations around the world from prehistory to the present. The course covers major events in world history, including the development and influence of human-geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era,

the spread of imperialism, and the issues and conflicts of the 20th century. Students learn to use primary historical documents as evidence as they learn about past events.

World History is designed as the second course in the social studies sequence. Students develop confidence in their analytic writing through a scaffolded sequence of short analytic pieces and short essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History to the Renaissance

World History to the Renaissance traces the development of civilizations around the world from prehistory to the Renaissance.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, science and technology, and the arts.

Topics covered in this course include the birth of civilizations; the classical civilizations of India, China, Greece, and Rome; the rise of new empires such as the Byzantine; and an examination of civilizations in Africa and North and South America. From there, students journey to the Middle Ages and into the Renaissance.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History since the Renaissance

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History to the Civil War (one semester)

This course traces the nation's history from the pre-colonial period to the end of the American Civil War. It emphasizes the colonial period and the creation of a new nation and examines the

beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students first explore the earliest points of contact between individuals from Europe, Africa, and North America. They then probe the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in the Civil War. Woven throughout this narrative history is a strong focus on the changing conditions of women, African Americans, and other minority groups. The ways in which Americans lived, ate, dressed, and interacted are also highlighted.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History since the Civil War (one semester)

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. Government and Politics (one semester)

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. and Global Economics (one semester)

U.S. and Global Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Multicultural Studies

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

Sociology

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

World Languages

French I

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives -both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present-and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish I

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives -both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Fine Arts

Art Appreciation (one semester)

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students end their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will also be exposed to art of Asia and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.

Students complete either a performance practicum or a listening practicum throughout the course. The performance practicum requirement can be met by participation in supervised instrumental or vocal lessons, participation in a church or community choirs, community musical performances, or anything that is structured to meet at regular intervals and legitimately provides opportunities for students to build vocal and/or instrumental skills. The listening practicum requires students to listen to a variety of music genres and comment. Parents or guardians will be required to validate their children's regular participation in the chosen performance or listening practicum.

Physical Education and Health

Physical Education (one semester)

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Skills for Health (one semester)

Skills for Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Health Opportunities through Physical Education (HOPE)

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness.

Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance prevention; disease and disorders; injury prevention and safety; and personal health. HOPE requires routine participation in adult-supervised physical activities.

Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is based on and aligns to the National Science Teachers Association (NSTA) standards and the Florida Next Generation Sunshine State Standards for health and physical education.

College and Career

College and Career Preparation I

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

College and Career Preparation II

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I.

College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

The course is based on the American School Counselors Association National Standards for school counseling programs.

Honors Courses

Honors courses are standards-based general studies courses that meet the needs of motivated students seeking to accelerate their learning and deepen conceptual understanding. With many opportunities to apply, extend, and synthesize knowledge, Honors courses are ideally suited to prepare students for the rigors of Advanced Placement* courses. Each semester course offers 90–120 hours of interactive direct instruction, guided practice, and robust enrichment, with integrated formative, summative, and diagnostic assessment.

*Advanced Placement is a registered trademark of the College Board.

Math

Algebra I

Algebra I is a comprehensive course that provides an in-depth exploration of key algebraic concepts. Through a "Discovery-Confirmation-Practice" based exploration of algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include an Introductory Algebra review; measurement; an introduction to functions; problem solving with functions; graphing; linear equations and systems of linear equations; polynomials and factoring; and data analysis and probability.

Within each Algebra I lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra I lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

To further assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Algebra II

Algebra II is a comprehensive course that builds on the algebraic concepts covered in Algebra I and prepares students for advanced-level courses. Through a "Discovery-Confirmation-Practice" based exploration of intermediate algebra concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving

applications. Course topics include conic sections; functions, relations, and their graphs; quadratic functions; inverse functions; and advanced polynomial functions. Students also cover topics relating to rational, radical, exponential, and logarithmic functions; sequences and series; and data analysis and probability.

Within each Algebra II lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Algebra II lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Geometry

Geometry is a comprehensive course that provides an in-depth exploration of geometric concepts. Through a "Discovery-Confirmation-Practice" based exploration of geometric concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include reasoning, proof, and the creation of a sound mathematical argument; points, lines, and angles; triangles; quadrilaterals and other polygons; circles; coordinate geometry; and three-dimensional solids. The course concludes with a look at special topics in geometry, such as constructions, symmetry, tessellations, fractals, and non-Euclidean geometry.

Within each Geometry lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes, 10-question problem set before moving on to a formal assessment. Additionally, many Geometry lessons include interactive-tool-based exercises and/or math explorations to further connect lesson concepts to a variety of real-world contexts.

To further assist students for whom language presents a barrier to learning, this course includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Precalculus

Precalculus is a comprehensive course that weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical,

polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Precalculus lesson, students are supplied with a post-study "Checkup" activity, providing them the opportunity to hone their computational skills in a low-stakes problem set before moving on to a formal assessment. Additionally, connections are made throughout the Precalculus course to calculus, art, history, and a variety of other fields related to mathematics. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Science

Earth Science

Earth Science is a robust course that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Students are encouraged to look at Earth science from both personal and worldly perspectives and to analyze the social implications of the topics covered. Laboratory experiments introduce students to different lab techniques while building their skills in critical thinking, inquiry, and observation. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Physical Science

Physical Science is a thorough course that provides students with an understanding of the nature and structure of matter, the characteristics of energy, and the societal implications of physical science concepts. Using the scientific method — observation, data collection, analysis, hypothesis, and conclusion — students are encouraged to extend their knowledge through the development of scientific explanations, hypotheses, and conclusions. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Biology

Biology is an in-depth course that furthers mastery of scientific skills, fosters a deep understanding of key concepts, and promotes the application of the scientific method to biological topics.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology. Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

Biology students are frequently asked to respond to scientific problems and issues via written assignments. Moreover, Exploration activities challenge Honors students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

Chemistry

Chemistry is a rigorous course that begins with an overview of chemistry concepts and critical scientific skills. Students then extend their knowledge by applying the scientific method — observation, data collection, analysis, hypothesis, and conclusion. They are encouraged to look at chemistry from both personal and worldly perspectives and to analyze the social implications of the topics covered. Topics include the nature of matter; the structure of atoms and molecules; bond formations; the qualitative and quantitative aspects of chemical reactivity; physical and chemical properties of solids, liquids, and gases; states of matter; phase transitions; equilibrium; kinetics; thermodynamics; electrochemistry; nuclear chemistry; and an introduction to organic chemistry.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Physics

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities to apply concepts learned in the Studies and practice their writing skills. Exploration activities challenge students to deconstruct scientific claims, analyze scientific articles, and suggest follow-up experiments or topics for further research.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

English

English I: Introduction to Literature and Composition

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English II: Critical Reading and Effective Writing

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature

historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar review and vocabulary development are included in every unit.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English III: American Literature

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions. Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English IV: British and World Literature

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing

(including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature.

Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

Social Studies

Geography and World Cultures

Geography and World Cultures is a robust, one-semester course that explores how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

At the intersection of culture and geography, students learn about art, science, individuals and communities, and history and current events. Students discover how a mountain in the distance can inspire a Sufi poet, how a river blocking a passage occupies a civil engineer and a ship builder alike, and how the sound of a busy Cairo street inspires a musician. Human history is all about cultures meeting — how they influence and inspire each other; what sets one apart from the next; and how they battle each other for land, natural resources, religious dominance, and more.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches analytic writing, and introduces students to the close examination of primary documents.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History

World History is a robust, writing-intensive course that uses multiple perspectives to trace the development of civilizations around the world from prehistory to the present. Students are encouraged to use their knowledge of critical points in history to develop their points of view and apply what they have learned to the promotion of civic action in a rapidly globalizing world. The

course explores how human-geographic relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in these civilizations. Students investigate the major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th century.

World History is designed as the second course in the social studies sequence. Students continue to improve their analytic writing and develop confidence by writing multiple short analytic pieces and longer essays, including document-based questions. Primary documents are embedded in the instruction to encourage students to make frequent connections to evidence from the past.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History to the Renaissance

World History to the Renaissance traces the development of civilizations around the world from prehistory to the Renaissance.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, science and technology, and the arts.

Topics covered in this course include the birth of civilizations; the classical civilizations of India, China, Greece, and Rome; the rise of new empires such as the Byzantine; and an examination of civilizations in Africa and North and South America. From there, students journey to the Middle Ages and into the Renaissance.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

Students master historical research and writing techniques and develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use carefully selected Internet resources to gather information for creative writing assignments.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World History since the Renaissance

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History to the Civil War (one semester)

This course traces the nation's history from the pre-colonial period to the end of the American Civil War. It emphasizes the colonial period and the creation of a new nation and examines the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system.

Students first explore the earliest points of contact between individuals from Europe, Africa, and North America. They then probe the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in the Civil War. Woven throughout this narrative history is a strong focus on the changing conditions of women, African Americans, and other minority groups. The ways in which Americans lived, ate, dressed, and interacted are also highlighted.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. History since the Civil War (one semester)

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. Government and Politics (one semester)

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

U.S. and Global Economics (one semester)

U.S. and Global Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

World Languages

French I

Balanced between the thematic and communicative approaches to learning language, French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Building on French I concepts, French II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives — both in formal and informal address. Balanced between the thematic and communicative approaches to learning language, each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes verb conjugations and uses in the present tense, past tense, and imperative and conditional moods, as well as direct and indirect objects and personal, possessive, and relative pronouns. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. To further connect to French culture and people, students are encouraged to view supplementary materials on the Web or to consult community resources or other media.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish I

Spanish I covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Spanish I students learn to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as ecology, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students explore words used in different Spanish-speaking regions, and they learn about the cultures of Spanish-speaking countries and regions within and outside Europe. Web explorations give students further insight into the culture and people of the Spanish-speaking world, including the United States.

Spanish I is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Spanish II covers the five Cs of the ACTFL standard: communication, cultures, connections, comparisons, and communities. The instruction is balanced between the thematic and communicative approaches to learning language. Leveraging Spanish I concepts, Spanish II students learn to communicate more confidently about themselves and their hopes and fears, as well as about topics beyond their own lives — both in formal and informal situations.

Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

Students expand their vocabulary in cooking, geography, and architecture. Instruction in language structure and grammar includes verb forms, tenses, moods and uses, impersonal constructions, and reported speech.

Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. Students also are encouraged to consult materials outside the course, such as Web links, community resources, or other media, to better understand Spanish-speaking culture and people.

Spanish II is balanced between the thematic and communicative approaches to learning language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Advanced Placement Courses

Authorized by the College Board, Apex Learning Advanced Placement* courses meet higher-education expectations of college-level courses and prepare students to demonstrate achievement through success on the AP* exams. Courses target highly motivated students who are reading at grade level or above and who have a track record of success in high school coursework. Each semester course offers approximately 120–150 hours of direct instruction and integrated formative, summative, and diagnostic assessment. *Advanced Placement and AP are registered trademarks of the College Board.

Math

AP Calculus AB

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP Exam and further studies in science, engineering, and mathematics.

This course has been authorized by the College Board to use the AP designation.

AP Statistics

AP* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP Exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

This course has been authorized by the College Board to use the AP designation.

Science

AP Biology

In AP Biology, students build the conceptual framework necessary to understand science as a process. The course is divided into three sections with correlating laboratory exercises:

molecules and cells; heredity and evolution; and organisms and populations. Students will also explore evolution, energy transfer, continuity and change, the relationship of structure to function, regulation, interdependence in nature, and the balance of science, technology, and nature. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in health sciences.

This course requires students to complete hands-on lab activities that do not depend on access to a supervised laboratory facility. It is appropriate both for distance-learning students as well as those in a school setting.

This course has been authorized by the College Board to use the AP* designation and has been approved as meeting all requirements for a laboratory science course.

AP Chemistry

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. Students will examine the molecular composition of common substances and learn to predictably transform them through chemical reactions. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

This course requires students to complete hands-on lab activities that depend on access to supervised laboratory facilities.

AP Chemistry (DL)

AP* Chemistry (DL) builds students' understanding of the nature and reactivity of matter. After studying the structure of atoms, molecules, and ions, students move on to solve quantitative chemical problems and explore how molecular structure relates to chemical and physical properties. Students will examine the molecular composition of common substances and learn to predictably transform them through chemical reactions. The equivalent of an introductory college-level chemistry course, AP Chemistry (DL) prepares students for the AP exam and for further study in science, health sciences, or engineering.

This course includes "dry lab" activities and is intended for students in a distance learning (DL) setting who do not have access to supervised laboratory facilities.

AP Physics B

AP Physics B is a non-calculus survey course covering five general areas: Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students will gain an understanding of physics' core principles and then apply

them to problem-solving exercises. They'll learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape the lenses for glasses. The equivalent of an introductory college-level course, AP Physics B prepares students for the AP Exam and for further study in science and engineering.

This course requires students to complete hands-on lab activities that do not depend on access to a supervised laboratory facility. It is appropriate both for distance-learning students as well as those in a school setting.

This course has been authorized by the College Board to use the AP* designation and has been approved as meeting all requirements for a laboratory science course.

AP Psychology (one semester)

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP Exam and for further studies in psychology and life sciences.

This course has been authorized by the College Board to use the AP designation.

English

AP English Language and Composition

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in communications, creative writing, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation

AP English Literature and Composition

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP Exam and for further study in creative writing, communications, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

Social Studies

AP Macroeconomics (one semester)

AP* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP Exam and for further study in business, political science and history.

This course has been authorized by the College Board to use the AP designation.

AP Microeconomics (one semester)

AP* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP Exam and for further study in business, history, and political science.

This course has been authorized by the College Board to use the AP designation.

AP U.S. Government and Politics (one semester)

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective

necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business, and history.

This course has been authorized by the College Board to use the AP designation.

AP U.S. History

AP* U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP Exam and for further study in history, political science, economics, sociology, and law.

This course has been authorized by the College Board to use the AP designation

World Languages

AP French Language and Composition

AP* French Language students apply their French grammar and vocabulary knowledge and their listening, reading, speaking, and writing skills to a wide variety of real-world contexts. Students learn to speak fluently and accurately, write complicated compositions, and comprehend native speakers. The equivalent of a college-level language course, AP French Language prepares students for the AP Exam and for further study of French language, culture, and literature.

This course has been authorized by the College Board to use the AP designation.

AP Spanish Language and Composition

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they've learned in extensive written and spoken exercises. By the end of the course, students will have an expansive vocabulary and a solid, working knowledge of all verb

forms and tenses. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP Exam and for further study of Spanish language, culture, or literature.

Florida Graduation Requirements¹

STUDENTS WHO ENTERED NINTH GRADE IN 2007-2008 THROUGH THE 2009-2010 SCHOOL YEARS			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program ¹	Graduation Requirements of Three- Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, or a higher-level mathematics course	3 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission	3 credits, one of which must be Algebra 1 or its equivalent
Science	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component	3 credits in science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health ⁴	Not required	Not required
Electives	8 credits	3 credits	3 credits in single vocational/career education program and 2 credits in electives OR 3 credits in single career/technical certificate dual enrollment and 2 credits in electives OR 5 credits in vocational/career education (including 3 credits in one sequential CTE program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
Special Note: State assessment requirements for students who entered grade nine in the 2009-2010 school year include passing scores on the Grade 10 FCAT 2.0 Reading and the Grade 10 FCAT Mathematics or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT).			

¹ Florida Department of Education. (2011). *2011-2012 Course Code Directory and Instructional Personnel Assignments*. Tallahassee, FL: Florida Department of Education.

STUDENTS WHO ENTERED NINTH GRADE IN 2010-2011 SCHOOL YEAR			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or an equivalent course or series of courses or a higher-level mathematics course, and one of which must be Geometry or an equivalent course.	4 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission and Geometry or a series of equivalent courses.	4 credits, one of which must be Algebra 1 or its equivalent ² and Geometry or a series of equivalent courses.
Science	3 credits in science, two of which must have a laboratory component.	3 credits in science, two of which must have a laboratory component.	3 credits in science, two of which must have a laboratory component.
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not req
Visual and Performing Arts, Speech, Debate, or Practical Arts	1 credit in Dance, Music, Theatre, Visual Art, Speech, Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 4* credits in vocational/career education (including 3 credits in one sequential Career and Technical Education program)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
*Pending legislative action.			

STUDENTS WHO ENTERED NINTH GRADE IN 2011-2012 SCHOOL YEAR			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program ¹	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or an equivalent course or series of courses or a higher-level mathematics course, and one of which must be Geometry or an equivalent course.	4 credits at the Algebra 1 level or above from the list of courses that qualify for state university (SUS) admission and Geometry or a series of equivalent courses.	4 credits, one of which must be Algebra 1 or its equivalent ² and Geometry or a series of equivalent courses.
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or series of courses.	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses equivalent to Biology 1.	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses equivalent to Biology 1.
Social Studies	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics	1 credit world history 1 credit United States history .5 credit United States government .5 credit economics
World (Foreign) Language	Not required for high school graduation, but required for admission into state universities (2 credits of same language)	2 credits in the same language or demonstrated proficiency in a second language	Not required
Visual and Performing Arts, Speech, Debate, or Practical Arts	1 credit in Dance, Music, Theatre, Visual Art, Speech, Debate, or Practical Arts (eligible courses specified in CCD)	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 4* credits in vocational/career education (including 3 credits in one sequential Career and Technical Education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT.2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT) Passing score on Algebra 1 end-of-course (EOC) assessment in order to earn course credit	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
<p>*Pending legislative action.</p> <p>Special Notes• All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning.</p>			

STUDENTS ENTERING NINTH GRADE IN 2012-2013 SCHOOL YEAR			
Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or series of courses.	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses	3 credits in science, two of which must have a laboratory component and one credit in Biology 1 or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education	1 credit in Physical Education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential Career and Technical Education program)
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none">Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading).Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit.		
Special Notes • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive			

STUDENTS ENTERING NINTH GRADE IN 2012-2013 SCHOOL YEAR

Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning.

STUDENTS ENTERING NINTH GRADE IN 2013-2014 SCHOOL YEAR

Subject Area	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-credit College Preparatory Program	Graduation Requirements of Three-Year, 18-credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education	1 credit in Physical Education to include the integration of health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit OR 3 credits in single career/technical certificate dual enrollment and 1 elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential Career and Technical Education program)
Total	24 credits	18 credits	18 credits
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order 		

STUDENTS ENTERING NINTH GRADE IN 2013-2014 SCHOOL YEAR	
	to earn course credit.
Special Notes• All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, AP, IB, AICE, or are specifically listed as rigorous by the Florida Department of Education. At least one course within the 24-credit program must be completed through online learning.	

Beginning with the 2010-2011 school year, new graduation requirements began to be phased in based on the school year in which a student enters grade nine for the first time.

Seven (7) Year Timeline for Implementation of Graduation Requirements for Ninth Grade Cohorts ²						
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit
Geometry credit for graduation	Geometry credit for graduation	Geometry credit for graduation	Geometry credit for graduation	Geometry credit for graduation	Geometry credit for graduation	Geometry credit for graduation
	Biology credit for graduation	Biology credit for graduation	Biology credit for graduation	Biology credit for graduation	Biology credit for graduation	Biology credit for graduation
		Algebra II credit for graduation	Algebra II credit for graduation	Algebra II credit for graduation	Algebra II credit for graduation	Algebra II credit for graduation
			Chemistry or Physics and equally rigorous course credit to graduate	Chemistry or Physics and equally rigorous course credit to graduate	Chemistry or Physics and equally rigorous course credit to graduate	Chemistry or Physics and equally rigorous course credit to graduate
Delete Major Area of Interest Requirement				1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]	1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]	1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]

Key = **Red text** is first year graduates must meet requirement to earn a standard diploma.

² Florida Department of Education, available on line at: <http://info.fldoe.org/docushare/dsweb/Get/Document-5816/dps-2010-127c.pdf>

_____ High School
GRADUATION CHECKLIST – 2014 – 2015 School Year

Student Name: _____
 Student Email Address: _____
 Advisory Teacher: _____

Student #: _____
 Student Phone Number: _____
 Assigned Session: _____

Task	Responsible Party	Initials & Date
1. Reviewed GP/AP for Required Courses <ul style="list-style-type: none"> • 24 Credits with required courses • 2.0 GPA 	Advisory Teacher	
2. Confirmed submission of all final course completions (includes Personal/Social/Career)	Advisory Teacher	
3. Submitted Course Completion forms and documentation for Executive Internship and Voluntary Public Service	Career Coach	
4. Notified, mentor, tutor, service provider of Graduation Candidacy (if applicable)	Family Support Specialist	
5. Called parents and alerted them that student is in final review as possible graduate	Advisory Teacher	
6. Met with student for transition planning <ul style="list-style-type: none"> • Postsecondary Transition Plan Completed • My Success Updated • Student Exit Essay Completed • Obtained updated address, phone numbers, email address • Completed Executive Internship and/or Voluntary Public Service Course Completion form(s) 	Career Coach	
7. Entered all outstanding course completions in STARS	Assistant Principal	
8. Ordered initial transcript	Data / Enrollment Specialist	
9. Reviewed transcript and GP/AP to confirm completion of all graduation requirements <ul style="list-style-type: none"> ○ 2.0 ○ 24 credits with required courses ○ Passed FCAT and any required EOCs • Reviewed to determine completion of coursework for Scholar designation • Gave final course completions to Data Specialist • Note in GP/AP if student will be given Certificate of Completion + any other notes 	Assistant Principal	

Original: Academic File **Copy:** Student

Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.

Task	Responsible Party	Initials & Date
10. Ensured student has completed post- GAIN assessment	Assistant Principal	
11. Entered all outstanding course completions in district system and order/download transcript	Data or Enrollment Specialist	
12. Advised Principal of student graduation status (has or has not met requirements) and request withdrawal approval of student from Principal	Data or Enrollment Specialist	
13. Collected ID badge and any outstanding materials	Teacher Advisor	
14. Withdrew student from MIS and STARS effective last day of attendance	Data or Enrollment Specialist	
15. Ordered final district transcripts reflecting graduation date	Data or Enrollment Specialist	
16. Called and/or wrote letter to parents to congratulate student's official completion and provided details re: graduation practice and ceremony and any other event (e.g., senior luncheon)	Principal or Principal Designee	
17. Ensured PPS data is complete in STARS	AP Data Specialist	
18. Filed Graduation Checklist and Postsecondary Transition Plan in Student's Academic file	AP	
19. Ensured student has no outstanding obligations	Data Specialist	
20. Obtained Height and Weight of student to order Graduation cap/gown	Principal Designee	

Updated 7.15.13

Original: Academic File

Copy: Student

Assistant Principal: File completed checklist and Postsecondary Transition Plan in student's academic file.



7665 South Research Drive
Tempe, AZ 85284

advanc-ed.org
888.41 EDNOW (888.413.3669)
480.773.6900
480.773.6846 fax

February 10, 2012

Accelerated Learning Solutions
2636 Elm Hill Pike, Suite 500
Nashville, Tennessee 37214

Dear Administrator:

Congratulations! Accelerated Learning Solutions has been awarded initial AdvancED Corporation Systems Accreditation with a status of Accredited. Your accreditation is a mark of quality that signifies your commitment to educational excellence. You can take pride in your accreditation and so can your corporation community.

As an accredited education system, you are part of the AdvancED network of 30,000 schools and systems in over 70 countries that are committed to continuous quality improvement through accreditation. Through our state and national offices, AdvancED offers a wide range of services to its schools and school systems including workshops, conferences, web-based resources, publications, surveys, and technical assistance. We welcome you to the network and look forward to working with you to advance education quality worldwide.

An accreditation certificate that indicates the term of your AdvancED accreditation is enclosed. Certificates for each of your schools also are enclosed. Throughout this term of accreditation, Accelerated Learning Solutions must continue to engage in the tasks required of all education systems to maintain accreditation as outlined in *AdvancED Accreditation Policies and Procedures for NCA CASI and SACS CASI Accreditation* available on our website at www.advanc-ed.org/policies-procedures.

Finally, promoting your accreditation is one of the easiest things that you can do to raise awareness of the importance of quality education in your corporation community. To help you celebrate your accreditation, we are providing you with a press release that you may share with your local media. You can access the press release by visiting www.advanc-ed.org/communicationskit. In the kit, you will find other press releases, brochures, accreditation seals, and promotional items to display your pride in your corporation system's accreditation.

Congratulations again. If you have questions regarding the enclosed certificate, e-mail us at accreditation-certificates@advanc-ed.org. Our AdvancED Corporation and Distance Education Office is available to answer any questions you might have as well and can be reached at 888.41 EDNOW ext 6925. We look forward to serving you now and in years to come.

Sincerely,

Mark A. Elgart

Mark A. Elgart, Ed.D.
President/CEO AdvancED



This is to certify that

Accelerated Learning Solutions

having met the requirements established by the AdvancED®
Accreditation Commission and Board of Trustees
is hereby accredited by Advance Education, Inc. (AdvancED).

Valid through June 30, 2017

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED

Florida High School for Accelerated Learning

Tuition Free Public Charter School

**School Address
City, State Zip Code**

The mission of _____ High School is to provide students who have dropped out or are likely to drop out with a non-traditional learning environment in which they are able to earn a high school diploma and be prepared for postsecondary success.

SAMPLE STUDENT / PARENT HANDBOOK

Main Office (000) 000-0000

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Introduction

Students who attend the School develop important academic and life skills such as critical thinking, reasoning, problem-solving, personal communication, and listening skills which will allow them to be successful on the job and in life!

Our students graduate from high school well prepared to live as productive and responsible citizens in their communities. They leave feeling confident of their abilities and prepared to find a good job, enter a trade or an apprenticeship, or attend a post secondary program.

Students in the School will be all that they can be! They work hard and learn to give their best effort on their own behalf. Everyone is treated with respect. We require and demand a commitment from each student, not just in following the school rules, but also in working to make each student the best person he/ she can be.

Admission Information

A. Enrollment

1. Applications are accepted at any time at the school.
2. Interested students must complete an application and return it to the school. If the student has a copy of his/her transcripts or other records, these should also be attached. If the student does not have a copy of his/her transcripts, the student and/or the parent/guardian will need to sign a "Request for Records" form, if they are not currently enrolled in a Miami Dade County Public School (MDCPS). These records will only be used to verify information provided on the application.
3. Within five working days, the student will be notified of his/her enrollment status. If accepted, the student and parent will complete all paperwork and sign a student contract. The student will be assigned an academic class and session, based upon availability.
4. An assessment test will be scheduled after the student is enrolled.

B. Fees

There is no registration fee or tuition of any kind.

C. Non-Discrimination Policy

The School does not discriminate against any person, regardless of religion, national origin, age, race, creed, color, disability, condition, sexual orientation, or gender.

Parent Rights

A. Student Records

1. Parents have the right to review the minor student's records within 45 days of the day the school receives a request for access.
2. Parents have the right to request the amendment of the minor student's education record if the record is believed to be inaccurate or misleading.
3. Students have the right to be protected by laws that prohibit releasing personally identifiable information (other than directory information), without the consent of the parent, guardian or eligible student, to anyone who is not legally authorized to receive such information. Eligible students are those 18 years of age or over.

B. Complaints / Dispute Resolution

Disputes with parents/ guardians will be handled in a professional manner, with dignity and respect.

Complaints about the school should be registered with the Principal or Assistant Principal (administrator), who will determine the nature of the complaint and begin collecting all the relevant information and data. The administrator will take steps to resolve the situation in a reasonable, agreed-on timeframe.

Depending on the nature and severity of the complaint, or if the parent or guardian is not satisfied with the resolution, the administrator may inform the Governing Board Chair of the complaint and the plan to address the complaint. The parent / guardian may also contact the Governing Board Chair, whose contact information may be obtained at the School's front desk.

The Board shall have final authority to hear and decide on actions as a result of parental concerns.

Parents are always welcome to attend quarterly Board meetings. Public notices for these meetings are placed on the front door of the school and are posted in the "Public Notices" area at <http://yourdiplomayourway.com/FL/locations.php>. Parents are welcome to voice comments / concerns / recommendations during the Public Comment period of any meeting of the Board.

Student Responsibilities

A. Attendance Policy

All students attending the School are expected to attend their academic session and be on time. Excused absences are defined below.

Students must sign a daily attendance sheet in the classroom upon entering the school. These sheets are maintained as official attendance records. Students are expected to be in attendance on all school days so that they can graduate as soon as possible.

Students who fail to attend consistently may face truancy processing and jeopardize their enrollment status in the program.

If a student must be absent from school, the student or the parent/guardian must contact the school on the day of the absence.

Excused Absences

An excused absence or tardy may be granted if the student is not in school for any of the following reasons:

1. Medical appointment – submitted with appropriate verifiable documentation.
2. Under a doctor's care – with appropriate verifiable documentation.
3. Death in the family.
4. Student illness – with appropriate verifiable documentation.
5. Subpoena by law enforcement agency or mandatory court appointment.
6. Other individual student absences beyond the control of the parent/ guardian or student as determined and approved by the Principal or the Principal's designee.
Note: The Principal shall require documentation related to the condition.

Excused absences, even with the appropriate verifiable documentation, will count against the average attendance percentage. Additionally, any prolonged absence due to illness or other documented reason, will be excused.

Unexcused Absences

An unexcused absence may be granted for any of the following reasons:

1. Any absence that is not excused.
2. Any absence where the student fails to provide appropriate verifiable documentation.
 - a. Students should have written documentation in-hand for absences on the first day upon returning to school.
3. Leaving school early without proper authorization.

B. Tardy Policy

For security reasons, the doors to the School campus will remain locked until the beginning of each session, e.g., 7:15 AM and 11:15 AM.

Students have 5 minutes to arrive to their classroom and sign in. After 5 minutes they will be marked tardy. At 16 minutes past the beginning of their session students will be required to see the Principal or the Principal's designee prior to admission to class. If a student is going to be late for his or her scheduled session, their parent should call the main office to determine if the student is able to attend a different session that day.

The Principal will handle any unique circumstances on a case-by-case basis.

C. Dress Code

Students not dressed appropriately, as outlined below, will have their parents contacted, and depending on the nature of the dress code infraction, may be sent home.

For all students:

- ❖ No headgear including, but not limited to hats, caps, do-rags, stocking caps, satin bonnets, or sunglasses are allowed to be worn in the school.
- ❖ No bedroom slippers of any kind.
- ❖ Each student must maintain a neat, clean, and professional appearance at all times.

The Principal reserves the right to make exceptions to the dress code based on a student's physical disability or other conditions. Students not conforming to the dress code will not be admitted to school and will be deemed absent.

D. Electronic Devices

The following guidelines are in effect as a way to minimize distractions in the school and the classrooms.

- ❖ All cell phones and any other personal electronic devices, including but not limited to music devices, hands-free devices, portable games, touch screen devices, will be collected upon entry and held until dismissal. These items are not permitted in the classroom.
- ❖ Students who disrupt the learning environment with an electronic device will be subject to discipline outlined in the Code of Conduct.

Since the school is not responsible for loss or damage of these items, it is our strong recommendation that they not be brought on campus.

E. Internet Use

Students will have access to the Internet for academic lessons and vocational exploration. Students observed using the internet for purposes other than academics will be in violation of the "Acceptable Computer Use Policy" and will be subject to the Code of Conduct. Parents will be contacted, and depending on the nature of the infraction, students may be sent home. The second offense will result in a two day suspension and the third offense will result in a student being dismissed from the program.

The use of the Internet or an electronic device to convey any communication, image, or illustration that causes or contributes to the intimidation, harassment, abuse, or disparagement of students and staff is strictly prohibited. This includes communication, images, or illustration that originates on or off of school grounds.

F. Code of Conduct

The School campus recognizes that a positive learning environment cannot exist without maintaining order and discipline conducive to learning. This Code of Conduct is intended to standardize procedures to ensure that the rights of every student at the School campus are upheld.

All students at the School campus are required to know and follow this Code of Conduct. When students do not follow the rules, they are expected to accept the consequences. A student's attitude towards the rules of the School campus is very important. Additionally, students will also follow the MDCPS Code of Conduct.

Corporal punishment is not permitted. No employee should threaten, inflict or cause to be inflicted, unreasonable, irrational, or inappropriate force upon a student. Good sense and judgment should always prevail.

The rules of the Code of Conduct apply to any conduct whether the student is:

1. On school grounds during the school day or immediately before or after school hours;
2. On school grounds at any other time when the school is being used by a school group;
3. On or off school grounds at any school activity, function, or event; or
4. Traveling to and from school, including actions on any school bus, van or public conveyance.

The Code of Conduct may be found at the this web site: <http://www.dadeschools.net/>

Under this Code of Conduct, the following definitions will apply:

- ❖ **Student:** a person – adult or minor – enrolled in the School.
- ❖ **Parent:**
 - (a) an official care-giver for a minor child, including but not limited to mother, father, step-parent, grandparent, or court-appointed guardian, including Florida Department of Children and Families' workers and/or group home employees as identified at the time of admission or amended in writing thereafter, or an emancipated minor (proof required);
 - (b) for young adult students aged 18-20, parent or guardian with whom the student currently resides;
 - (c) for married and independent adult students aged 18-20 and for all students aged 21 or older, the student him/ herself.
- ❖ **Married:** the legal spouse of a student, as expressed in a marriage certificate of any state, the Commonwealth of Puerto Rico, or any sovereign nation.

The following behaviors are considered offenses at the school and will result in corrective action up to and including suspension per district policy at the discretion of the

Principal. Students will receive, and are expected to comply with, the School District Code of Conduct as an attachment to this handbook.

- ✓ **Truancy** – absent without permission.
- ✓ **Dress code violation** – not dressed according to the School's dress code.
- ✓ **Disruption** – interfering with school policies or classroom routine.
- ✓ **Cheating** – copying someone else's work or in any way trying to take credit for work not done by the student him / herself.
- ✓ **Profane language** – use of obscene, vulgar, or unacceptable language.
- ✓ **Sexual Misconduct** – improper public display of affection in the school building or at any school-related activity, such as kissing, notes, etc.; the prominent display of "hickies" or passion marks. *This is not an all-inclusive list* but intended to outline some activities that constitute sexual misconduct.
- ✓ **Smoking** – smoking in the school building or on school grounds is strictly prohibited.
- ✓ **Sleeping** – activity which results in the student's non-performance.
- ✓ **Disobedience of the lawful instructions of a staff member** – no student will disobey the lawful instructions of an Administrator, teacher, instructional aide, or other staff member of the School.
- ✓ **Out of Bounds** – no student may be in any part of the building or on the grounds (including the restrooms, parking lot, classrooms, or offices) unless specifically scheduled to be there or unless he/she has received permission from an appropriate authority.
- ✓ **Possession of unacceptable / prohibited items** – students may not have or use prohibited items in certain parts of the school or school day. Specific policies for electronic devices, drugs, weapons, and food and drink are described in other sections of the handbook.
- ✓ **Incomplete assigned activities** – failure to finish academic work.
- ✓ **Failure to provide name and identification to school employees** – refusal to provide the School staff with the student's name, identification, or other necessary information including, but not limited to, current telephone number, address, etc.
- ✓ **Theft** – taking the property of another without right or permission.
- ✓ **Fighting or violence** – engaging in physical contact with one or more students.
- ✓ **Vandalism** – willful destruction of school or student property.
- ✓ **Gang Activity** – engaging in gang activities.
- ✓ **False Fire/Bomb Alarm** – willful intent to cause panic by submitting false information.
- ✓ **Arson or Attempted Arson** – setting fire, or attempting to set fire, to any school or building property.
- ✓ **Drugs and Alcohol** – the use, possession, concealment, sale, or transmission of any drug, alcoholic beverage, or other illegal or controlled substance.
- ✓ **Dangerous or Illegal Instruments** – the use, possession, concealment, sale, or transmission of any dangerous or illegal instruments, including but not limited to weapons, fireworks, etc.
- ✓ **Wrongful Conduct** – actions that impede, obstruct, interfere with, or violate the Program's mission, philosophy, and/or regulations.
- ✓ **Destruction and/or intentional harm to person or property.**
- ✓ **Disrespect of the rights of others or another's property** – willful destruction or rudeness towards others, including staff and students.
- ✓ **Conduct which endangers others** – any form of physical contact which jeopardizes others, including but not limited to horse-play and throwing objects.

G. Suspensions

General guidelines for suspensions are as follows:

- ❖ The Principal reserves the right to suspend a student based on the offense committed by the student.
- ❖ No suspension shall exceed ten school days.
- ❖ The Principal must give written notice of the intention to suspend, along with the reason for the suspension, to the student.
- ❖ The student shall be given the right to appear at an informal hearing before the Principal and respectfully challenge the reasons for the intended suspension (or otherwise explain). The hearing may occur immediately and at any place: the hall, office, classroom, etc.
- ❖ A written notice of the suspension shall be sent, or given, within one calendar day to the parent/ guardian, if the student is under the age of 18. The notice shall include the reasons for the suspension and the right of the student to appeal to the Board of Directors.
- ❖ An educational planning conference should be held each time any student with a disability has been suspended from a classroom for 10 days cumulative during a school year. The purpose is to determine if the placement is appropriate and if any changes need to be made in order to more effectively deal with the student's behavior. Refer to the District Code of Conduct regarding suspension /removal for students with disabilities who commit a serious act of misconduct.
- ❖ The School understands that only the School Board can expel a student and will cooperate with the School Board regarding any potential expulsion proceedings.

F. Change of Personal Contact Information

It is the parent's responsibility to inform the School of any changes to relevant information regarding the student's or parent's home address, telephone number/s or other contact information as soon as possible.

Academics -

A. The Curriculum

The curriculum is a combination of academics, life skills preparation, and workplace training. Each student works on an individualized computer program, participates in small group sessions, and completes independent work to earn credits for graduation and pass required state tests. Students will also have access to the Internet for their academic lessons and vocational exploration. One-on-one tutoring is available, if needed.

Students receive an Individual Graduation Plan (IGP) based upon their academic needs and vocational /employment plans. School Staff will work with each student to assist with job placement, vocational opportunities, and career advancement.

B. Academic Sessions

Students are designated to attend one academic session per day, Monday through Friday, subject to availability:

Session I	7:30 a.m. – 11:30 a.m.
Session II	11:30 a.m. – 3:30 p.m.
Session III	4:00 p.m. – 8:00 p.m.

C. Grading

Each student is required to complete weekly academic activities on the computer. In addition, workbooks, newspapers, magazines and resource materials are available for student use while completing off-line assignments. Students must receive 70% or better to master the activities.

If applicable, each student is also required to keep a portfolio of his/her accomplishments. The portfolio is reviewed by the school's Graduation Committee, Administrator, and the Board of Directors before the student is deemed ready for graduation.

D. Progress Reports

The school uses a grading system similar to the District. Progress Reports, or some type of communication on progress, will be discussed or issued to each student every week. The School also holds parent-teacher conferences on a regular basis.

E. Grade Levels

Student placement and progression will comply with the School District's Student Progression Plan.

F. Conferences / Open House

Parent /student conferences are strongly encouraged throughout the year to review the student's progress. Please call the office to schedule an appointment. If academic or attendance problems arise, conferences may be scheduled accordingly by teachers and school administrators.

G. Transferring Credits

Student credits from former high schools are transferable to the School. A "Request for Records" will be sent to the student's school. If a student has an official transcript, it is recommended that he/she attach it to the initial application or submit it to the Enrollment Specialist as soon as practicable after completing the application.

While it is recommended that students bring in their transcripts when they complete their enrollment application, it is not required. Review of the transcript is not required prior to enrollment.

Note: An official transcript must have a raised seal. All students graduating **must** have an official transcript on file in order to graduate.

H. Graduation Requirements

The School offers several graduation options which include:

- Twenty-four (24) Credit Four-Year Traditional Program
- Eighteen (18) Credit Three-Year College Preparatory Program†*
- Certificate of Completion**

† Selection of one of the graduation options must be completed by the students prior to the end of grade 9 and is exclusively up to the student and parent/guardian.

**A student who completes the minimum number of credits and other requirements for graduation, but who is unable to meet the state assessment requirements, shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the School for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

In addition to course and credit requirements, students must maintain an un-weighted grade point average of 2.0 and earn passing scores on the state assessments as mandated by State statutes. Students who choose the accelerated 18 credit graduation option must declare that choice by the end of 9th grade.

Students earn credits by passing academic competencies through the computer-based courses and off-line assignments. Students take pre-and post-tests to show mastery of the competencies.

Other requirements for graduation include the following:

- Earning a minimum cumulative G.P.A. of 2.0 on 4.0 scale
- Passing all required state assessments
- Passing the prescribed academic curriculum
- Participate in an exit interview
- Completion of at least one online course

Graduation Options and Requirements

	24 Credit Option	18 Credit College Preparatory Option	18 Credit Career Preparatory Option
English/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature)	4 credits (major concentration in composition & literature)
Mathematics	4 credits, one of which	4 credits, one of which	4 credits, one of which

	24 Credit Option	18 Credit College Preparatory Option	18 Credit Career Preparatory Option
	must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2 or a higher-level mathematics course	must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)
Social Science	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or a demonstrated proficiency	Not required
Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not required	Not required
Physical Education/Health	1 credit to include the integration of Health	Not required	Not required
Electives	8 credits	2 credits	3 credits in single vocational/career education program and 1 elective credit or 3 credits in single career/technical certificate dual enrollment and 1 elective credit or 4 credits in vocational/career

	24 Credit Option	18 Credit College Preparatory Option	18 Credit Career Preparatory Option
			education (including 3 credits in one sequential career and technical education program) – pending legislative action
Grade Point Average (GPA)	2.0	3.5	3.0
State Assessment Requirements	Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading). Students must earn a passing score or attain an equivalent score on the Algebra 1, Geometry, and Biology 1 EOC Assessment in order to earn course credit.		
Anticipated Time to Completion	4 years	3 years	3 years

New legislation affecting graduation requirements has been adopted (SB 1076) by the 2013 Florida Legislature. The School will comply with all state graduation requirements.

A student may earn a Scholar Designation on the diploma if the requirements for a Standard Diploma are met, and the student earns credit in Algebra II and statistics, Chemistry or physics, foreign language, and at least one credit in an AP, IB, AICE, or dual enrollment course.

School Facilities

A. School Location

The official address of the School is:

Address
City, FL ZIP

B. Hours of Operation

The School opens daily at 7:15 AM and closes nightly at 8:00 PM Monday through Friday. If anyone contacts the school after-hours, voice mail is available.

C. Smoking and Eating

State law prohibits smoking in the building. Food and beverages are not allowed in the classroom or the computer labs at any time. Since students are in class only five hours per day, they should make arrangements to eat before or after their respective academic sessions. Vending machines and healthy snacks will be provided in the student lounge for students during assigned break times.

D. Parking

Students will be issued a parking pass by the Principal pending available space. Students are required to park in designated areas and obey all traffic laws. Use of loud mufflers and radios or other disruptive behavior will not be tolerated. Students who do not follow these guidelines or other components of the Code of Conduct related to driving may lose their privilege to drive to school.

E. Transportation

Bus passes for public transportation will be provided for those students that live outside a two-mile radius of the school. The school does not provide traditional yellow-bus transportation and will make every effort to ensure that transportation is not a barrier to education.

F. Visitors

Parents, graduates and other visitors are always welcome to the School. In an effort to maximize student learning and be respectful of parent's time, we request that parents or other visitors schedule meetings with teachers or other school staff in advance (except in the case of an emergency).

All visitors are required to report to the School office prior to their visit. All visitors must sign in upon arrival, sign out before leaving the building, and wear a visitor's pass while in the building. Visitors must pre-arrange any meetings or visits with teachers or Principal prior to entering the building. Visits should typically be limited to ½ hour, unless other arrangements have been made.

G. Emergency Phone Calls

Students may provide the school's telephone number to relatives for emergency purposes only. Office staff will take a message and forward it to the student as soon as possible. For safety reasons, students are discouraged from making phone calls from the main office. The student will be instructed to speak with the Principal, if there is a special circumstance.

Safety

A. Fire Alarms

When the fire bell rings, students are required to exit the building in an orderly fashion. Instructions for leaving the building are posted in each classroom.

B. Weather-Related School Closings

In the event that the school should need to be closed for a weather related emergency, such as a hurricane or other event, students and parents should watch /listen to the

local TV and Radio stations for updates on the status of the District schools. The School will follow District guidelines regarding the same opening /closing schedules set forth.

C. Reporting Injuries

If a student is injured at the School, he /she must immediately report the injury to a teacher or the Principal so that a report can be completed.

D. Harassment

Harassment is any form of hostility, conduct, or language that creates an intimidating or offensive school environment. Sexual harassment can consist of unwelcome sexual advances, unwelcome touching, verbal remarks, or requests /demands for sexual favors. No student or parent /guardian shall harass another student or any staff member. Any student who believes he /she has been harassed by a student or any person employed by the School should immediately report the incident to a teacher. If there is any reluctance to discuss the matter with the teacher, the incident should be reported to the Principal. If the student is uncomfortable in reporting to the Principal, a parent or guardian should make the report. Reported incidents shall be investigated immediately. The incident and report will be kept as confidential as the circumstances permit. The results of the investigation will be thoroughly discussed with the student and /or parent /guardian if the student is under the age of 18. Corrective action will be taken as necessary.

E. Drug-Free School

In accordance with Federal law, the School prohibits the use, possession, concealment, or distribution of drugs by students on school grounds or in the school building. Drugs include alcoholic beverages, steroids, dangerous /controlled substances as defined by State statute, or any substance that could be considered a "look alike." Any student who violates this policy will be subject to disciplinary action per district policies and procedures.

If a student comes to school under the influence of drugs, he /she may be sent home for the day and the parent/guardian shall be notified if the student is under the age of 18. Appropriate disciplinary action(s) will be in accordance with the District Code of Conduct.

F. Lost and Found

Any personal items that have been left at the School will be taken to the office. If students find personal items that belong to others, they should turn the items as soon as possible. The School is not responsible for lost money, jewelry, cell phones or any other personal items.

G. Non-Custodial Parents

Access to records will be in accordance with the Family Educational Rights and Privacy Act of 1974. Upon request, non-custodial parents* shall be entitled to exercise all

parental rights to the extent that such rights are not restricted by a legally binding instrument or court order.

- **A non-custodial parent refers to the parent who does not have custody of the child but who does have the right to information about the child's education.**

Florida High School for Accelerated Learning

Student-Parent Contract

Student's Name: _____

Parent's/ Guardian's name _____
(If student is under 18 years of age)

We have read and understand all of the information contained in the manual. We agree to abide by and support the school's rules and regulations **INCLUDING THE DISTRICT CODE OF CONDUCT**, as outlined in the Student/Parent Handbook.

Agreed to by:

Student's Signature

Date

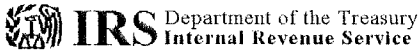
Parent/Guardian Signature

(If student is under 18 years of age or still resides with parent)

Date

This agreement will be placed into the student's file.

****Not receiving this signed agreement will be cause for non-enrollment at the school.**



Department of the Treasury
Internal Revenue Service
P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
June 19, 2013 LTR 3367C S0
46-1749529 000000 00
00032743
BODC: TE

FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - METRO BROWARD INC
GRAYROBINSON PA
WILLIAM A BOYLES
301 E PINE ST STE 1400
ORLANDO FL 32801

014633

Employer Identification Number: 46-1749529
Tax Form: 1023
Document Locator Number: 17053-151-31300-3
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

RECEIVED

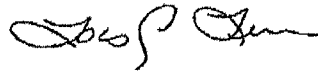
JUN 21 2013

9999999999
June 19, 2013 LTR 3367C S0
46-1749529 000000 00
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FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - METRO BROWARD INC
GRAYROBINSON PA
WILLIAM A BOYLES
301 E PINE ST STE 1400
ORLANDO FL 32801

For other general information, tax forms, and publications, visit
www.irs.gov

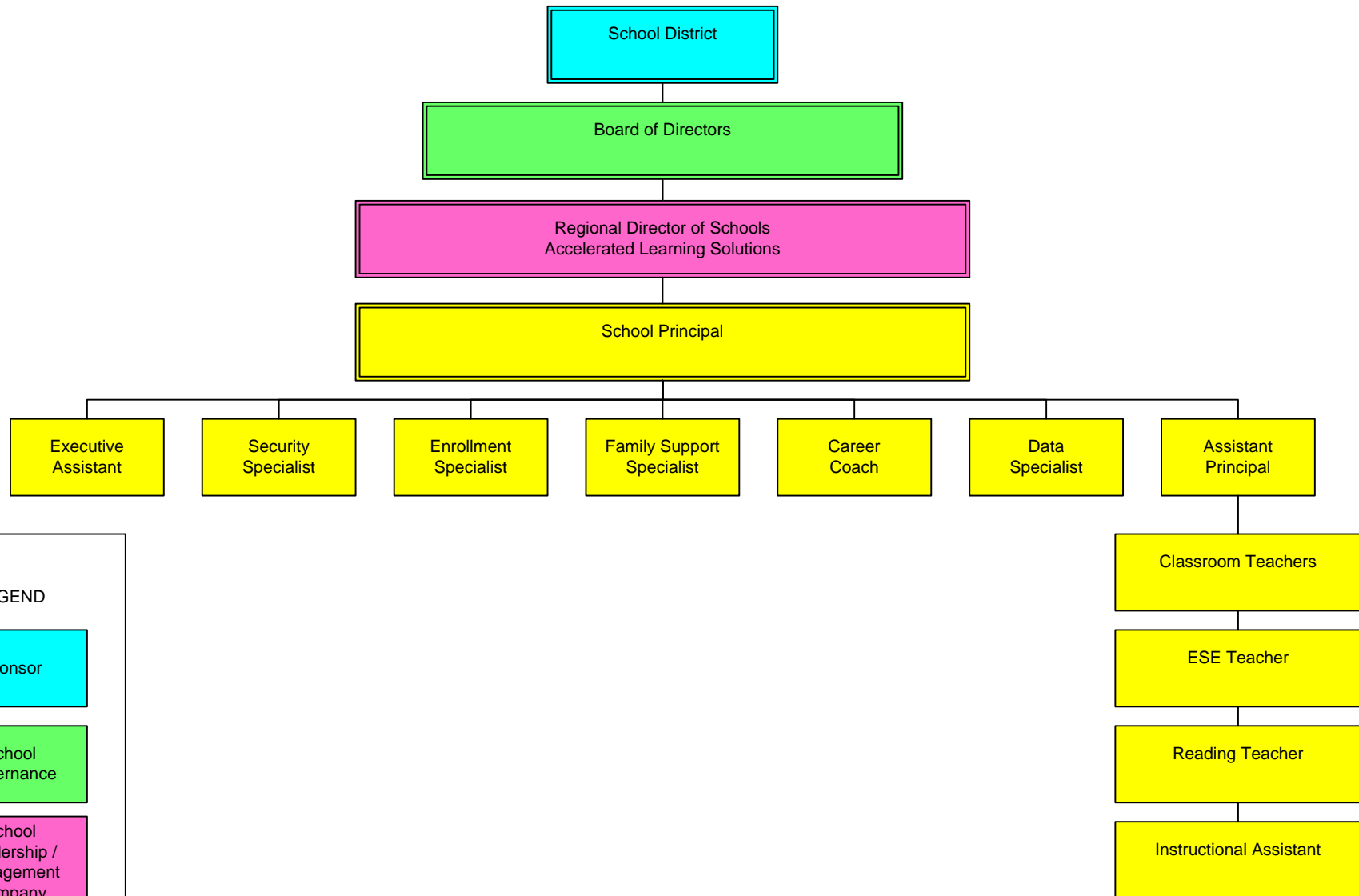
Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

Organizational Structure

Florida High School for Accelerated Learning



**BYLAWS
OF
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
METRO BROWARD, INC.**

ARTICLE I. NAME

The Corporation shall be known as FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – METRO BROWARD, INC., a Florida not-for-profit corporation (the "Corporation").

ARTICLE II. MEMBERSHIP

The Corporation shall have no Members.

ARTICLE III. PURPOSES

The purposes for which the Corporation is organized are:

In particular, to: establish and operate a charter school as defined in the laws of the State of Florida within the borders of Broward County, Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs to aid and assist low-performing, over-age, grade repeating, credit deficient 9th, 10th, 11th and 12th graders to graduate from a Florida public high school.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to Chapter 617, Florida Statutes.

The purposes for which this Corporation is organized shall be limited to those which are strictly charitable. In no event shall this Corporation engage in any activity which would be contrary to the purposes and activities: (1) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986; or (2) of a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as hereafter amended (the "Code"), and the applicable rules and regulations thereunder. Provided, however, that: (i) no part of the net earnings of the Corporation shall inure to the benefit of any member of the Corporation or other individual; (ii) no substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation; (iii) the Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office; and (iv) the Corporation shall not conduct its business or affairs in such a manner as to discriminate against any person on the basis of race, color, religion, sex, or age. It is the specific intention of the incorporator that the purposes and application of the Corporation be as broad as permitted by Section 617.0301 of the Florida Not For Profit Corporation Act, but only to the extent that the Corporation qualifies as a tax exempt organization within the meaning of Section 501(c)(3) and Section 170 of the Code.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Code of 1986, and the applicable rules and regulations thereunder.

No compensation shall be paid to any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to or for the Corporation.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE IV. BOARD OF DIRECTORS

SECTION 1. FUNCTION. All corporate powers shall be exercised by or under the authority of the Board of Directors of the Corporation, and the business and affairs of the Corporation shall be managed by the Board of Directors.

SECTION 2. QUALIFICATIONS. The members of the Board of Directors must be natural persons who are 18 years of age or older, and are to be residents of this state. By two-thirds (2/3rds) vote of the Board of Directors, the Directors may, from time to time, establish additional qualifications and requirements for Directors, by written policy and procedure; such written policies and procedures shall be maintained with the books and records of the Corporation.

SECTION 3. COMPENSATION. Directors, as such, shall not receive any compensation for their services as members of the Board of Directors; however, such Directors may receive compensation for serving the Corporation in a separate capacity.

SECTION 4. DUTIES OF THE BOARD. The Board of Directors shall transact all business of the Corporation, determine the policies of the Corporation and in general assume responsibility for the guidance and the affairs of the Corporation. The duties of the Board of Directors include, but are not limited to setting policy, establishing procedures, approving budgets, approving selection of the principal and overseeing and managing the financial and administrative management of the School. The Board of Directors shall be responsible for making or executing the School's performance standards, supervising ongoing accounts, overseeing financial reporting and meeting state and district requirements and providing annual programs and accountability reports. A Director shall perform his/her duties in said capacity, including his/her duties as a member of any committee of the Board of Directors upon which he/she may serve, in good faith, in a manner he/she reasonable believes to be in the best interests of the

Corporation and with such care as an ordinarily prudent person in a like position would use under similar circumstances.

In performing his/her duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(a) one or more of the officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;

(b) counsel, public accountants or other persons as to matters that the Director reasonably believes to be within such person's professional or expert competence; or

(c) a committee of the Board of Directors upon which the Director does not serve, duly designated in accordance with a provision of the Articles of Incorporation or these Bylaws, as to matters within its designated authority, which committee the Director reasonably believes to merit confidence.

A Director shall not be considered to be acting in good faith if he/she has knowledge concerning the matter in question that would cause the reliance described above to be unwarranted.

A person who performs his/her duties in compliance with this section shall have no liability by reason of being or having been a Director of the Corporation.

SECTION 5. NUMBER. The Corporation shall have at least five (5) Directors but shall not have more than seven (7) Directors, and the initial number of Directors shall be seven (7). The number of Directors may be increased or decreased from time to time by the majority vote of the Board of Directors of the Corporation; provided, however, that the Board of Directors shall consist of not fewer than five (5) Directors and no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director.

SECTION 6. ELECTION AND TERM.

(a) The number of Directors of the Corporation will not be less than five (5) nor more than seven (7), and the number of Directors will be fixed from time to time in the manner described in the Bylaws of the Corporation. The Directors (other than the SAC Director) will be classified with respect to the time for which they hold office into three (3) classes, "Class I, II and III," which shall be as nearly equal in number as possible. One Director shall be designated as the School Advisory Committee Director ("SAC Director"). The Founding Directors (as such term is defined below) first appointed to Class I will hold office for a term expiring at the annual meeting to be held in 2012; the Founding Directors first appointed to Class II will hold office for a term expiring at the annual meeting to be held in 2013; and the Founding Directors first appointed to Class III will hold office for a term expiring at the annual meeting to be held

in 2014. Members of each Director Class shall hold office until their successors are elected and qualified or until their earlier resignation, removal from office or death. The SAC Director shall serve a one (1) year term and will not be part of a Class. At each succeeding annual meeting of the Corporation, the successors of the Directors in the Director Class whose terms expire at that meeting will be elected by plurality vote of all votes cast at such meeting. Directors so elected shall hold office for a term expiring at the annual meeting held in the third year following the year of their election. Election of Directors of the Corporation need not be by written ballot unless requested by the Chairman or by a majority of the Directors present in person at a meeting at which Directors are to be elected.

(b) The Directors named in the Articles of Incorporation ("Founding Directors") shall be designated as Class I, Class II or Class III Directors by the Directors by Written Action or at a duly called meeting of the Directors during the first year after the Amended and Restated Articles of Incorporation are filed with the Secretary of State of the State of Florida.

(c) The SAC Director shall be nominated by the School Advisory Committee ("SAC") and the names of the nominees shall be provided to the Board of Directors for consideration and election to the Board. The SAC shall provide at least two (2) nominees to the Board of Directors for its consideration for election as SAC Director.

(d) The Board of Directors may in its discretion establish a nominating committee to interview the candidates provided by the SAC and/or to nominate the candidates to fill the other Board seats. Otherwise the Board of Directors shall serve as the nominating committee. All nominees shall be selected on or before the last day of May.

SECTION 7. RESIGNATION. The resignation of a Director shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice. If a Director resigns in the middle of his/her term, a successor shall be selected by the Board of Directors except the SAC Director shall be nominated by the SAC and selected by the Board of Directors.

SECTION 8. REMOVAL OF DIRECTORS, OFFICERS AND OTHER EMPLOYEES. Any officer and/or employee may be removed by a majority vote of the Board of Directors whenever, in the judgment of the Board of Directors, the best interests of the Corporation will be served thereby. Any Director may be removed at any time by a two-thirds (2/3rds) majority vote of the Board of Directors for any reason.

SECTION 9. VACANCIES. Any vacancy occurring on the Board of Directors, including that created by reason of an increase in the number of Directors, may be filled by appointment of a majority vote of the members of the Board of Directors. A Director elected to fill any vacancy shall hold office only until the next annual meeting of Directors.

SECTION 10. QUORUM AND VOTING. The presence of a majority of all the Directors shall be necessary at any meeting to constitute a quorum to transact business. The act of a majority of Directors present at a meeting when a quorum is present shall be the act of the Board of Directors. If at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting to a place and time indicated and a copy of such adjournment action shall be delivered by hand or by U.S. Mail to all members of the Board of Directors.

SECTION 11. PLACE OF MEETINGS. The annual meeting, and any special meeting, of the Board of Directors must be held within Broward County of the State of Florida.

SECTION 12. MEETINGS. The Board of Directors shall meet at least four times each fiscal year in January, March, June and September (Regular Meetings) at the time and place designated by the Board of Directors of the Corporation. The Annual Meeting shall be held during the last two weeks of June and shall be the June meeting of the Board of Directors. Notice of the Annual Meeting and all other Regular Meetings shall be given by the Secretary to each Director at least two (2) days before the meeting, unless each Director shall waive notice thereof before, at, or after the meeting.

SECTION 13. SPECIAL MEETINGS. Special Meetings of the Board of Directors shall be held at such other times as shall be determined by the Chairman or by a majority of the Directors. Notice of any Special Meeting shall be given by the Secretary to each Director at least two (2) days before the meeting unless each Director shall waive notice thereof before, at or after the meeting.

SECTION 14. PRESUMPTION OF ASSENT. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any Corporation matter is taken shall be presumed to have assented to the action taken unless the Director votes against such action or abstains from voting in respect thereto because of an asserted conflict of interest.

SECTION 15. PUBLIC MEETINGS AND PUBLIC RECORDS OF THE BOARD OF DIRECTORS. Notwithstanding anything to the contrary in these bylaws, the Board of Directors of the Corporation shall conduct its activities and its meetings (regular and special) in accordance with the Florida Open Meetings Laws (also Florida Sunshine Law) as set forth in Article I, Section 24 of the Florida Constitution as it may exist from time to time and in Florida Statutes Chapter 286.011 as amended or restated from time to time. Notice of all meetings shall be provided as set forth in such laws. The Corporation shall maintain its records in such a way as to comply with Florida Statutes Chapter 119 relating to Public Records.

SECTION 16. DIRECTOR CONFLICTS OF INTEREST. A Conflict of Interest is described as: "an actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This "actual or appearance of a bias" in the decision making process is based upon the dual

role of a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity. A conflict of interest shall include, but not be limited to, a violation of Florida Statute §112.313(7) as it applies to members of the Board of Directors. Provided, no contract or other transaction between the Corporation and one or more of its Directors or any other corporation, firm, association or entity in which one or more of its Directors are Directors or officers or are financially interested, shall be either void or voidable because of such relationship or interest or because such Director or Directors are present at the meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction or because his or their votes are counted for such purpose, if:

(a) The fact of such relationship or interest is disclosed or known to the Board of Directors or committee which authorizes, approves or ratifies the contract or transaction by a vote sufficient for the purpose without counting the votes or consents of such interested Directors; or

(b) The fact of such relationship or interest is disclosed or known to the Members entitled to vote on such contract or transaction, if any, and they authorize, approve or ratify it by vote; or

(c) The contract or transaction is fair and reasonable as to the Corporation at the time it is authorized by the Board of Directors, a committee or the Members.

Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract or transaction.

The Board of Directors shall adopt such conflict of interest policy and other policy as they deem proper and necessary for the operation of the Corporation.

SECTION 17. EXECUTIVE AND OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the full Board of Directors, shall designate from among its members an executive committee consisting of the Officers set forth in Article VI below, and one at-large Director. The Executive Committee will handle the affairs of the Corporation as necessary between meetings of the Board of Directors.

The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may designate from among its members one or more other committees each of which, to the extent provided in such resolution, shall have and may exercise all the authority of the Board of Directors, except that no committee shall have the authority to:

(a) fill vacancies on the Board or any committee thereof, or

(b) adopt, amend or repeal the Bylaws.

Each committee must have two (2) or more members who serve at the pleasure of the Board of Directors. The Board of Directors, by resolution adopted in accordance with this section, may designate one (1) or more Directors as alternate members of any such committee, who may act in the place and stead of any absent member or members at any meeting of such committee.

SECTION 18. POWER TO ELECT OFFICERS. The Board of Directors, at their annual meeting, shall elect a Chairman, and Secretary/Treasurer. The Board of Directors shall have the power to appoint such other officers and employees as the Board of Directors may deem necessary for the transaction of the business of the Corporation. The Board of Directors shall have the power to fill any vacancy in any office, occurring for any reason whatsoever.

SECTION 19. DELEGATION OF POWERS. For any reason deemed sufficient by the Board of Directors, the Board of Directors may delegate any power or duty of any officer or Director to any other officer or Director.

SECTION 20. ANNUAL REPORTS. The Chairman and Secretary/Treasurer shall present their respective reports of the operation of the Corporation for the preceding year, at the annual meeting of the year of the Board of Directors.

ARTICLE V. MANAGEMENT OF CORPORATION'S ASSETS

The assets of the Corporation shall be held, managed and invested by the Executive Committee of the Board of Directors, however, at no time may said assets be used or administered other than in furtherance of charitable purposes, within the meaning of Section 501(c)(3) of the Code. All investments of funds of the Corporation shall be first approved by the Board of Directors.

ARTICLE VI. OFFICERS

SECTION 1. OFFICERS. The officers of the Corporation shall consist of a Chairman, Vice Chairman and Secretary/Treasurer, each of whom shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors, and shall serve until their successors are chosen and qualify. Such other officers and assistant officers and agents as may be deemed necessary may be elected or appointed by the Board of Directors from time to time.

Any two (2) or more offices may be held by the same person. The failure to elect a Chairman, Vice Chairman or a Secretary/Treasurer shall not affect the existence of the Corporation.

SECTION 2. CHAIRMAN. The Chairman of the Corporation shall:

- (1) preside at all meetings of the Board of Directors;

- (2) be a member ex-officio of all committees;
- (3) perform all other duties usually pertaining to the office of Chairman.

SECTION 3. VICE CHAIRMAN. The Vice Chairman of the Corporation shall:

- (1) in the absence or on the death, inability or refusal to act of the Chairman, preside at all meetings of the Board of Directors;
- (2) be a member ex-officio of all committees;
- (3) be given those powers and duties determined by the Board of Directors;
- (4) in the absence or on the death, inability or refusal to act of the Chairman, perform all other duties usually pertaining to the office of Chairman.

SECTION 4. SECRETARY/TREASURER. The Secretary/Treasurer of the Corporation shall:

- (1) record the minutes of all meetings;
- (2) write up the minutes the day following the meeting;
- (3) confer with the Chairman for possible omissions;
- (4) send a duplicate copy of the minutes to all members of the Board of Directors;
- (5) have custody of the seal of the Corporation;
- (6) give notices of all meetings required by statutes, Bylaws or resolutions;
- (7) take the attendance record at meetings;
- (8) maintain committee reports;
- (9) carry on all necessary correspondence of the Corporation;
- (10) perform such other duties as may be delegated to him or her by the Board of Directors.

- (11) be custodian of all funds and securities of the Corporation and collect interest thereon;
- (12) keep a record of the accounts of the Corporation and report thereon at each regular meeting of the Board of Directors;
- (13) make a report at the annual meeting and special reports when requested;
- (14) deposit all moneys of the Corporation in the name of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – METRO BROWARD, INC., in a financial institution selected and designated by the Board of Directors subject to withdrawal for authorized purposes, upon the joint signatures of two (2) of the officers of the Corporation, one (1) of whom shall be the Treasurer and the other of whom shall be the Chairman;
- (15) give bond in such amount as the Board of Directors may require, the Corporation to pay the premium for such bond;
- (16) see that all government agency reports and returns are prepared and filed.

SECTION 4. ASSETS AND AUDITORS.

A. All securities and other valuable papers shall be placed in a safety deposit box or vault, designated by the Board of Directors, which may be opened only upon the joint signatures of two (2) of the officers of the Corporation.

B. The Treasurer's accounts and records shall be audited from time to time by a firm of certified public accountants at the expense of the Corporation.

SECTION 5. RESIGNATION. The resignation of an officer shall be effective as of the date of delivery of a written notice to the Board of Directors or at a later date, if specified in the written notice.

ARTICLE VII. CONTRACTS, LOANS, CHECKS AND DEPOSITS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

SECTION 2. LOANS. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

SECTION 3. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

SECTION 4. DEPOSITS. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VIII. LOANS TO DIRECTORS AND OFFICERS

Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, may not be made by the Corporation to its Directors, officers or employees, or to any other corporation, firm, association or other entity in which one or more of its Directors, officers, or employees is a Director, officer or employee or holds a substantial financial interest, except a loan by one corporation which is exempt from federal income taxation under Section 501(c)(3) of the Code. A loan made in violation of this Article is a violation of the duty to the Corporation of the Directors or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected thereby.

ARTICLE IX. PAYMENT OF DIVIDENDS AND DISTRIBUTION OF INCOME TO DIRECTORS AND OFFICERS PROHIBITED

A dividend may not be paid, and any part of the income or profit of the Corporation may not be distributed, to its Directors or officers. The Corporation may pay compensation in a reasonable amount to its Directors or officers for services rendered so long as such payment does not violate Article XVI of these Bylaws or the provisions of the Code.

ARTICLE X. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

SECTION 1. ACTION AGAINST PARTY BECAUSE OF CORPORATE POSITION. The Corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, suit, or proceeding, whether civil, criminal, administrative, or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against expenses (including attorneys' fees inclusive of any appeal), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him in connection with such claim,

action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct unlawful. The termination of any claim, action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

SECTION 2. ACTION BY OR IN THE RIGHT OF CORPORATION. The Corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed claim, action, or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a Director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection with the defense or settlement of such claim, action, or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless and only to the extent that a court of competent jurisdiction (the "Court") in which such claim, action, or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the Court shall deem proper.

SECTION 3. REIMBURSEMENT IF SUCCESSFUL. To the extent that a Director, officer, employee, or agent of the Corporation has been successful on the merits or otherwise in defense of any claim, action, suit, or proceeding referred to in Sections 1 or 2 of this Article X, or in defense of any claims, issue, or matter therein, he shall be indemnified against expenses (including attorneys' fees inclusive of any appeal) actually and reasonably incurred by him in connection therewith, notwithstanding that he has not been successful (on the merits or otherwise) on any other claim, issue, or matter in any such claim, action, suit, or proceeding.

SECTION 4. AUTHORIZATION. Any indemnification under Sections 1 and 2 of this Article X (unless ordered by the Court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the Director, officer, employee, or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit, or proceeding, or (b) if such a

quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors so directs, or by independent legal counsel in a written opinion.

SECTION 5. ADVANCED REIMBURSEMENT. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation as authorized in this Article.

SECTION 6. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, rule of law, provision of Articles of Incorporation, Bylaws, agreement, vote disinterested Directors, or otherwise, both as to action in his official capacity and as to action in another capacity, while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such a person. Where such other provision provides broader rights of indemnification than these Bylaws, said other provision shall control.

SECTION 7. INSURANCE. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, partner, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE XI. BOOKS AND RECORDS

SECTION 1. BOOKS AND RECORDS. The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees. The Corporation shall comply with the provisions of Florida Statutes Chapter 119 in regard to Public Records.

The books, records and minutes of the Corporation may be in writing or in any other form capable of being converted into written form within a reasonable time.

ARTICLE XII. FISCAL YEAR

The fiscal year of the Corporation shall be determined by the Board of Directors.

ARTICLE XIII. RULES OF ORDER

"Robert's Rules of Order Newly Revised" shall be the parliamentary authority for all matters of procedure not specifically covered by these Bylaws.

ARTICLE XIV. SEAL

The Board of Directors shall provide a corporate seal that shall be circular in form and shall be affixed in conjunction with the execution of documents by the Corporation, as required by law.

ARTICLE XV. AMENDMENTS TO THE BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered, amended or repealed by a majority vote of the Board of Directors.

ARTICLE XVI. DISSOLUTION AND/OR TERMINATION OF CHARTER

When a charter is not renewed or is terminated, any unencumbered public funds, except for capital outlay funds and federal charter school program grant funds, from the charter school shall revert to the Broward County School Board. Capital outlay funds provided pursuant to Florida Statute §1013.62 (concerning Charter School Capital Outlay Funding) or its successor Statute) and federal charter school program grant funds that are unencumbered shall revert to the Department of Education to be redistributed among eligible charter schools. In the event a charter school is dissolved or is otherwise terminated, all Broward County School Board property and improvements, furnishings, and equipment purchased with public funds shall automatically revert to full ownership by the Broward County School Board, subject to complete satisfaction of any lawful liens or encumbrances. Any unencumbered public funds from the charter school, Broward County School Board property and improvements, furnishings, and equipment purchased with public funds, or financial or other records pertaining to the charter school, in the possession of any person, entity, or holding company, other than the charter school, shall be held in trust upon the Broward County School Board's request, until any appeal status is resolved. Further, upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation and the distributions provided for above, shall be distributed to, and only to, an organization qualified as tax exempt under Section 501(c)(3) of the Code engaged in educational activities in the State of Florida. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

[SIGNATURE PAGE FOLLOWS]

THE UNDERSIGNED HEREBY adopts and approves the foregoing Bylaws of
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – METRO BROWARD,
INC.

Adopted: July 22, 2011.

FLORIDA HIGH SCHOOL FOR
ACCELERATED LEARNING – METRO
BROWARD, INC.

(CORPORATE SEAL)



Philip G. McNally, Chairman



Department of State

I certify the attached is a true and correct copy of the Articles of Incorporation of FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING - METRO BROWARD, INC., a Florida corporation, filed on July 21, 2011, as shown by the records of this office.


I further certify the document was electronically received under FAX audit number H11000186447. This certificate is issued in accordance with section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N11000006929.

Authentication Code: 511A00017371-072211-N11000006929-1/1

Given under my hand and the
Great Seal of the State of Florida,
at Tallahassee, the Capital, this the
Twenty-second day of July, 2011




Kurt S. Browning
Secretary of State

ARTICLES OF INCORPORATION
OF
FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – METRO BROWARD, INC.

The undersigned, acting as Incorporator of a Florida corporation under the Florida Business Not For Profit Corporation Act, Chapter 617 of the Florida Statutes, hereby causes to be delivered the following Articles of Incorporation:

ARTICLE I
NAME

The name of the Corporation shall be FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING – METRO BROWARD, INC. (hereinafter the "Corporation").

ARTICLE II
PURPOSES

The purposes for which the Corporation is organized are:

In particular, to establish and operate a charter school as defined in the laws of the State of Florida within the borders of Broward County, Florida. The charter school shall be organized so that it presents a system of formal instruction of its curriculum to a regularly enrolled student body through its faculty for the benefit of the general public. In particular, the Corporation will establish programs to aid and assist low-performing, over-age, grade repeating, credit deficient 9th, 10th, 11th and 12th graders to graduate from a Florida public high school.

In general, to do any and all acts and things, and to exercise any and all powers which now or hereafter are lawful for the Corporation to do or exercise under and pursuant to the laws of the State of Florida for the purpose of accomplishing any of the purposes of the Corporation.

The purposes for which the Corporation is organized shall be limited to those which are strictly charitable and educational. In no event shall the Corporation engage in any activity which would be contrary to the purposes and activities: (i) permitted to be engaged in by any organization the activities of which are exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; or (2) of a Corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended, as hereafter amended, and the applicable rules and regulations thereunder.

The Corporation shall not engage, nor shall any of its funds, property, or income be used, in carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office, nor shall the Corporation engage in subversive activities.

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The Corporation shall not be operated for the primary purpose of carrying on an unrelated trade or business as defined in Section 513 of the Internal Revenue Code of 1986, as amended, and the applicable rules and regulations thereunder.

No compensation shall be paid to any officer, director, trustee, creator or organizer of the Corporation or substantial contributor to it except as a reasonable allowance for services actually rendered to or for the Corporation.

The Corporation is organized to serve public interests. Accordingly, it shall not be operated for the benefit of private interests.

ARTICLE III POWERS

The Corporation shall have the powers granted to not for profit corporations under the laws of the State of Florida which are necessary or convenient to effect any and all purposes for which the Corporation is organized. In no event, however, shall the Corporation have or exercise any power which would cause it not to qualify as a tax-exempt organization under Section 501(c)(3) or Section 170 of the Internal Revenue Code of 1986, as amended and the applicable rules and regulations thereunder; nor shall the Corporation engage directly or indirectly in any activity which would cause the loss of such qualification. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of any private individual.

ARTICLE IV MEMBERS

The Corporation shall have no Members.

ARTICLE V TERM OF EXISTENCE

The Corporation shall have a perpetual existence.

ARTICLE VI OFFICERS

The affairs of the Corporation in operating the charter school shall be managed on a day-to-day basis by the principal of the school. The Board of Directors shall set policy for the Corporation including but not limited to, the academic, financial and operation policies of the charter school, with the principal charged to implement these policies pursuant to the Bylaws. The Chairman of the Board of Directors shall serve for the term of two (2) years and the Vice Chairman and the Secretary/Treasurer shall serve for a term of one (1) year, beginning the 1st day of the month immediately following his or her election by a majority of the Board of Directors at the annual meeting of the Board of Directors. Officers may be re-elected to serve subsequent terms. In the event of a vacancy in any office for any reason, the Board of Directors shall fill

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such vacancy for the unexpired term. An officer does not have to be a member of the Board of Directors and a member of the Board of Directors does not have to be an officer.

ARTICLE VII
FIRST BOARD OF DIRECTORS

The number of persons constituting the first Board of Directors of the Corporation shall be five (5) but shall never be more than seven (7), and the names and addresses of the persons who are to serve as the Directors until the first election under these Articles of Incorporation are as follows:

<u>Name</u>	<u>Address</u>
Bob Zinn	221 S. Federal Hwy, 2 nd Floor Ft. Lauderdale, FL 33301
George Berwig	7400 SW 5 th Street Plantation, FL 33317
Brian Turnau	3661 W. Oakland Park Blvd. Suite 300 Lauderdale Lakes, FL 33311
Carroll Nieta	2287 SW 127 th Avenue Miramar, FL 33027
Byron Calhoun	200 SE 2nd Street Ft. Lauderdale, FL 33301
Lucy Rose Alfonso	12555 Orange Dr., Suite 254 Ft. Lauderdale, FL 33330
Phillip G. McNally	Paradise Bank 640 N. Federal Highway Ft. Lauderdale, FL 33301

At the first election of Directors to be held no later than the date the Charter between the School Board of Broward County and the Corporation is executed no fewer than five (5) individuals shall be selected (which may include the members of the first Board of Directors as set forth herein) to serve as Directors.

The number of Directors shall be fixed in the Bylaws of the Corporation. Directors shall be elected and serve such terms as provided in the Bylaws of the Corporation.

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ARTICLE VIII BYLAWS

The Bylaws of the Corporation shall be initially approved by a majority vote of the Board of Directors, and thereafter may be altered or rescinded by a majority vote of the Directors at the annual meeting of the Directors or at a duly called meeting of the Directors in accordance with the Bylaws.

ARTICLE IX AMENDMENTS OT THE ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended in the manner provided by law.

ARTICLE X DISSOLUTION

Upon the liquidation or dissolution of the Corporation, its assets, if any, remaining after payment (or provision for payment) of all liabilities of the Corporation, shall be distributed to, and only to, any one or more organizations qualified as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the applicable rules and regulations thereunder. No part of the assets or the net earnings, current or accumulated, of the Corporation shall inure to the benefit of a private individual.

ARTICLE XI INITIAL REGISTERED AGENT

The name and address of the Corporation's initial registered agent is Marvin L. Klasfeld, 817 South University Drive, Suite 100, Plantation, Florida 33324.

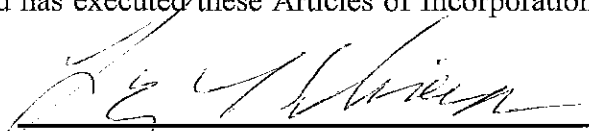
ARTICLE XII PRINCIPAL OFFICE AND MAILING ADDRESS

The street address of the principal office and the mailing address of the Corporation is 3206 S. University Drive, Miramar, Florida 33025.

ARTICLE XIII INCORPORATOR

The name and address of the Incorporator of the Corporation are Laz L. Schneider, 350 E. Las Olas Blvd., Suite 1000, Ft. Lauderdale, FL 33301.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation as of the 20th day of July, 2011.



Laz L. Schneider, Incorporator

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ACCEPTANCE OF DESIGNATION OF REGISTERED AGENT

Having been named as registered agent and to accept service of process for Florida High School For Accelerated Learning – Metro Broward, Inc. at the place designated in Article XI of the Articles of Incorporation, the undersigned hereby accepts the appointment as registered agent and agrees to act in such capacity. The undersigned further agrees to comply with the provisions of all statutes relating to the proper and complete performance of such duties, and is familiar with and accepts the obligations of such position as registered agent as provided for in Chapter 617, F.S.



Marvin L. Klasfeld
Dated: 7/20/11

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**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING—
METRO BROWARD, INC.**

CONFLICT OF INTEREST POLICY

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of each entity listed above (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any state laws governing conflicts of interest applicable to nonprofit public and charitable corporations in the State of Florida.

Article II
Definitions

1. Interested Person

Any director, officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family—

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. Family shall mean parents and children of such interested person.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists. Financial interests shall not include an interest in a publicly traded company.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and/or the members of committees with board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- b. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit, and whether the transaction is fair and reasonable to the Corporation, and shall make its

decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violation of the Conflict of Interest Policy

- a. If the board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV
Records of Proceedings

The minutes of the board and all committees with board-delegated powers shall contain—

1. the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.
2. the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of all votes taken in connection therewith.

Article V
Compensation

1. In general, it is the policy of the Corporation that all directors shall serve without compensation. However, if a voting member of the board of directors receives compensation, directly or indirectly, from the Corporation for services, then that voting member of the Board of Directors is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee, whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the

Corporation for services, is precluded from voting on matters pertaining to that member's compensation.

3. Any individual, who receives compensation, directly or indirectly, from the Corporation, whether as an employee or an independent contractor, is precluded from membership on any committee whose jurisdiction includes compensation matters.
4. All compensation paid to executive employees, if any, of the Corporation shall be paid at Fair Market Value in Duval County, Florida and based on an independent compensation survey.

Article VI **Annual Statements**

Each director, officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person--

- a. has received a copy of the conflicts of interest policy,
- b. has read and understand the policy,
- c. has agreed to comply with the policy, and
- d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ROBERT CLAMPETT

iamtarpon@aol.com
7490 Red Bay Place
Coral Springs, FL 33065
954-415-1211

OBJECTIVES

To serve in a capacity that will leverage my knowledge, skills and experience in educational leadership

EDUCATION

Nova Southeastern University

1987 Master of Science (Administration and Supervision)

Auburn University

1969 Bachelor of Science (Secondary Education), major: History

PROFESSIONAL CERTIFICATION

- State of Florida: Administration and Supervision (K-12)
- State of Florida: Teacher/Social Studies (7-12)
- ACSI Certification: Superintendent
- ACSI Certification: Teacher/Social Studies (7-12)
- Certified Observer, FPMS
- ESOL
- LEAD/TOPS Coach, District HRD
- Certified HRD Facilitator

PROFESSIONAL EXPERIENCE

Coral Springs Christian Academy | Coral Springs, FL

Headmaster 2003 – 2010

- Oversight for overall operation of K-12 School (800 students)
- Leadership of 80 faculty, staff and administrators
- Managed budget of \$6 million plus
- Earned initial SACS accreditation in 2004 and reaccreditations in 2009
- Earned initial ACSI accreditation in 2004 and reaccreditation in 2009
- Led school through reaccreditation with FCIS in 2005 and 2010
- Led school through a record of four ACSI exemplary school programs in 2004, 2005, 2008 and 2009

- School was recognized as the Best Private School in Coral Springs in 2005 by local newspaper, The Forum
- Served as a member of ACSI accreditation teams in 2002, 2004, 2005, 2006 and 2008
- Served on the Regional ACSI Accreditation Committee from 2007 to 2010
- Served on the State of Florida Accreditation Commission from 2005 - 2010
- School athletic program set record growth in the number of teams and programs, increasing by 70% over a four year period
- Initiated lease of city facilities to move football from Saturday afternoon to Friday night to increase fan support and promote the program
- Instituted a professional development program and committee. Adjusted school calendar to reflect dedicated professional development days for faculty and staff, increased funding as budget permitted.
- Facilitated training for professional development workshops
- Initiated the Middle School teaming process with faculty
- Initiated New Teacher Institute for new faculty and staff
- Initiated the first Black History Month and recognition program for the school. Networked with the city to promote the theme.
- Initiated the school's first comprehensive safety/emergency response plan
- Partnered with the Coral Springs Police Department to designate the school as a SWAT training site and used the partnership to develop positive relationships
- Participated as a member of the PAC (Principals Advisory Committee) and met quarterly with city government officials.
- Established additional arts programs for band and chorus
- Added additional ACSI competitions to showcase our students
- Developed new national and international missions and outreach
- Worked closely with the administration and parents to establish a proactive discipline program
- Established Spiritual Emphasis Week
- Established discipleship groups with weekly meetings
- Published first high school newspaper in 2005
- Yearbooks at elementary and secondary levels gained state and national recognition several times (First Place in 2009 for both elementary and secondary)
- Initiated semi-annual articulation meetings at the transition levels of 5/6 and 8/9 grades
- Initiated first self-contained on-site ESE program in partnership with Christi Academy
- Initiated student and school participation in local county and state-wide Social Studies and Science Fairs
- Earned first Superintendent level certification by ACSI for a Head of School at CSCA
- Initiated "Reading Across the Curriculum" program
- Instituted a flexible, tutorial model for Algebra 1 Curriculum
- Initiated school "Fast Track" math program
- Initiated tutorial support and assistance for students

Deerfield Beach Middle School | Deerfield Beach, FL

Assistant Principal / Intern Principal 1994 - 2001

- Discipline and counseling to all grades; student population had largest ESOL representation in the district
- Supervision of facilities and security staff
- Second in command among administrative staff; acting Principal (August, 1999)
- Management/oversight of \$9 million dollar budget
- Administrator in charge of \$9.5 million facility phased replacement project
- Designed and implemented "Proactive Discipline" model
- Assisted in scheduling and inventory
- Initiated school-wide safety plans
- Initiated Cafeteria Council to improve quality and customer satisfaction
- Facilitated professional workshops for school and district staff
- Presenter at Florida League of Middle Schools State Conference
- Member, Superintendent's Ad Hoc Committee, Policy of 2081
- Innovation Zone Representative, North Area A.P. Council
- Innovation Zone Safety Committee member
- Innovation zone point person for the Alternative to Suspension program
- BAPA North Area representative, Middle School
- Worked jointly with Mayor and City Commissioners on school and community issues
- Initiated Student of the Month program
- Administered Free and Reduced Lunch program
- Coordinated school transportation programs
- Developed several curriculum models to infuse reading into the curriculum
- Initiated Safety Patrol program
- Administered the district's Doctors in the Classroom program at DBMS
- Administered district immunization pilot program at DBMS
- Administered Saturday School program
- Initiated first school-wide syllabus program for faculty
- Administered daily announcement program (audio and video)
- Represented magnet programs at District Recruiting Showcase
- Faculty Council representative
- Successfully wrote nomination for cafeteria manager was subsequently named District Employee of the Year
- Received training in and facilitated the implementation of Modern Red School House, a standards-based curriculum design
- Initiated the 360° conference model for students, parents and staff

Dillard High School | Ft. Lauderdale, FL

Assistant Principal 1988 - 1994

- Discipline and counseling for over 850 students in grades 9-12; processed several expulsions for the District

- Supervision and evaluation of teachers and staff
- Supervision of transportation, including dual magnet programs (Performing Arts and Technology)
- Administration of Broward's largest Free and Reduced Lunch program
- Initiated and administered school safety projects and school emergency plan
- Member of Deputy Superintendent's Multicultural Task Force
- Supervision and evaluation of security staff
- Facilitated workshops for staff development, including Broward County's first AIDS in-service program for school staff
- Facilitator for HRD programs including "Seven Habits of Highly Effective People"
- Participated in School Improvement Team
- Participated in Shared Decision Making initiative
- Initiated Broward County's first National Signing Day program for football players
- Represented Performing Arts magnet program in recruitment of prospective students
- Initiated and facilitated workshop for teachers on techniques for writing effective discipline referrals
- Supervisor for Technology Magnet Program
- Initiated Single Point of Service for guidance and recruitment services to student athletes

Lauderhill Middle School | Lauderhill, FL

Assistant Principal Aug – Sept, 1988

Coral Springs High School | Coral Springs, FL

Social Studies Teacher and Head Varsity Swimming Coach 1975 – 1988

Hallandale High School | Hallandale, FL

Social Studies Teacher and Head Varsity Swimming Coach 1974 – 1975

Deerfield Beach Middle School | Deerfield Beach, FL

Social Studies Teacher and Head Swimming Coach 1971 – 1974

City of Coral Springs, Parks and Recreation | Coral Springs, FL

Director and Head AAU/USS Swimming Coach 1978 – 1984

- Coached championship swim teams
- Selected and managed coaching staff
- Planned and managed program budget, including fund raising
- Communicated with swimmers, parents, community
- Marketed program

MILITARY

- Honorable Discharge, U.S. Army
- Florida National Guard 124th Infantry

Philip G. McNally
5241 S.W. 7th Street
Plantation, Fl. 33317
954-587-2386

1968-69. The Department of Social Services, N.Y.C. Responsible for 75 families receiving public assistance.

1969-71. Executive Training Program, Hilton Hotels Corporation. Stationed at The Waldorf Astoria and the Tarrytown Hilton, eventually serving in Convention Sales.

1971-73. E.B. Carley & Co. Assistant to the President of a family owned lathing and plastering company in N.Y.C. Assisted in sales, preparing bids and payroll systems.

1973-76. Manufacturers Hanover Trust Co. N.Y.C. Chosen for the bank's formal one year credit training program at 350 Park Ave. in N.Y.C. Served in the credit department at the large corporate branch at 41st and Broadway, later named Senior Credit Analyst at Canal & Broadway. Responsible for the corporate portfolio, credit write-ups and renewals as well as mutual revisions with other banks and credit inquiries. Managed a staff of six.

1976-81. Manufacturers Hanover Trust, Albany N.Y. Chosen for transfer to the bank's expansion to upstate N.Y. Initially served as Assistant Branch Manager in the State Street branch, later named Branch Manager of the new Clifton Park office. Responsible for a staff of six. Named a bank officer and given loan authority. Responsible for running branch operations, business development and building and training staff. In a reorganization, was transferred to Corporate Lending in Latham, N.Y. responsible for a sizable portfolio plus business development activities.

1981-83. Bankers Trust Company of Western N.Y. Named Vice President, Commercial Lending in Rochester N.Y. Responsible for an active portfolio plus business development activities. Coordinated lending activities with the branches and assisted in branch operations, when needed.

1983-85. Southeast Banking Corp, Ft. Lauderdale. Named V.P. in the Metro Banking Group in Ft. Lauderdale. Responsible for a sizable portfolio plus business development activities. Top producer in Broward. Went through formalized Advanced Credit Training.

1985-87. Centrust Bank, Miami. Named Regional Vice President in Commercial Lending for a territory that stretched from Orlando to the Keys. Built the division with a staff of four, establishing a strong portfolio and deposit base.

1987-'01. Capital Bank, Broward & Palm Beach Counties. Senior Credit officer, then Assistant Regional in charge of Retail/Commercial, later Senior Vice President and Regional Manager. Purchased by Union Planters, where I remained as S.V.P.

2001-'03. Admiralty Bank, E.V.P. Chosen to bring banking operations to Broward. Responsible for running the retail branch operations plus build the deposit base and commercial lending portfolio. Brought in core deposits of \$66MM in 18 months with a staff of five. Acquired by R.B.C. Centura.

2003-05. R.B.C. Centura Bank, Broward Executive Officer. Helped bring this bank to market, successfully coordinating the myriad product base, including Investment Banking, International and commercial lending services. Chosen for the Trade Mission to Canada and assisted in establishing cross-border commercial activities.

2005-Present. Paradise Bank, Broward President. Responsible for start-up operations in Broward, building and training staff and overseeing all facets of activities in this market. Expected branch opening in February of 2006. Presently building core deposits and coordinating loan requests.

Community Activities:

Chairman, Communities in Schools for Broward County for the last 10 years.
Chairman, The School Board of Broward County's Forum serving Dr. Frank Till. Co-chair of Strategic Planning for Broward Schools.
Board of The Department of Juvenile Justice.
Board, Port Everglades Association.
United Way, Co-chair of new corporate business.
Board of Advisors, The Tower Club
Board of Governors, Georgetown University
President, Georgetown University Club of Broward.
CEO, Dillard Elementary School
Advisory Board, The University of Limerick

Awards:

Presidential Citation, Georgetown University
Governor's Award, State of Florida, for community service/Department of Juvenile Justice.
2001—National Volunteer of the Year, YMCA
NAACP Award for CRA activities in Broward.

Peronal:

Married 36 years to Eileen McNally, who services as Director for The Florida Center for the Book, associated with The Library of Congress. Four adult children, mostly on other payrolls.

Caroll Neita

Objective It is my goal to positively impact the lives of young people in South Florida through mentoring initiatives and working with youth programs and organizations. It is imperative that we impress upon all our young people that they can have a viable and productive future if they take advantage of the resources available to them in their community and not allow themselves to be caught up in negative and defeatist thinking and behavior.

Summary of Qualifications

2007 Volunteer Counselor Junior Achievement

1999-Present Mentor Take Stock in Children

1995-Present Broward Schools Advisory Council

2004-2006 Miramar PAL Mayor's Committee

2004-2005 Broward Schools Advisory Forum

Education

1980-1982 Miami Dade Community College Miami, FL
Associate in Science Degree
AC Engineering Technology

1982-1984 Florida International University Miami, FL
Bachelor of Science Degree
Industrial Engineering - Junior

Professional

11/1992 - Present State Farm Insurance Company
Claims Service Assistant

Experience

10/1989 - 10/1992 Villa Maria Nursing and Rehab Cntr Mia, FL
Health Care billing

11/1988 - 5/1989 Fanny Farmer Candy Stores Ft Lauderdale, FL
Store Manager

10/1984 - 11/1988 Walgreens North Miami Beach, FI
Executive Assistant Store Manager

Memberships	Take Stock in Children Mentoring Broward Schools, School Advisory Committee Broward Schools, School Advisory Forum ICHS Alumnae Association, FI Inc State Farm Women's Network (WNET) Junior Achievement, Miami, FI
References	Provided upon request
Extracurricular	
Activities	Miramar Police Athletic League - volunteer Miramar/Pembroke Pines Kiwanis - volunteer ICHS Alumnae Assoc- president/board member/ fundraising chair Take Stock in Children, Florida - mentor Melrose Cove Homeowner's Assoc - committee member
Accreditations	AIC - Associates in Insurance Claims Claims Adjuster - All Lines, Florida Associate in Science degree - AC Engineering

GREGORY S. SOLLITTO

3 Oneida Lane
Sea Ranch Lakes, Florida 33308
Email: gsollitto@bellsouth.net

Office: 954.942.6642
Mobile: 954.610.7895
Fax: 954.942.7049

PROFILE

Analytical and results driven **Senior Level Real Estate Development Professional** with extensive experience in planning and executing aggressive deadline oriented national expansion programs with Fortune 500 Companies. Exceptional negotiating talent with proven production record. Consistently relied upon to creatively design policy, implement procedures and manage value-adding systems to meet growth objectives. Technical and legal expertise in purchase / sale / lease documentation, site selection, construction and asset management. High energy effective communicator with alliance building mindset to foster consensus based initiatives. Innovative marketer with the ability to think strategically and make fact based decisions to positively impact the business.

PROFESSIONAL EXPERIENCE

REAL ESTATE ADVISORY SERVICES, Sea Ranch Lakes, FL
(Consulting practice)

2008 - present

Principal

Provide multi-disciplined real estate related services to restaurant and retail clients such as Papa John's, Qdoba Mexican Grill, Dollar General, Calistoga Café, Pizza Hut, Johnny Rockets and Buffalo Exchange in addition to individuals with substantial commercial and residential real estate portfolios. In conjunction with Rent Research Consultants, Inc. (Swansea, MA) renegotiated retail leaseholds saving clients in excess of \$2M during 2009 and \$1.2M in 2010.

PAPA JOHN'S INTERNATIONAL, INC., Louisville, KY / Sea Ranch Lakes, FL

1996 - 2007

(Global Operator and Franchisor of over 3000 pizza delivery / takeout restaurants-Annual sales in excess of \$1B.)

Senior Director of Real Estate and Property Administration (2000-2007)

Directed programs supporting the Senior Vice President of Global Development relative to the corporate and franchise store development objectives.

- Provided strategic direction and leadership in formulation of multiyear store development programs and supervised national teams of site selectors throughout US to meet and exceed company objectives.
- Negotiated across US with landlords, attorneys, brokers, bankers, governmental, agencies and civic groups to rapidly finalize lease and purchase transactions for 1200+ new and existing stores.
- Directed staff to manage restaurant cost occupancy reductions through aggressive lease renewals, diligent lease obligation compliance, profitable excess space dispositions and enhanced interdepartmental communications resulting in \$1.4M average annual reductions in store occupancy costs.
- Provided analysis and strategic planning to ameliorate problematic occupancy compliance situations and maintain good landlord/tenant relationships.
- Directed asset management requirements all corporate facilities including 700+ corporate stores, headquarters campus complex, 12 distribution commissaries and 7 multi-user retail centers.
- Negotiated sale of three operating store leases and real property resulting in enhanced store relocations while netting \$1.6M.
- Interdepartmentally managed timely collection of tenant and subtenant accounts receivables exceeding \$2.5M annually resulting in minimal revenue losses.
- Created and presented real estate materials to serve as guidelines at monthly orientations to new and potential franchisees to expedite compliance with franchise store development requirements and expedite store growth.
- Performed all due diligence aspects for acquisition of over 200 stores from franchisees including favorable renegotiation of rent and occupancy periods crucial to successful completion of transactions.

Director of Property Administration (1996-2000)

Created policies and procedures to build departmental infrastructure to manage all real estate functions.

Implemented best practices to ramp up production to meet corporate and franchise store development objectives.

- Developed core real estate documents including legal forms and site approval packages necessary to implement store delivery programs averaging 120 corporate stores per year.

- Built and maintained relationships with over 50 real estate brokers and law firms throughout nation to meet development goals in corporate store markets.
- Negotiated acquisition of over 90 properties for construction of free standing restaurants which included hazardous waste remediation and multiparty infrastructure development arrangements.
- Developed, hired and trained property management group supporting store operations by implementation of regular store maintenance program and expedient resolution of landlord / tenant matters.
- Built consensus throughout company to implement first software management system to effectively and accurately manage real estate data.
- Negotiated and drafted all documents to develop 13 corporate commissaries averaging 60,000square feet across the US and Canada whose sales exceed \$500MM annually.
- Developed a program to dispose of the facilities and contents for 15 regional operations centers throughout the US within a six month period resulting in cost savings in excess of \$5MM.
- Extricated the company from over 75 unfavorable leases producing cost savings in excess of \$6MM.

ROASTERS CORPORATION, Fort Lauderdale, FL 1994 - 1996

(Global franchisor and operator of Kenny Rogers Rotisserie Chicken restaurants-Annual sales of \$100M.)

Real Estate Counsel / Director of Real Estate

Managed site selection, negotiation, due diligence, documentation and permitting for development of company stores throughout US.

- Negotiated over 150 lease and purchase agreements for early development of initial phase of store expansion program.
- Developed initial site approval process and materials which ensured that store development decisions were aligned with corporate objectives.
- Developed market plan for tactical store development entry into Chicago MSA. Reviewed and approved corporate and franchisee site selections throughout US including Vancouver, BC and Kingston, Jamaica.

KMART CORPORATION, Lauderdale Lakes, FL 1990 - 1993

(Global chain of 1400 plus stores averaging 100,000 square feet involved in mass merchandising)

Real Estate Manager

Designed and implemented store development programs for DIY and Warehouse Club retail concepts in Southeastern US. Designed and executed real estate programs to facilitate entry of companies into Puerto Rico market. Managed national program for disposition of surplus land, buildings and leaseholds generated by store closings, expansions, and relocations.

PRIOR TO 1990

WESTINGHOUSE ELECTRIC CORPORATION, Coral Springs / Fort Myers, FL

(Real estate development subsidiary with sales in excess of \$400MM annually)

Executive Vice President, Vice President Administration, Assistant Vice President, Director of Closing

EDUCATION

J.D. Law - Seton Hall University, Newark, NJ

Bachelor of Science (BS), Psychology - Georgetown University, Washington, DC

PROFESSIONAL AFFILIATIONS / LICENSES / COMMUNITY INVOLVEMENT

The Florida Bar - Member #0257613

Member and Seminar Presenter, National Retail Tenants Association

Florida Real Estate Broker- License #BK180272

City Councilman –Village of Sea Ranch Lakes, FL-2003-2009; 2011-present

City Representative - Broward League of Cities , Broward County, FL

C. BRIAN TURNAU

1828 S.W. 24th Terrace
Fort Lauderdale, FL 33312
Phone: 954-581-5843
Fax: 954-733-7042
Email: cbt_litigation@yahoo.com

EXPERIENCE

July 2000 - Present Superior Adjusting, Inc.
President

- Manage a claims adjusting company employing over 40 people.
- Supervise the administration of claims for three insurance companies representing policy holders in fifteen states.

June 2000-July 2006 Superior Adjusting, Inc.
Litigation Manager

- Responsible for the oversight of all third party lawsuits filed against any of the companies under Assurance M.G.A.'s umbrella.
- Direct administration of over 3,000 first and third party lawsuits.

1996-2000 Cooney, Mattson, et al.
Case Manager/Paralegal

- Managed the case work for senior partner, David Cooney.
- Oversight of over 700 files in litigation. Duties included investigation, discovery responses, drafting of pleadings, trial preparation, etc.

EDUCATION

1985-1989 Washington & Lee University Lexington, VA
■ B.A., Business Administration, History

INTERESTS

Vice President, Oak River Homeowners' Association.

Example of School Dashboard

A		B		C			D		
Enrollment		Attendance %		Retention			Referral / Retention Indicators		
Upcoming FTE Goal		Goal		YTD			Sending School		
Actual		YTD		Last YTD					
VAR		VAR		VAR			Referral Reason		
Last YTD		Last YTD							
		Month					Withdrawal Reason		
		Today							

Explanation

A. Enrollment:

- Upcoming FTE Goal – the most current FTE goal. For example, in September the goal will be for October. In December, the goal will be for February.
- Actual – number of active students.
- VAR – difference in actual and the FTE goal.
- Last YTD – number of active students on the same school day in the previous school year.

B. Attendance:

- Goal – YTD attendance percentage goal.
- YTD – current YTD attendance percentage.
- VAR – difference in the current YTD percentage and the YTD goal.
- Last YTD – year-to-date attendance on the same school day for the previous school year.
- Month – attendance percentage for the month being displayed.
- Today – attendance percentage for the school day being displayed.

C. Retention:

- YTD – number of withdrawn students / number of served students, and YTD retention percentage (excluding graduates and students with a completed certificate).
- Last YTD - number of withdrawn students / number of served students, and YTD retention percentage (excluding graduates and students with a completed certificate) on the same school day for the previous school year.
- VAR – difference in YTD and Last YTD.

E		F		G			
Courses Passed		Monthly Credit Earn Rate		Credits Earned YTD			
YTD		YTD		English		30 Days	
Last YTD		Last YTD		Math		60 Days	
VAR		VAR		Science		90 Days	
Month		Student		Social Studies		120 Days	
LY-Month				Electives		180 Days	
				Other		180+	
				YTD			
				Last YTD			
				Student Average			

H		I			
Graduates		Post-Secondary			
Eligible		YTD		College	
YTD		Last YTD		Technical	
				Military	
				Work	
				Other	

D. Referral / Retention Indicators:

- Top 2 sending schools and count of students during the current school year.
- Top 2 referral reasons and count of students during the current school year.
- Top 2 withdrawal reasons and count of students during the current school year.

E. Courses Passed:

- YTD - number of courses passed for the school year up to the school day being displayed.
- Last YTD – number of courses passed up to the same school day of the previous school year.
- VAR – difference in YTD and Last YTD
- Month – number of courses passed in the month of the school year being displayed.
- LY-Month – number of courses passed in the same month of the previous school year.

F. Monthly Credit Earn Rate:

- YTD – overall monthly credit earn rate.
- Last YTD – credit earn rate as of the same school day of the previous school year.
- VAR – difference in YTD and Last YTD.

G. Credits Earned YTD:

- English, Math, Science, Social Studies, Electives, Other – number of credits earned YTD.
- Number of credits earned in the first 30, 60, 90, 120, 180, 180+ days of eligibility of the school year.
- YTD – total number of credits earned this school year.
- Last YTD – total number of credits earned as of the same school day of the previous year.
- Student Average – credits earned on average for served students.

H. Graduates:

- Eligible – Number of active/inactive students in the 12th grade with 18+ credits.
- YTD – number of students who have graduated as of the day of the display for the school year.

I. Post-Secondary:

- YTD – number of students who graduated and chose a post-secondary placement of the school year of the display.
- Last YTD – number of students who graduated and chose a post-secondary placement in the previous school year as of the same school day.
- College, Technical, Military, Work, Other – number of graduates who chose these transition paths corresponding to the date of the display.

July 10, 2013

Ms. Jody Perry, Director
Charter Schools Support Department
Broward County Public Schools
600 SE 3rd Ave., 12th Floor
Fort Lauderdale, FL 33301

Dear Ms. Perry,

The Board of Directors of the Florida High School for Accelerated Learning – Metro Broward, Inc. has directed Accelerated Learning Solutions, Inc. (ALS) to develop and submit a charter application for dropout prevention and recovery services to your office on or before August 1, 2013.

It is our understanding that this Board intends to execute an agreement with our company for services related to the start-up and continued operation of the school if the charter application is approved. A draft of the agreement is included in this application.

This letter is to confirm that if this charter school application is approved, it is the intent of ALS to support the Board of Directors in securing funding for the school's development and initial operation prior to the receipt of FEFP funds.

As outlined in the management agreement, ALS will advance as a loan to the school the funds necessary for the start-up. This loan is shown in the school's budget as "Start-up / Short Term Funding."

Prior to the opening of the school, additional expenses (separate from the start-up requirements in the preceding paragraph) will be incurred for items such as salaries and administration (tax, insurance, utilities, training, marketing, leasehold improvements, etc.). Similar to our arrangements with other non-profit charter applicants, we anticipate that this funding (estimated at \$850,000) will come from a variety of sources including equipment vendors, landlord participation in school building retrofit, the Federal Start-Up Grant, and/or third-party lenders specializing in charter school financing. If the funds secured from these sources fall short of the amount needed, ALS is committed to providing direct financing for the remainder.

Sincerely,



Robert Essink
President

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT (the "Agreement") is entered into effective as of this ____ day of _____, 2013, by and between Accelerated Learning Solutions, Inc., a Tennessee corporation (the "Company"), and Florida High School for Accelerated Learning-Metro Broward, Inc., a Florida not-for-profit corporation (the "School").

WITNESSETH:

WHEREAS, the School is a not-for-profit corporation which continuously strives to improve its community and the lives of its residents;

WHEREAS, the School has become aware of the increasing problem of high school aged children dropping out of high school;

WHEREAS, the School has become aware of a unique group of schools called "Florida High Schools for Accelerated Learning" which strive to assist students who have dropped out of, or are at risk of dropping out of school;

WHEREAS, the School desires to form one or more Florida High Schools for Accelerated Learning;

WHEREAS, the School does not currently possess all of the requisite knowledge, skills and experience to form and operate a Florida High School for Accelerated Learning;

WHEREAS, the School desires the Company to provide such requisite management, educational, financial and other consulting services necessary to form and operate a Florida High School for Accelerated Learning in accordance with the charter school contract it will enter into with its Authorizer (the "Contract"); and

WHEREAS, the Company desires to provide the aforementioned services and other expertise referenced above.

NOW, THEREFORE, in consideration of their mutual promises and covenants, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Statement of Mission and Purpose; Services and Deliverables.

(a) Mission and Purpose. The parties acknowledge and agree that the statement (herein referred to as the "Statement of Mission and Purpose") reflects the overall principles and philosophy upon which the School is being developed and that all services to be provided and all obligations of the parties hereunder are to be in accordance with these overriding principles:

(i) The School has developed a philosophy of recognizing and rewarding each student as an individual. The educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

(ii) The School has selected a self-paced, mastery-based, accelerated learning program as the model to implement this philosophy. The goal of the School

is to provide a school program and educational opportunities for students that might not be best suited for traditional schools and to maximize the development and learning opportunities for these students leading to a high school diploma. These students include, but are not necessarily limited to:

(1) Students who have dropped out of their school of last attendance or who are perilously close to doing so;

(2) Students looking to improve the remedial support of their academic program on a more individual basis than can be obtained in a traditional high school environment;

(3) Students with other family requirements and/or commitments that may prevent attendance at regularly scheduled programs at traditional local schools.

(iii) Students will be required to accomplish progress toward the diploma and toward all other School requirements in its Contract on an annual basis.

(iv) Enrollment of each student should be reviewed, documented, and controlled to be able to justify that: (a) the student meets recommendations supporting admission to the School; and (b) academic progress is being met according to the student's objectives.

(v) The School will demonstrate curriculum alignment with the District standards applicable to the School and explain any instances of non-compliance with the standards.

(vi) All requirements of local, state and federal laws relating to charter schools must be met, and all audits relating to the demonstration of these requirements must be successfully completed, given allowance for appropriate time for documentation, reporting, analysis, and rectification of any non-compliances and complaints.

(b) Services of the Company. In accordance with the foregoing, the Company, among other things, shall be responsible and accountable to the School's Board of Directors (the "Board") for the administration, operation and performance of the School and provide the School the following services subject to the approval of the Board:

(i) School Facility.

(1) Identify the demographics of the population of students to whom the School may appeal;

(2) Identify necessary components of and possible ideal locations for the School's facility;

(3) When a qualified potential School facility is located, negotiate the lease or purchase of the School's facility (said facility, once leased or purchased, shall be referred to herein as the "Facility"); and

(4) Make reasonable improvements in the Facility as needed for the School's operations and the safety, health and welfare of the School's students in accordance with the School budget as approved by the Board.

(ii) Equipment:

(1) Research, investigate and evaluate possible manufacturers and equipment that can assist the School in achieving its mission, educational goals and performance objectives;

(2) Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, equipment and competitors;

(3) Negotiate the terms of the purchase or lease of all furniture, computers, software, equipment, and other personal property necessary for the operation of the School in accordance with the School budget as approved by the Board; and

(4) Consummate the purchase or lease of the equipment and from the time of the purchase or lease and at all times thereafter, manage and maintain the equipment in proper working order.

(iii) Management and Management Consulting:

(1) Perform day-to-day management of the School, in accordance with this Agreement, the Statement of Mission and Purpose and the non-profit purpose of the School, the Contract and subject to the direction given by the Board;

(2) Perform Educational Model, Curriculum and Program Development (each as defined in the Charter School Application dated _____, 201__, and submitted on behalf of the School to the Broward County School District (the "Application")), subject to the review and approval of the Board;

(3) Perform repeated evaluation, assessment and continuous improvement of the School's Educational Model, Curriculum and Program and report findings to the School;

(4) Assist in preparation of the budget and financial reports for submission to the Board for approval. These reports should illustrate, among other things, actual income and expenditures. Further, it should explain how those figures align with the projected budgets and explaining variances;

(5) Perform other consulting and liaison services with governmental and quasi-governmental offices and agencies as are necessary in day-to-day operations or are required by the Contract;

(6) Provide all data information management services, testing, and testing analysis;

(7) Draft operations manuals, forms (including teacher contracts, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the Company and as approved or requested by the Board;

(8) Assist in identifying and applying for grants;

(9) Assist in spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto;

(10) Coordinate with other advisors engaged by the Board, including, but not limited to, legal and financial;

(11) Prepare the proposed annual School budget for presentation to the Board for modification, amendment or approval; provided that any modifications or amendments shall be consistent with the staffing and educational models set forth in the Application.

(iv) Technology and Operational Support Services:

(1) Research, investigate and evaluate possible manufacturers and technology that can assist the School in achieving its Statement of Mission and Purpose and the performance objectives as stated in the Contract;

(2) Once possible alternatives are identified, perform additional due diligence regarding terms, conditions and pricing of manufacturer, technology and any competitors;

(3) Negotiate the terms of the purchase or lease of all furniture, computers, software, equipment, and other personal property necessary for the operation of the School in accordance with the School budget as approved by the Board;

(4) Consummate the purchase or lease of the equipment and from the time of the purchase or lease and at all times thereafter, manage and maintain the equipment in proper working order in accordance with the School budget as approved by the Board ;

(5) Fully integrate the purchased technology with the School's curriculum;

(6) Perform initial and ongoing staff and teacher training;

(7) Advise and train staff and teachers on admissions and expulsion procedures, including utilization of forms and systems;

(8) Consult and advise in implementing accounting, inventory, and bookkeeping systems and preparing for annual audits as required by the District or any other governmental entity having jurisdiction over the School;

(9) Perform quality data tracking, including but not limited to student data such as attendance, performance, etc., and tying together all school data as the technology system is developed;

(10) Provide periodic reports on student performance, and whether educational goals and measurements are being achieved as required by the Contract;

(11) Provide access to Company supply sources (including supply sources of affiliates of the Company) to obtain centralized purchasing discounts where applicable and available. At all times, however, the Parties shall ensure that all public contracting requirements are met;

(12) Determine physical facility layout, maintenance and capital improvements; and

(13) Perform such other technology support services as are from time to time requested by the Board and mutually agreed upon.

(v) Insurance:

(1) Evaluate appropriate types and levels of insurance coverage for the operations of the School taking into account the activities of the School and the Company and the types and levels of insurance maintained by similarly situated schools;

(2) Obtain quotes for such insurance from reputable providers and, purchase and at all times maintain adequate insurance coverage; and

(3) The Company shall obtain, and on behalf of the Board maintain such insurance coverage as may be required by the Contract or applicable law.

(4) Both the Company and the Board shall be listed as named insureds on such policies.

(5) To the extent reasonably practicable, the parties shall cooperate with each other in providing such information and complying with such reporting requirements as may be required by any applicable insurer(s);

(6) Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

(vi) Ownership of Certain Items: The School and the Company agree that any equipment, products, services or other items purchased with discounts provided through the E-rate program (as administered by the Universal Service Administrative Company ("USAC")), shall be owned by and in the name of the School. The School hereby grants to the Company the full authority to submit requests for any E-rate eligible services under said program on behalf of the School in accordance with the School budget as approved by the Board.

(vii) The Company further agrees to perform such other duties as may be requested by the Board or required for the successful operation of the School, consistent with the staffing and educational models set forth in the Application.

(c) The Board designates the Company and its employees as agents of the School having a legitimate educational interest such that they are entitled to access to educational records pursuant to 20 USC §1232g, the Family Rights and Privacy Act ("FERPA"). The Company, its officers, agents and employees shall be responsible for compliance with all privacy regulations in regards to such educational records and shall indemnify and hold the Board and the School harmless for any breach or violation thereof by the Company. An insurance policy may, upon mutual agreement of the parties, be purchased by the Company for this indemnification naming the School and the Board as additional insureds.

2. Term. The initial term of this Agreement shall commence on the date of full execution of this Agreement, and shall continue until the end of the fifth (5th) full school year (as defined by the Broward County School District Public School yearly academic calendar) following such commencement, unless terminated sooner pursuant to the terms herein. Thereafter, this Agreement will automatically renew for additional, successive five (5) year terms unless one party notifies the other party at least six (6) months prior to the expiration of the then-current term of its intention not to renew this Agreement.

3. Contract. The Board shall govern the School and be responsible for its operation in accordance with the Contract. In order to assist the Board in carrying out the terms of the Contract, the School hereby contracts with the Company to provide the School the Educational Model and to ensure that the School maintains any and all functions, equipment, supplies, facilities, services and labor relating to the provision of education, management and day-to-day operation of the School, all in strict accordance with the terms and conditions of the Contract and in keeping with the Statement of Mission and Purpose and in accordance with the School budget as approved by the Board. The Company will assume all financial risk associated with the day-to-day operation of the School to the extent such operations exceed the annual budgetary needs of the School, except as otherwise specifically set forth herein.

Subject to Section 4 below, the School will be responsible, at its sole cost and expense, for the following expenses: directors' and officers' insurance, legal fees for representation of the Board, general accounting, audit and tax preparation fees (not day-to-day financial management of the School which shall be the responsibility of the Company) (the "School Expenses"). Such expenses shall be accounted for in the School budget.

4. School Expense Advances by the Company. During the start up phase of this Agreement, the Company shall advance as a loan to the School, any properly incurred School Expense under the following terms and conditions: (a) a reasonable estimate of the expense is submitted to the Company by the School and is approved by the Company, in writing, prior to the expense being incurred; (b) the School has not received funding from any source for the operation of the School sufficient to pay the School Expense; and (c) such School Expenses advanced by the Company as set forth above, shall be payable by the School, in whole or in part, at such time as the School receives revenue to pay the same and carry a cash surplus in its accounts equal to at least three months of reasonably anticipated operating expenses. Upon request by the Company, such advance shall be evidenced by a Promissory Note, and secured by a Security Agreement, the terms of which shall be separately negotiated and approved by the parties, granting the Company a lien on all assets of the School, to the extent permitted by

law. In no event shall any such promissory note provide for recourse against any member of the Board, management of the School or any other third party.

5. Responsibility. The Company shall be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with the Contract, the Statement of Mission and Purpose, this Agreement, the policies and directives of the Board as such may be issued from time to time, applicable federal laws and the laws of the State of Florida. The Company shall:

(a) provide all information and written reports reasonably requested by the Board and consistent with the Statement of Mission and Purpose, including periodic reports on student performance, copies of all reports and other materials provided to the any oversight entity and evidence of compliance with the terms of the Contract;

(b) meet with the Board with such frequency as the Board shall reasonably request;

(c) provide members of the Board and their representatives with access at all times to inspect all School facilities, to review and audit all books and records relating to the School and the Company's performance hereunder and to meet with any employees of the Company (including teachers);

(d) ensure compliance by the School and the Company with any and all applicable federal, state and local laws, rules and regulations;

(e) provide the Board with copies of any notice of any regulatory violation received by the Company (directly or on behalf of the School) from any governmental office or agency that is reasonably likely to have a material adverse impact on the School, its operations, or its charter school status; and

(f) provide the Board with its annually prepared audited financial statements (or those of its parent if the Company is part of a consolidated group) following the end of each fiscal year of the Company (or its parent, as applicable) within sixty (60) days following the completion of audited financial statements for all schools managed by the Company and its affiliates, but no later than six (6) months following the end of the Company's (or its parent's, as applicable) fiscal year. The School acknowledges that the Company is currently part of a consolidated group, its parent is Community Education Partners, Inc. ("CEP"), and CEP's fiscal year ends each June 30.

6. Educational Program. The Educational Model and program developed and provided by the Company to the School has been approved by the School and may be adapted and modified by the Company from time to time. The School and the Company agree to work together to effectuate any necessary change in the educational program, recognizing that an essential principle of this educational program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, provided that any such changes shall be consistent with the Statement of Mission and Purpose. Such Educational Model shall at all times comply with all applicable federal, state and local educational requirements.

7. Subcontracts. The Company reserves the right to subcontract any of the services it agrees to provide to the School, except that the Company shall not subcontract the

management, oversight or operation of the teaching and instructional program unless expressly authorized by the Board. The Company shall remain responsible to the Board for the management of all subcontractors in the satisfactory performance of their work. The Company shall be solely responsible for all costs, expenses and fees associated with such subcontractors. The Company shall require that any subcontracts include a provision requiring that the subcontractor be required to indemnify and hold harmless the School, the Board, its officers, employees, agents, servants and consultants from and against all actions, claims, demands suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels, including paralegal expenses) sustained by the School or the Board arising out of or relating directly or indirectly to any act or omission of or by reason of, or resulting from the subcontractor's acts, errors, or omissions. Such subcontractor shall be required to name the School and Board as additional insureds on its general liability insurance policy, or such other insurance policies as may be required. The Company shall not permit any subcontractor to commence work under its subcontract unless and until such insurance policies are obtained. Notwithstanding anything else provided herein, to the extent that the Company fails to enforce this provision against its subcontractor, the Company shall indemnify and hold the School and the Board harmless as is required in this paragraph for such acts, errors or omissions of its subcontractor.

8. Student Recruitment. Subject at all times to the direction of the Board, the Company shall be responsible for the recruitment and enrollment of students subject to general recruitment and admission policies. Students shall be recruited and selected in accordance with the procedures set forth in the Contract and in compliance with all applicable federal, state and local law.

9. Rules and Procedures. The Company shall propose and the Board shall adopt reasonable rules, regulations and procedures applicable to the School, and the Company shall be required by the School to enforce such rules, regulations and procedures at all times.

10. Authority. The Company shall have the authority and power necessary to undertake its responsibilities described in this Agreement, subject at all times to the direction of the Board.

11. Obligation of the Board. The Board shall work with the Company to develop policies, rules, regulations, procedures, curriculum, and budgets which the Company shall implement and follow in providing the services provided hereunder.Fees.

(a) Educational Model Development Fee. The School shall pay to the Company the sum of any grants intended to cover start-up costs of the School to the extent permitted by the terms of such grants, which shall be non-refundable and deemed fully earned when paid.

(b) Continuing Fee. The School shall also pay a monthly continuing fee (the "Monthly Fee") to the Company of Ninety-Seven Percent (97%) of the School's Qualified Gross Revenues, less the amount of any outstanding Default Costs and Expenses. "Qualified Gross Revenues" shall mean revenues and income received by the School from the following sources: Basic State Funding, Disadvantaged Pupil Impact Act ("DPIA") Funding, Special Education Funding, DPIA Class Size Funding, DPIA Safety Funding, and income sources provided by state, federal and local law and/or obtained through the Company's efforts, which are not specifically excluded herein and/or which are not otherwise provided for below. Qualified Gross Revenue does not include student fees or PTA/PTO donations, which shall be retained 100% by

the School. Qualified Gross Revenue also does not include any state or federal funding that is meant to be a dollar for dollar reimbursement for expenditures made by the School or the Company, such as Lunch Program Revenues, which funding shall be paid 100% to the party incurring such expenditures for expenditures previously made. Notwithstanding the foregoing, the School will pay the Company 100% of all contributions and grants not specifically referenced above received by the School as a result of the Company's efforts, which are to assist in the implementation of the educational program, model and/or the day-to-day operations of the School, which contributions and grants shall be set forth on Exhibit A attached to this Agreement. In addition, any refunds or discounts received under the E-rate program with respect to any goods or services purchased by the Company or purchased by the School with funds advanced by the Company shall be excluded from Qualified Gross Revenues and shall be refunded 100% to the Company (or used to reduce any amounts owed with respect to the loan referred to in Section 4 if the funds used to purchase such items were included in the amount of the loan). The Monthly Fee shall be calculated by the Company and invoiced to the School monthly, within thirty (30) days of the end of each month, and shall be due and payable in full within fifteen (15) days of the School's receipt of said invoice. For Company fees and expenses incurred pursuant to this Agreement, the School may advance such fees and expenses provided that documentation for the fees and expenses are provided to the School for ratification. All distributions by the School to the Company not specifically contemplated by this Section 12 shall require the prior written approval of the Board.

(c) Payment of Costs. Except as otherwise provided in this Agreement, all costs incurred in providing the services called for by the Company under this Agreement shall be the responsibility of the Company, whether or not the fees to be paid to the Company by the School in Section 12(a) and (b) are sufficient to satisfy the costs of such services. Such costs shall include, but shall not be limited to, salaries for all personnel, costs for curriculum materials, textbooks, library books, facilities, computers and other equipment, software, supplies, maintenance, and capital improvements of the School.

(d) Scholarship Contributions. Beginning in the first renewal term of this Agreement, and continuing through the termination or expiration of this Agreement, the Company shall annually contribute the sum of \$10,000 to the School's scholarship fund.

All fees payable hereunder shall, at the Company's option, shall be made via electronic funds transfer. The School shall cooperate with the Company to set up and establish necessary accounts and procedures. This Section 12 shall survive any expiration or termination of this Agreement until all payments earned prior to the date of such expiration or termination shall have been paid in full.

13. Personnel and Training.

(a) Personnel Responsibility. In addition to the other duties to be performed by the Company hereunder, and at all times subject to the direction of the Board, the Company shall also have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel, consistent with the Contract, the Statement of Mission and Purpose, the School budget as authorized and approved by the Board, and state and federal law. Without limiting the foregoing, the Company agrees and acknowledges that staffing levels shall be adequate to meet the requirements of all applicable laws, and any staffing level increases required as a result of increased enrollment or a change in regulation shall be promptly met.

(b) School Principal. The Company will have the authority, consistent with the Contract and state law and subject to the oversight, review and ultimate hiring authority of the Board, to select and supervise the School Principal and to hold him or her accountable for the success of the School. The School Principal and the Company, in turn, will have similar authority to select and hold accountable the staff in the School, subject to the oversight of the Board. The Company shall not require the School Principal to enter into any non-compete or similar restrictive covenant preventing the School Principal from working directly for the School after termination of this Agreement. The Company shall not terminate a School Principal without providing prompt notice, along with a written explanation, to the Board.

(c) Teachers. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, the Company shall determine the number of teachers and the applicable grade levels and subjects required for the operation of the School, subject to the oversight of the Board. The Company shall provide the School with such teachers, qualified in the grade levels and subjects required, as are required by law, subject to the oversight of the Board. The curriculum taught by such teachers shall be the curriculum prescribed by the Company and approved by the Board. Such teachers may, in the discretion of the Company and Board, work at the School on a full- or part-time basis. The Company shall not require the teachers to enter into any non-compete or similar restrictive covenants preventing them from working directly for the School after termination of this Agreement.

(d) Support Staff. Prior to the commencement of the first school year under this Agreement, and from time to time thereafter, the Company shall determine the number and functions of support staff, qualified in the areas required, as are required by the School, subject to the oversight of the Board and the School budget as authorized and approved by the Board. Such support staff may, in the discretion of the Company, work at the School on a full or part time basis.

(e) Training. The Company shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular and continuous basis. Non-instructional personnel shall receive such training as the Company determines reasonable and necessary under the circumstances, subject to direction from the Board.

(f) Salary and Benefits. Upon request, the Company shall inform the Board of compensation and fringe benefit levels of any employee of the Company assigned to the School. For employees that the Company provides to the School, the Company assumes full responsibility and liability for benefits, salaries, worker's compensation, unemployment compensation, and liability insurance.

14. Additional Programs. The services provided by the Company under this Agreement consist of the delivery of the Educational Model and management of the day-to-day operation of the School. The Board and the Company may decide if the Company may provide additional programs which are not inconsistent with the Contract or with state or federal law. Any revenues collected from such programs will be considered part of "Qualified Gross Revenue".

15. Termination by the School. The School may terminate this Agreement in the event (i) the Contract is not awarded, or (ii) the Company materially breaches this Agreement and the Company does not cure said material breach before the later of (x) ninety (90) days of its receipt of written notice from the School, or (y) the end of the then current academic semester. If the breach cannot be reasonably cured within the applicable cure period, the

Company shall promptly notify the Board which may authorize the Company to promptly undertake and continue efforts to cure said material breach within a reasonable timeframe to be agreed upon by the parties. Notwithstanding the foregoing, in the event that a material breach shall be such that it creates an imminent danger to the lives of students, parents or others, said breach must be cured immediately upon written notice from the School.

16. Termination by the Company. The Company may, at its option, terminate this Agreement upon the occurrence of any of the following events:

(a) Excluding the first year of operation, if any academic year results in operating deficits, provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the next end of that academic year;

(b) The School fails to pay any fees due to the Company within) thirty (30) days of receiving written notice that such fees are due;

(c) The School is in material default under any other condition, term or provisions of this Agreement or the Contract, which default remains uncured for a cure period ending on the later of (i) ninety (90) days from the time that the School receives written notice of said default, or (ii) the end of the then current academic semester, unless the default cannot be reasonably cured within said cure period, in which case the School shall promptly notify the Company which may authorize the School to promptly undertake or continue efforts to cure said material default within a reasonable timeframe to be agreed upon by the parties;

(d) Any material change in state or federal funding for the School's students provided that any notice of termination delivered to the School after school opens for the education of students for any school year shall not be effective until the end of that succeeding academic year. A material change is defined as a reduction of more than ten percent (10%) of the combined available federal and state funding on a per student basis in comparison to the funding that was available in the prior fiscal year;

(e) Any Company facility that is instrumental to the implementation of the Educational Model or the day-to-day operations of the School is damaged so that, in the Company's reasonable discretion, providing, maintenance or continuing of School operations would be unfeasible, uneconomical or impractical, provided that notice of termination is delivered by the Company to the School promptly (within sixty (60) days) after the occurrence of the event(s) giving rise to such right of termination; or

(f) In the event that the School or the Company elects to terminate this Agreement for any of the aforementioned reasons, except failure to pay and the School continues to pay the Company the fees due the Company pursuant to Section 12, then the Company shall continue to perform its obligations hereunder, notwithstanding such notice of termination, until the end of the then current academic year. In the event that the School fails to continue to pay the fees owed to the Company pursuant to Section 12, the Company may terminate the Agreement after the expiration of the 30-day period after notice of payment due is delivered to the School.

17. Termination due to Outside Forces. The Parties agree that this Agreement may be terminated by either party with thirty (30) days notice in the event of any of the following:

(a) Loss or suspension of the Contract;

(b) The enactment, repeal, promulgation or withdrawal of the state charter law such that this Agreement or the operation of the School in conformity with this Agreement or the Contract violates the law, except as otherwise provided in Paragraph 30 herein;

(c) Fraudulent or willful misconduct by the Company that has a material adverse effect on the School;

(d) Inability to locate a suitable Facility adequate for the operation of the School in full compliance with all applicable building and safety regulations;

(e) The Facility becomes impractical by reason of fire, flood or other act of God and other alternative facilities are unavailable within a reasonable period of time.

18. Duties Upon Termination.

(a) Upon termination of this Agreement for any reason whatsoever, the School shall promptly pay to the Company and/or any of the Company's affiliates any monies owing to such person or entity. Furthermore, unless the School exercises its rights under paragraph (b) below, the School shall return to the Company any of the Company's proprietary materials relating to the Educational Model, the Company's methods of instruction or operation and all real and personal property provided by the Company hereunder. The parties shall cooperate to provide for transition to another administrative or structural arrangement. The Company shall assist the School in any transition of management and operations, including, but not limited to, (i) the orderly transition of all student records and other School property, equipment and material, (ii) sending notices to students as reasonably requested by the School, and (iii) at the School's option, delivering student records directly to the students; (iv) transferring or assigning to the School all contracts, agreements, licenses, permissions and other rights and privileges related to the operation of the School as may be permitted by the terms of such agreements, including the assignment of contracts for personnel; and (v) transfer any and all information and providing the necessary assistance to ensure the least disruption of the School operation as a result of the termination.. This Section 17(a) shall survive any expiration or termination of this Agreement. If this Agreement is cancelled due to closure of the School, all assets purchased with public funds as may be required by law will revert to the ownership of the Broward County School Board pursuant to section 1002.33(8)(e) of the Florida Statutes.

(b) In recognition of the importance of maintaining the integrity of, and continuing the operations of the School, in the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's terms, the parties shall cooperate to provide for transition to another administrative or structural arrangement, including but not limited to the transition of any and all Company employees working at the School to such other administrative or structural employment arrangement to ensure the continued operation of the School. It is hereby acknowledged that such transition of employment shall be a voluntary action of the employee and that the parties agree that neither party will interfere with the rights of the other party or the rights of the employees.

(c) Upon termination of this Agreement for any reason, the School shall have the right at its sole option, exercisable by written notice to the Company delivered within 30 days of the final date of termination, to (i) have all real and/or personal property leases relating to

operation of the School assigned to and assumed by the School, to the extent permitted by the terms thereof and to the extent that such a right can be negotiated into any leases, (ii) obtain a full release for the Company (and any affiliates thereof) of any liabilities or obligations it may have under any such leases to the extent that such release can be negotiated, and (iii) purchase all personal property owned by the Company and used exclusively or primarily in connection with the operation of the School as the School may desire or determine necessary for the continued operation of the School. The purchase price for any such owned assets acquired under clause (ii) above shall be the "remaining costs basis" of such assets (as that term is defined below) at the time of purchase. This Section 17(b) shall survive any expiration or termination of this Agreement.

For purposes of this Agreement, the "remaining cost basis" of such personal property shall be calculated based upon the straight line method of depreciation over the life of such property, as established by the following property classifications: computers and software, three (3) years; furniture, fixtures and textbooks, five (5) years; buildings or leasehold improvements, twenty (20) years. Depreciation will begin on the date that each item of personal property was acquired by the Company.

(d) Following termination of this Agreement for any reason, any furniture, equipment, or other property purchased by or on behalf of the School with any grant funds shall remain the property of School. If any such furniture, equipment or other property was purchased in the name of the Company (or any affiliate), for the use and benefit of the School, at such termination the Company (or its affiliate) shall promptly transfer such furniture, equipment or other property to the School, at no additional cost to the School.

(e) All financial, educational and student records of the School are School property and such records are subject to the Public Records laws of the State of Florida, except as may otherwise be restricted by state or federal law. In addition, all School financial records shall be made available to the School's independent auditor.

19. License. To the extent that the Educational Model includes any proprietary materials owned by the Company, the Company hereby grants the School a limited license to use the Educational Model in regards to its operation of the School during the term of this Agreement.

20. Relationship of the Parties. The parties hereto acknowledge that their relationship is that of independent contractors and does not create an employee/employer relationship between the parties. It is the intent of the parties that the Company is an independent contractor under this Agreement and not the City's employee for all purposes, including but not limited to, the application of the Fair Labor Standards Act minimum wage and overtime payments, Federal Insurance Contribution Act, the Social Security Act, the Federal Unemployment Tax Act, the provisions of the Internal Revenue Code, the State Workers Compensation Act, and the State unemployment insurance law. The Company shall retain sole and absolute discretion in the judgment of the manner and means of carrying out the Company's activities and responsibilities hereunder provided, further that administrative procedures applicable to services rendered under this Agreement shall be those of the Company, which shall not conflict with the policies of the Board, or such other applicable federal or state laws. The Company agrees that it is a separate and independent enterprise from the Board, that it has had the full opportunity to find other business, that it has made its own investment in its business, and that it will utilize a high level of skill necessary to perform the work required under this Agreement. No employee of either party shall be deemed an

employee of the other party. Nothing contained herein shall be construed to create a partnership or joint venture between the parties and the Board will not be liable for any business obligation incurred by the Company, including but not limited to unpaid minimum wages and/or overtime premiums.

21. Indemnification. In addition to other provisions provided for herein above, and to the extent permitted by law, each party hereto shall indemnify and hold harmless the other party, its officers, employees, agents and consultants from and against all actions, claims, suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels, including paralegal expenses) arising directly from any breach of this Agreement or of the Contract or any violation of the state Charter School laws or any other applicable law by such indemnifying party, its officers, employees agents and consultants, servants, as applicable. Nothing in this Agreement is intended, however, to waive any rights or privileges of sovereign immunity by any party to which sovereign immunity may apply.

The parties recognize that various provisions of this Agreement, including but not necessarily limited to this section provide for indemnification. The parties therefore agree that the sum of Ten Dollars and 00/100 (\$10.00), receipt of which is hereby acknowledged, is the specific consideration therefor.

22. No Third Party Beneficiaries. This Agreement and the provisions hereof are for the exclusive benefit of the parties hereto and their affiliates and not for the benefit of any third person, nor shall this Agreement be deemed to confer or have conferred any rights, express or implied, upon any other third person.

23. Notices. Any notices to be provided hereunder shall be in writing and given by personal service, mailing the same by United States certified mail, return receipt requested, and postage prepaid, facsimile (provided a copy is also sent by one of the other permitted methods of notice), or a nationally recognized overnight carrier, addressed as follows:

If to the Company, to: Accelerated Learning Solutions, Inc.
c/o Community Education Partners
2636 Elm Hill Pike
Nashville, TN 37214
Attention: Randle Richardson, CEO
Telephone: (615) 366-0566
Facsimile: (615) 850-3671

with a copy to: Mark Manner
Harwell Howard Hyne Gabbert and Manner, P.C.
315 Deaderick St., Suite 1800
Nashville, TN 37238-3000
Telephone: (615) 256-0500
Facsimile: (615) 251-1059

If to the School: Florida High School for Accelerated Learning-Metro
Broward Campus, Inc.
Attn: Board Chair
c/o Berger Singerman
350 East Las Olas Boulevard, Suite 1000

Fort Lauderdale, Florida 33301
Phone: (954) 525-9900
Fax: (954) 523-2872

With a copy to:

Paul S. Figg
Berger Singerman
350 East Las Olas Boulevard, Suite 1000
Fort Lauderdale, Florida 33301
Phone: (954) 712-5104
pfigg@bergersingerman.com

24. Severability. The invalidity or unenforceability of any provision or clause hereof shall in no way effect the validity or enforceability of any other clause or provision hereof.

25. Waiver and Delay. No waiver or delay of any provision of this Agreement at any time will be deemed a waiver of any other provision of this Agreement at such time or will be deemed a waiver of such provision at any other time.

26. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida without regard to any jurisdiction's conflict of laws provisions.

27. Assignment; Binding Agreement. Neither party shall assign this Agreement without the written consent of the other party, which consent shall not be unreasonably withheld or delayed. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and permitted assigns.

28. Independent Activity. All of the parties to this Agreement understand that the business of the Company is to operate and manage charter schools throughout the State of Florida. As such, the parties agree that the Company and its affiliates, may manage, operate or otherwise provide service to other charter schools in the State of Florida even though the same may be considered competitive with the School, so long as such activity does not negatively impact the School's enrollment. The Company shall notify the Board in writing of its intent to operate such additional schools which may in fact compete with the School.

29. Representations and Warranties of the Company. The Company hereby represents and warrants to the School as follows:

(a) The Company is duly organized, validly existing, and in good standing under the laws of the State of Tennessee and qualified to do business in the State of Florida, and has the authority to carry on its business as now being conducted and the authority to execute, deliver, and perform this Agreement.

(b) The Company has taken all actions necessary to authorize the execution, delivery, and performance of this Agreement, and this Agreement is a valid and binding obligation of the Company enforceable against it in accordance with its terms, except as may be limited by federal and state laws affecting the rights of creditors generally, and except as may be limited by legal or equitable remedies.

(c) The Company has made, obtained, and performed all registrations, filings, approvals, authorizations, consents, licenses, or examinations required by any

government or governmental authority, domestic or foreign, in order to execute, deliver and perform its obligations under this Agreement.

(d) The Company has the financial ability to perform all of its duties and obligations under this Agreement.

30. Arbitration. In the event of any dispute between the parties hereto, the parties shall settle said dispute through arbitration administered by the American Arbitration Association under the Commercial Arbitration Rules. Judgment on the award rendered by the arbitrator(s) may be entered in any court of competent jurisdiction to enforce the award entered by the arbitrators.

31. Change in Law. In the event that there shall be a change in federal or state law (or in the application or interpretation thereof); the adoption of new legislation or regulations applicable to this Agreement; or the initiation of an enforcement action with respect to legislation, regulations, or instructions applicable to this Agreement; any of which affects the continuing viability or legality of this Agreement or the tax exempt status of School; then either party may by notice propose an amendment to conform this Agreement to existing laws and the parties shall negotiate in good faith to adopt such amendment. To the maximum extent possible, any such amendment shall preserve the underlying economic and financial arrangements between the parties hereunder. In the event it is not possible to amend this Agreement to preserve in all material respects the underlying economic and financial arrangements between the parties, this Agreement may be terminated by either party upon 60 days prior written notice to the other, unless a sooner termination is required by law.

32. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to the Company the powers of the Board that are not subject to delegation by the Board under state law and the Contract and which are not otherwise expressly delegated by the Board.

33. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

34. Amendment. This Agreement may not be modified or amended except by a writing signed by each party hereto.

IN WITNESS WHEREOF, the parties hereto have set their hands by and through their duly authorized officers as of the date first above written.

SCHOOL:

Florida High School for Accelerated Learning-Metro Broward, Inc.

By:_____

Its:_____

COMPANY:

Accelerated Learning Solutions, Inc.

By:_____

Its:_____



Education Service Provider Academic and Financial Track Record



Academic Track Record

Typical Student Enrolling at ALS Managed Schools

- Average age of 17 with 10.5 high school credits earned.
- 88% were referred by their home schools because they were identified as being at-risk of dropping out or were long-term absent. The remaining 12% were from out of district.
- 70% are behind their 9th grade cohort. These students are an average of 2 years behind.
- 80+% are performing at FCAT Level 1 or 2 upon entry to the program.
- 80%+ are reading below grade level.
- 17% require special education accommodations, 10% are English language learners, 82% are members of low income families and 10% are parenting, pregnant or caring for other children.

Source: "Student Tracking and Reporting System," ALS, 2013.

Students Enrolling in ALS-managed Florida Schools have already Fallen behind their Peers

Measure	Students Enrolling in ALS Schools	Florida Statewide High School Students
Percent scoring Below Satisfactory on FCAT Reading	88%	47%
Average years over-age for expected grade	2	Less than 1
Percent of Class of 2012 students who enrolled AFTER their cohort had already graduated	55%	Not reported
Percent of students who have changed schools at least once between October and February	32%	5%

Sources: ALS – “Student Tracking and Reporting System,” ALS, 2012. Statewide: “Stability,” “FCAT Results” and “Non-promotion” reports, FLDOE, 2013.

All ALS-managed Florida schools are Accredited by SACS-CASI

**Accelerated Learning Solutions has earned System Accreditation by
the Southern Association of Colleges and Schools Council on
Accreditation and School Improvement**

Charter School Management	Percent SACS-CASI Accredited
ALS	100%
All other Florida charter high schools	23%

Source for other charter high schools: "Master School ID" database, Florida Department of Education, accessed January 2013.

These Students are Earning More Credits at a Faster Rate than in Their Prior School

Measure	Credits Earned Per Year
Annual Credit Earning Rate at Prior School*	4
Annual Credit Earning Rate at ALS Managed School, 2011-12	6
Percent Improvement or Reduction	+50%

Source: "Student Tracking and Reporting System," ALS, 2013, for students attending one semester or more.

*Prior credits earned and semesters attended are tabulated from enrolling student transcripts. Students attended for 210 days for 4 hours each day, or 840 hours per year at ALS schools. Students in traditional public schools attend for 180 days for 6 hours each day, or 1,080 hours per year.

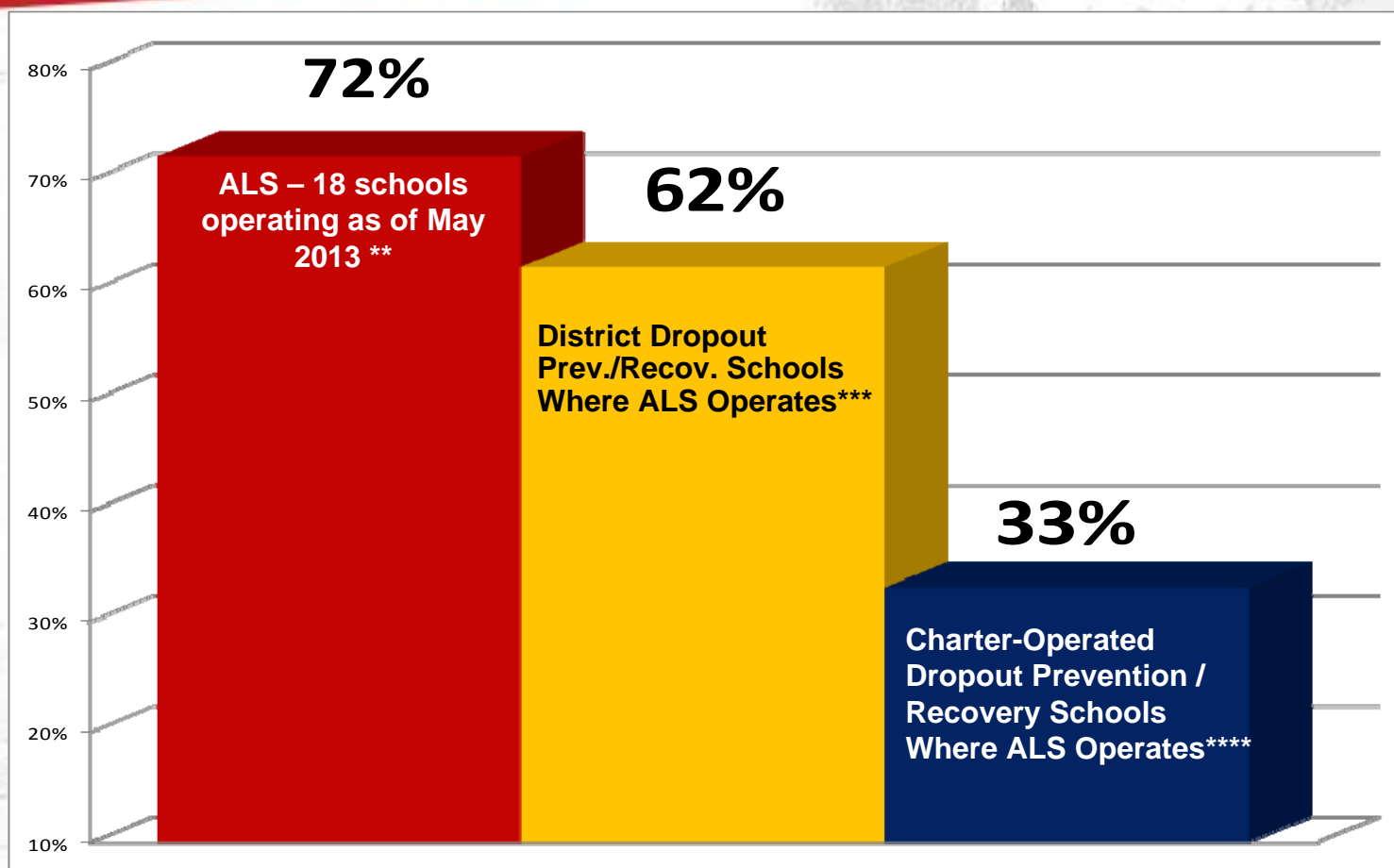
Students at ALS Managed Schools are Improving their Grade Point Averages

Measure	Percent with Cumulative GPA at 2.0 or higher
Students with Cumulative GPA at or above 2.0 at Prior School	25%
Students with Cumulative GPA at or above 2.0 at ALS Managed School, 2012-13	50%
Percent Point Improvement	+25%

Source: "Student Tracking and Reporting System," ALS, 2013, for students attending one semester or more.

More ALS Managed Schools Achieved Overall Developmental Scale Score Gains than Other Dropout Prevention/Recovery Schools

Percent of Schools with Positive Reading DSS 2.0 Points Gained among 9th and 10th Grade Students*



*NOTE: The Florida Department of Education only reported high school DSS 2.0 Gains for 9th and 10th Grade Reading because it has transitioned Math to End of Course exams. For that reason, only Reading DSS 2.0 Gains are available for 2013. Source: "School Level Report, FCAT 2.0 9th and 10th Reading," 2012, for Dropout Prevention and Recovery schools in districts where ALS operates, FCAT 2.0 webpage, FLDOE website, accessed June 2013.

**Accelerated Learning Solutions operates a total of 18 schools in Broward, Dade, Duval, Hillsborough, Lee, Orange and Palm Beach Counties.

*** Includes district-run and district-contracted dropout prevention and recovery programs from Broward, Dade, Duval, Hillsborough, Lee, Orange and Palm Beach Counties.

**** Includes dropout prevention and recovery charter school programs from Broward, Dade, Duval, Hillsborough, Lee, Orange and Palm Beach Counties.



Financial Track Record

FINANCIAL PERFORMANCE

ALS has twenty-one (21) school management contracts to operate charter schools in the Florida districts of Broward, Duval, Hillsborough, Lee, Miami-Dade, Orange, and Palm Beach counties, effective August 2013.

Of these, the following fourteen (14) had been in operation long enough to have audited financials for the year ended June 30, 2012.

District	Charter School Name
Broward	Dolphin Park High School
Broward	Lauderhill High School
Broward	North University High School
Duval	Lone Star High School
Duval	Murray Hill High School
Hillsborough	Seminole Heights Charter High School
Lee	Coronado High School
Lee	North Nicholas High School
Miami-Dade	Green Springs High School
Miami-Dade	North Gardens High School
Miami-Dade	North Park High School
Orange	Aloma High School
Orange	Chancery High School
Orange	Sheeler High School

The following pages include the audited financials of one school from each district (indicated in bold) for the year ended June 30, 2012. Complete Financial Statements for all schools for this and previous years may be accessed on the website of the State of Florida Auditor General:

http://www.myflorida.com/audgen/pages/chschools_efile%20a-h.htm

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE SCHOOL BOARD
OF BROWARD COUNTY, FLORIDA)**

*REPORT ON EXAMINATION
OF FINANCIAL STATEMENTS*

YEAR ENDED JUNE 30, 2012

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INDEPENDENT AUDITORS' REPORT

September 26, 2012

To the Board of Directors
Florida High School for Accelerated Learning-
South Broward County Campus, Inc.
d/b/a Dolphin Park High School

We have audited the accompanying financial statements of the governmental activities and the General and Capital Projects Funds of Florida High School for Accelerated Learning- South Broward County Campus, Inc., d/b/a Dolphin Park High School, (the School), (a component unit of the School Board of Broward County, Florida), as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's Management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the General and Capital Projects Funds of the School as of June 30, 2012, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As discussed further in Notes C and F, the School is dependent for all of its management and administrative support from Accelerated Learning Solutions, Inc. and its affiliates, the School's management company.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 26, 2012, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Accounting principles generally accepted in the United States of America require that Management's Discussion and Analysis ("MD&A") and the budgetary comparison information on pages 4 through 10 and 28, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted principally of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's response to our inquiries, the basic financial statements, and other knowledge obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The Statement of Expenditures- Governmental Funds on pages 34 through 36 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Horkey & Associates, P.A.

Certified Public Accountants
Plantation, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

As management of Florida High School for Accelerated Learning – South Broward County Campus, Inc., d/b/a Dolphin Park High School, (the “School”), (a component unit of the School Board of Broward County, Florida), we offer readers of the School’s basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2012.

Management’s discussion and analysis is included at the beginning of the School’s basic financial statements to provide, in layman’s terms, the past and current position of the School’s financial condition. This summary should not be taken as a replacement for the audit, which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year’s operations.

- The net assets at the School as of June 30, 2012 consisted of cash and non-current assets over accounts payable, including amount due to the management company, of \$141,559.
- The School’s total revenues were \$2,476,258 from FEFP (Florida Education Finance Program) and Public Education Capital Outlay (PECO) funding. The School’s expenses for the year ended June 30, 2012 were \$2,463,616.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. The School’s basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains others supplementary information in addition to the basic financial statements themselves.

Government-wide Basic Financial Statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School’s finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School’s assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

Government-wide Basic Financial Statements (continued)

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide financial statements can be found on pages 12 and 13 of this report.

Fund Basic Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the basic government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

Governmental Funds (continued)

The School maintains two governmental fund types, which are the General and Capital Projects Funds. Information is presented in the governmental funds balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance for the General and Capital Projects Funds.

The General Fund is used to account for all financial resources not required to be accounted for in other funds.

The Capital Project Fund is used to account for the proceeds of revenue sources that are legally restricted for specific purposes; specifically Florida Public Education Capital Outlay Funding (PECO) and certain amounts from the local School Board allocated for Capital Outlay purposes.

The School adopts an annual budget for its general fund. A budgetary comparison statement has been provided on page 28 for the General Fund to demonstrate compliance with the budget.

The School does not prepare an annual budget for the Capital Projects Fund. Therefore, no actual compared to budget financial statement is prepared for the Capital Projects Fund.

The governmental fund financial statements can be found on pages 14 and 15 of this report.

Notes to Basic Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to the basic financial statements can be found on pages 18 through 26 of this report.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School's net assets were \$141,559 at June 30, 2012 and \$128,916 at June 30, 2011.

Our analyses in the table below focus on the unrestricted net assets of the School's governmental activities as follows:

STATEMENTS OF NET ASSETS

	<u>June 30, 2012</u>	<u>June 30, 2011</u>
ASSETS:		
Current assets	\$ 391,048	\$ 474,163
Capital assets, net of depreciation	<u>13,212</u>	<u>64,137</u>
Total assets	<u>404,260</u>	<u>538,300</u>
LIABILITIES:		
Account Payable	<u>262,701</u>	<u>409,384</u>
Total liabilities	<u>262,701</u>	<u>409,384</u>
NET ASSETS:		
Net assets invested in capital assets	13,212	64,137
Restricted	53,476	16,069
Unrestricted	<u>74,871</u>	<u>48,710</u>
Total net assets	<u>141,559</u>	<u>128,916</u>
Total liabilities and net assets	<u>\$ 404,260</u>	<u>\$ 538,300</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

Governmental Activities

The results of this year's operations for the School as a whole are reported in the statement of activities on page 13. The table below provides a condensed presentation of the School's revenues and expenses for the year ended June 30, 2012 and 2011:

STATEMENTS OF CHANGES IN NET ASSETS

	FY June 30, 2012	FY June 30, 2011
REVENUES:		
Total revenues	\$ 2,476,258	\$ 2,546,079
FUNCTIONS/PROGRAM EXPENSES		
Regular instruction	615,461	594,549
Pupil personnel services	235,363	194,083
School board	44,939	37,575
School administration	923,394	1,081,379
Facilities acquisition	117,302	121,729
Food services	4,055	3,696
Central services	9,628	14,315
Pupil transportation services	96,000	73,200
Operation of plant	307,028	327,968
Maintenance of plant	110,446	101,104
Total governmental activities	2,463,616	2,549,598
Change in net assets	\$ 12,642	\$ (3,519)

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

GOVERNMENTAL FUND EXPENDITURES

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

Functions/Programs	Year Ended June 30, 2012		Year Ended June 30, 2011	
	Expenditures	Percent	Expenditures	Percent
Government expenditures:				
Instructional	\$ 615,461	25.0%	\$ 594,549	23.3%
Pupil personnel services	235,363	9.6%	190,113	7.5%
School administration	923,394	37.5%	1,081,379	42.4%
Plant operations and maintenance	534,776	21.7%	429,072	16.8%
Other expenditures	154,622	6.3%	254,485	10.0%
Total governmental expenditures	\$ <u>2,463,616</u>	<u>100.0%</u>	\$ <u>2,549,598</u>	<u>100.0%</u>

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2012, the School had capital assets of \$13,212 net of accumulated depreciation of \$153,533 (Note D). The remainder of the School's assets and facilities are provided by the management company that was hired to run the School (Note C).

Debt Administration

At June 30, 2012, the School had no long term debt obligations.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
SCHOOL LOCATOR NUMBER 5331
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
MANAGEMENT'S DISCUSSION AND ANALYSIS
YEAR ENDED JUNE 30, 2012**

GENERAL FUND BUDGETARY HIGHLIGHTS

Total revenues were favorable to the budget by \$253,927. FEFP was favorable to the budget by approximately \$253,000 due to higher enrollment of 55 students, which was partially offset by a lower actual funding rate per student than the budget.

Total expenditures were unfavorable to the budget by \$248,405. School administration was unfavorable to the budget by approximately \$220,000 due mainly to higher enrollment and purchased services related to the management fee. Pupil Transportation was unfavorable to the budget by approximately \$23,000, due mainly to higher enrollment than budgeted.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

FEFP funding per student will increase by \$155.36 or 2.5% in FY 2013 as compared to FY 2012. The management agreement continues to provide for the delivery of services despite any revenue shortfalls. Enrollment will be sufficient.

These factors were considered in preparing the FY 2013 budget.

REQUESTS FOR INFORMATION

If you have any questions about this report or need additional information, please write Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214

BASIC FINANCIAL STATEMENTS

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF NET ASSETS
JUNE 30, 2012**

ASSETS

	Governmental Activities
	<u> </u>
CURRENT ASSETS	
Cash and cash equivalents	\$ <u> 391,048 </u>
Total current assets	391,048
NON-CURRENT ASSETS	
Furniture, fixtures and equipment- net	<u> 13,212 </u>
Total non-current assets	<u> 13,212 </u>
Total assets	\$ <u><u> 404,260 </u></u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts payable	\$ <u> 262,701 </u>
Total current liabilities	<u> 262,701 </u>
NET ASSETS	
Net assets invested in capital assets- net of related debt	13,212
Restricted	53,476
Unrestricted	<u> 74,871 </u>
Total net assets	<u> 141,559 </u>
Total liabilities and net assets	\$ <u><u> 404,260 </u></u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2012**

		Program Revenues			Governmental
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Activities Net Revenue (Expense) and Change in Net Assets
	Expenses				
FUNCTIONS/PROGRAMS					
Regular instruction	\$ 615,461	\$ -	\$ -	\$ -	\$ (615,461)
Pupil personnel services	235,363	-	-	-	(235,363)
School board	44,939	-	-	-	(44,939)
School administration	923,394	-	-	-	(923,394)
Facilities acquisition	117,302	-	-	-	(117,302)
Food services	4,055	-	-	-	(4,055)
Central services	9,628	-	-	-	(9,628)
Pupil transportation services	96,000	-	-	-	(96,000)
Operation of plant	307,028	-	-	-	(307,028)
Maintenance of plant	110,446	-	-	-	(110,446)
Total governmental activities	\$ 2,463,616	\$ -	\$ -	\$ -	\$ (2,463,616)
GENERAL REVENUE					
Florida Education Finance Program					2,258,958
Florida Public Education Capital Outlay					216,507
Race to the Top					793
Total general revenues					2,476,258
Change in net assets					12,642
Net assets - beginning of year					128,917
Net assets - end of year					\$ 141,559

The accompanying notes are an integral part of these financial statements

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2012**

ASSETS

	<u>General Fund</u>	<u>Capital Projects Fund</u>	<u>Total</u>
ASSETS			
Cash and cash equivalents	\$ <u>337,572</u>	\$ <u>53,476</u>	\$ <u>391,048</u>
Total assets	\$ <u><u>337,572</u></u>	\$ <u><u>53,476</u></u>	\$ <u><u>391,048</u></u>

LIABILITIES AND FUND BALANCE

LIABILITIES			
Accounts payable	\$ <u>262,701</u>	\$ <u>-</u>	\$ <u>262,701</u>
Total liabilities	<u>262,701</u>	<u>-</u>	<u>262,701</u>
FUND BALANCES			
Restricted	-	53,476	53,476
Unassigned	<u>74,871</u>	<u>-</u>	<u>74,871</u>
Total fund balance	<u>74,871</u>	<u>53,476</u>	<u>128,347</u>
Total liabilities and fund balance	\$ <u><u>337,572</u></u>	\$ <u><u>53,476</u></u>	\$ <u><u>391,048</u></u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012**

	General Fund	Capital Projects Fund	Total
	<u> </u>	<u> </u>	<u> </u>
REVENUES			
Florida Education Finance Program	\$ 2,213,417	\$ 45,541	\$ 2,258,958
Florida Public Education Capital Outlay	-	216,507	216,507
Race to the Top	793	-	793
	<u> </u>	<u> </u>	<u> </u>
Total revenues	<u>2,214,210</u>	<u>262,048</u>	<u>2,476,258</u>
EXPENDITURES			
Regular instruction	615,461	-	615,461
Pupil personnel services	235,363	-	235,363
School board	44,939	-	44,939
School administration	899,681	23,714	923,395
Facilities acquisition	66,376	-	66,376
Food services	4,055	-	4,055
Central services	314	9,314	9,628
Pupil transportation services	96,000	-	96,000
Operation of plant	115,415	191,613	307,028
Maintenance of plant	110,446	-	110,446
	<u> </u>	<u> </u>	<u> </u>
Total expenditures	<u>2,188,050</u>	<u>224,641</u>	<u>2,412,691</u>
Net change in fund balance	26,160	37,407	63,567
Fund balances - beginning of year	<u>48,711</u>	<u>16,069</u>	<u>64,780</u>
Fund balances - end of year	\$ <u><u>74,871</u></u>	\$ <u><u>53,476</u></u>	\$ <u><u>128,347</u></u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
JUNE 30, 2012**

TOTAL FUND BALANCES OF GOVERNMENTAL FUNDS IN THE BALANCE SHEET	\$ 128,347
Reconciling items	
Capital assets used in governmental activities are not financial resources and therefore not reported as assets in governmental funds	
Property and equipment- net of accumulated depreciation	<u>13,212</u>
NET ASSETS OF GOVERNMENTAL ACTIVITIES	<u>\$ 141,559</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
RECONCILIATION OF THE STATEMENT OF REVENUES
EXPENDITURES AND CHANGES IN FUND BALANCES-
GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2012**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS	\$ 63,567
-----------------------------------------------------------	-----------

Amounts reported for governmental activities in the
Statement of Activities are different because

Government funds report capital outlays as expenditures
while governmental activities report depreciation expense
to allocate those expenditures of the life of the assets

Capital asset purchases capitalized	
Depreciation expense	<u>(50,925)</u>

CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES	\$ <u><u>12,642</u></u>
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**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

A) Summary of Significant Accounting Policies

Background and Organization - Florida High School for Accelerated Learning- South Broward County Campus, Inc., d/b/a Dolphin Park High School (the School), (a component unit of the School Board of Broward County, Florida) is part of the Florida system of public education under the general direction of the Florida Department of Education (FDOE). The School was incorporated as a Florida not-for-profit corporation in January 2008, and commenced operations as a charter school in August 2008. The School was granted a charter to operate a high school, including grades nine to twelve, by the School Board of Broward County, Florida (the District) in May 2008.

The School is primarily funded through the state-wide Florida Education Finance Program (FEFP) and Public Education Capital Outlay (PECO) funding received by the District and passed through to the School. FEFP is based on the number of FTE (full-time equivalent) students as reported to the FDOE. The School has also received grants from the State of Florida (federal pass through grants) and a private foundation to fund start up costs and initial operations.

The School had developed a philosophy of recognizing and rewarding each student as an individual. Therefore the educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

The School has selected a self-paced, mastery based, accelerated learning program as the model to implement this philosophy. The goal of the School is to provide, for students that might not be best suited for traditional schools, a school program and educational opportunities. These students include, but are not limited to, drop-outs or those in danger of dropping out, students needing more remedial support or individual instruction than can be obtained in a traditional high school, and students with family or other situations that prevent attendance a regularly scheduled program at traditional high schools.

A Board of Directors (the Board) governs the School, and the School has retained a management company to operate the School (See Note C).

Reporting Entity - The School operates under a charter granted by the District. The current charter is effective until June 30, 2013, and may be renewed in increments of five years by mutual written agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least ninety days prior to the expiration of the charter. During the term of the charter, the District may also immediately terminate the charter if good cause is shown or if the District believes that the health, safety or welfare of the students is threatened. In the event the School is dissolved or terminated, any public unencumbered funds and all property purchased with public funds automatically revert to the District. Because the School is fiscally dependent on and financially accountable to the District, it is considered a component unit of the School Board of Broward County, Florida.

The School had no component units itself because it has no subsidiary or fiscally dependent organizations.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
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SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

A) Summary of Significant Accounting Policies (continued)

Basis of Presentation Type of Entity Presented - Based on the guidance provided in the American Institute of Certified Public Accountants Audit and Accounting Guide – Not-for-Profit Organizations and provisions of Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes and not as a not-for-profit organization. The School is required by its agreement with the District to use the governmental reporting model and follow the fund and account structure provided in the “Financial and Program Cost Accounting and Reporting for Florida Schools – The Red Book” issued by FDOE.

Financial Statements Presented - The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). All of the School’s activities are classified as governmental activities.

Basis of Presentation - Government-wide Financial Statements - The statement of net assets and the statement of activities display information about the School as a whole. In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual economic resource basis, which recognizes all noncurrent assets and receivables as well as all non-current debt and obligations. This approach differs from the manner in which governmental fund financial statements are prepared. Therefore, governmental fund financial statements include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. The comparison of program revenues and expenses identifies the extent to which each program is self-financing or draws from the general revenues of the School. For the year ended June 30, 2012, the School had no program revenue.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School’s net assets resulting from the current year’s activities.

Net assets are reported as restricted when constraints placed on net asset use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net assets restricted for other purposes result from capital projects funds and the restrictions on their net asset use.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

A) Summary of Significant Accounting Policies (continued)

Basis of Presentation – Fund Financial Statements - The accounts of the School are organized on the basis of funds, each of which is considered a separate fiscal and accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Governmental resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped, in the fund financial statements in this report, into fund and account group types as follows:

Fund Accounting - Governmental Funds - Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the School's major governmental funds.

General Fund - The General Fund is used to account for all financial resources not required to be accounted for in other funds.

Capital Projects Fund – The Capital Projects Fund is used to account for the proceeds of revenue sources that are legally restricted for specific purposes; specifically Florida Public Education Capital Outlay Funding (PECO) and certain amounts from the local School Board allocated for Capital Outlay purposes.

Measurement Focus - The accounting and reporting treatment applied to the financial statements is determined by its measurement focus.

The governmental-wide financial statements use the economic resources measurement focus, which means that all assets and liabilities, whether current or non-current, are included

General and Capital Projects Funds are accounted for on a “spending” or “financial flow” measurement focus. This means that only current assets and current liabilities are generally included on the statements of financial position. Accordingly, the reported undesignated fund balances (net current assets) are considered a measure of available, spendable or appropriable resources. Governmental fund type operating statements present increases (revenues and other financing sources) and decreases (expenditures and other financing uses) in net current assets.

Basis of Accounting - Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING- SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

A) Summary of Significant Accounting Policies (continued)

Basis of Accounting (continued) -

Governmental activity in the government-wide financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned, and expenses are recognized when incurred.

General and Capital Projects Funds are accounted for using the modified accrual basis of accounting, under which revenues are recognized when they become both measurable and available as net current assets. Expenditures and the related liabilities are recognized when incurred under this method of accounting. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the current period is defined as 60 days.

Net Assets and Fund Balances - Both the government wide financial statements and the fund financial statements divide the residual equity shown on the financial statements into categories as follows:

Government Wide Financial Statements - Net assets are classified into categories as follows:

Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets.

Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

Unrestricted - indicates that portion of net assets that are available to fund future operations.

Fund Financial Statements - Fund balances are classified into categories as follows:

Restricted - indicates the portion of fund balance that is not available for appropriation in subsequent periods because it is legally segregated for a specific future use. These amounts do not represent available, spendable resources.

Unassigned - indicates the portion of fund balance that is available to fund future operations.

Budgets and Budgetary Accounting - The School prepares its budgets at the function level utilizing the basis of accounting noted above. The statement of revenue, expenditures, and changes in fund balances - actual compared to budget - general fund use this budget adopted by the School. This general fund budget to actual financial statement shows certain line items significantly over budget; however because of the nature of the management contract and the current budget process, these over budget line items are not considered a violation of law and no remedial action is required.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
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SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

A) Summary of Significant Accounting Policies (continued)

Budgets and Budgetary Accounting (continued) -

The School does not prepare an annual budget for the Capital Projects Fund. Therefore, no actual compared to budget financial statement is prepared for the Capital Projects Fund.

Use of Unrestricted versus Restricted Resources - It is the School's policy to use restricted resources in the Capital Projects Funds before using unrestricted resources when both are available to pay the expenses.

Cash and Cash Equivalents - Cash and cash equivalents are either demand deposit accounts, certificates of deposit or money market accounts. For financial reporting purposes, cash and cash equivalents includes all demand deposit, savings and money market accounts, and certificates of deposits with maturities of less than 90 days from June 30, 2012.

Revenue Recognition – FEFP and PECO funding are recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial statements. Beginning July 2010, the District may only withhold up to a 5% administrative fee for enrollment up to and including 250 students. For charter schools with a population of 251 or more students, the difference between the total administrative fee calculation on total enrollment and the amount of the administrative fee withheld may only be used for capital outlay purposes. The total funding is received on a pro-rata basis over a twelve-month period and is adjusted for changes in full-time (FTE) student population.

Income taxes - The School is a not-for-profit corporation whose revenue is derived primarily from foundations and other governmental entities. The School received a letter from the Internal Revenue Service in November 2009 granting it tax exempt status, retroactive to inception, under Section 501 (c) (3) of the Internal Revenue Code. Therefore, no provision for income taxes has been made in these financial statements.

B) Cash and Cash Equivalents

At June 30, 2012, the carrying amount of the demand deposits and cash on hand totaled \$391,048.

As State of Florida Statutes and the School's policy require, all cash and cash equivalents are held at financial institutions approved by the State Treasurer to hold public deposits in accordance with the "Florida Security for Public Deposits Act", Chapter 280 Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and reporting requirements of the qualified public depository to the State Treasurer is defined by the statute. In the event of a failure of any member in the pool, the Public Deposit Security Trust Fund has a procedure whereby the remaining member institutions would be responsible for covering any resulting losses.

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NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

B) Cash and Cash Equivalents (continued)

Since the School's deposits are held in a qualified public depository, they are covered by the collateral pool as the School had identified itself as a public entity at June 30, 2012.

These deposits are also insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

The School maintains its cash accounts with one financial institution. The School's accounts at this institution, at times, may exceed the federally insured limit and at June 30, 2012 the amount in excess of the FDIC insured amount was \$141,048. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk.

C) Commitments, Contingencies and Related Party Transactions

Management Agreement - The School has entered into a management agreement with Accelerated Learning Solutions, Inc., a Tennessee Corporation, (the "Company") to provide for most of the School's resources and management services. The agreement commenced upon its execution and continues through June 2013. The agreement renews automatically for additional, successive five (5) years terms unless either party notifies the other party at least six months prior to the expiration of the then current contract period of its intention not to renew the agreement. Under the terms of the agreement, the School is charged fees for services of one hundred percent (100%) of all grants used for start up expenses and ninety-seven (97%) of the Schools' qualified gross revenues as defined by the agreement. Qualified gross revenues include various federal, state and local source revenues with certain exceptions. The qualified gross revenues do not include any federal or state awards that are a direct reimbursement of expenditures previously incurred by the School. The Company is also entitled to all grants and contributions not defined by the agreement within the terms of qualified gross revenues.

In return for the above fees the Company is responsible for providing the educational model, salaries for all personnel, costs for curriculum materials, textbooks, library books, facilities, computers and other equipment, software, supplies, maintenance and capital improvements of the School.

The contract may be terminated by the School for non-renewal of the charter with the District, and for breaches of contract terms which have not been cured within ninety days written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, damages to the school facility that make School operations unfeasible, uneconomical or impractical as long as such notification comes within sixty (60) days after the occurrence that caused such situation. If the Contract is terminated by the Company after the beginning of the school year, the termination will not be effective until the end of that school year.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
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NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

C) Commitments, Contingencies and Related Party Transactions (continued)

Management Agreement (continued) –

Upon termination of the agreement, the School has the right to have all real and personal property leases related to the School assigned to and assumed by the School, as long as the lease permits assignment. The School also has the right to purchase all personal property and leasehold improvements owned by the Company and used exclusively or primarily in connection with School operations at the asset's "remaining cost basis", which shall be calculated based on the straight line method of depreciation. The useful lives assigned for this calculation are three (3) years for computers and software; five (5) years for furniture, fixtures and textbooks; and twenty (20) years for buildings and leasehold improvements. There are no terms specified in the agreement for this purchase option.

Assets with an original cost of \$1,147,155 and a net book value of \$561,957 as of June 30, 2012 have been identified by the Company to be used exclusively or primarily in connection with School operations. Activity related to capital assets used by the School for the year ended June 30, 2012, was as follows:

	Balance- Beginning of Year	Additions	Retirements	Balance- End of Year
Leasehold Improvements	\$ 837,892	\$ -	\$ -	\$ 837,892
Computers and Software	117,470	-	-	117,470
Furniture, Fixtures & Equipment	189,098	2,695	-	191,793
Total	<u>\$ 1,144,460</u>	<u>\$ 2,695</u>	<u>\$ -</u>	<u>\$ 1,147,155</u>

Activity related to accumulated depreciation for the School for the year ended June 30, 2012, was as follows:

	Balance- Beginning of Year	Additions	Retirements	Balance- End of Year
Leasehold Improvements	\$ 229,834	\$ 83,973	\$ -	\$ 313,807
Computers and Software	100,476	16,994	-	117,470
Furniture, Fixtures & Equipment	120,533	33,388	-	153,921
Total	<u>\$ 450,843</u>	<u>\$ 134,355</u>	<u>\$ -</u>	<u>\$ 585,198</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED
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NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

C) Commitments, Contingencies and Related Party Transactions (continued)

Lease Commitment - The Company has entered into a ten year lease for the facilities of the School. The lease calls for annual payments of approximately \$12,500. The lease also calls for annual common maintenance charges to be assessed in addition to other charges including applicable taxes. In addition, the lease contains two renewal options for five years each and assignment rights with prior approval of the landlord.

Related Party Transactions – For the year ended June 30, 2012, The Company provided the School its resources and services as outlined in the Management Agreement and summarized above. The amount charged by the Company is \$2,299,550 representing the 97% management fee, and is comprised of identifiable direct functional expenses of \$1,745,492, indirect allocated management company expenses of \$210,992 and a management fee of \$343,066. The management fee and the allocated management company expenses are included in School Administration in the financial statements.

D) Property and Equipment- Furniture, Fixtures and Equipment

In July 2009, the School has purchased computer equipment, previously provided by the Company under a lease agreement with a computer vendor, with grant funds. The School capitalizes assets in excess of \$500. Activity related to capital assets owned by the School for the year ended June 30, 2012, was as follows:

	Balance- Beginning of Year	Additions	Retirements	Balance- End of Year
Computers and Software	\$ 166,745	\$ -	\$ -	\$ 166,745
Less: Accumulated Depreciation	<u>(102,608)</u>	<u>(50,925)</u>	<u>-</u>	<u>(153,533)</u>
Total	<u>\$ 64,137</u>	<u>\$ (50,925)</u>	<u>\$ -</u>	<u>\$ 13,212</u>

These assets are being depreciated over 3 years using the straight line method. Depreciation expense for the year ended June 30, 2012 was \$50,925 and it was charged to facilities acquisition.

E) Risk Financing

The School is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters, illnesses of and injuries to employees. Some of this risk is subject to limitations imposed by sovereign immunity and Florida law applicable to tort settlements.

The School maintains insurance policies for property and general liability, boiler and machinery, flood, general umbrella, workers compensation, bond payment, and certain employee accident and health insurance.

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NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2012**

E) Risk Financing (continued)

It is the School's policy to report liabilities when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated. For the years ended June 30, 2012, 2011 and 2010, no claims meeting this definition were known to exist, nor are any incurred but not reported (IBNR) claims estimated to exist. Accordingly, no liabilities resulting from claims or uncertainties are reported in the financial statements at June 30, 2012.

F) Concentrations and Dependence on Management Company

The School owns only limited fixed assets and has no employees. Instead, the Company supplies the educational model, all employees and substantially all management services to the School. The Company owns substantially all fixed assets used by the School and controls the facility lease. In addition, The Company, researches, negotiates, arranges for and manages all purchases, including insurance, supplies etc. Substantially all of the School's accounting transactions, except for some minor local expenses, are managed and controlled by the Company through a single integrated accounting system.

In addition, since the School receives all of its administrative and management support from the Company (as discussed in Note C above), a reduction in the levels of administrative and management support would have a significant effect on the School's activities and it may not be able to continue in its present form.

G) Local Board Disclosure

The Board of Directors retains the use of three percent of the net FEFP funding to pay local accounting, legal and other costs. A summary of the activity of the funds available to the Board is as follows:

	<u>Amount</u>
Balance - beginning of period	48,711
Board funding- 3%	71,099
Expenses	<u>(44,939)</u>
Balance- end of period	<u><u>74,871</u></u>

H) Subsequent Events

In preparing the financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 26, 2012 the date that the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE -
ACTUAL COMPARED TO BUDGET - GENERAL FUND
YEAR ENDED JUNE 30, 2012**

	Original and Final Budget	Actual	Favorable (Unfavorable) Variance
REVENUES			
Florida Education Finance Program	\$ 1,960,283	\$ 2,213,417	\$ 253,134
Florida Public Education Capital Outlay	-	-	-
Race to the Top	-	793	793
	<u>-</u>	<u>793</u>	<u>793</u>
	<u>-</u>	<u>-</u>	<u>-</u>
Total revenues	<u>1,960,283</u>	<u>2,214,210</u>	<u>253,927</u>
EXPENDITURES			
Regular instruction	580,625	615,461	(34,836)
Pupil personnel services	251,623	235,363	16,260
School board	36,200	44,939	(8,739)
School administration	679,480	899,681	(220,201)
Facilities acquisition	66,377	66,377	-
Food services	7,000	4,055	2,945
Information services	11,400	314	11,086
Pupil transportation services	72,700	96,000	(23,300)
Operation of plant	109,440	115,415	(5,975)
Maintenance of plant	124,800	110,445	14,355
	<u>124,800</u>	<u>110,445</u>	<u>14,355</u>
	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>1,939,645</u>	<u>2,188,050</u>	<u>(248,405)</u>
Change in fund balance	\$ <u>20,638</u>	\$ <u>26,160</u>	\$ <u>5,522</u>

OTHER REPORTS



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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

September 26, 2012

To the Board of Directors
Florida High School for Accelerated Learning-
South Broward County Campus, Inc.
d/b/a Dolphin Park High School

We have audited the financial statements of the governmental activities and the General and Capital Projects Funds of Florida High School for Accelerated Learning- South Broward County Campus, Inc., d/b/a Dolphin Park High School, (the School), (a component unit of the School Board of Broward County, Florida), as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 26, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A material weakness is a significant deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.



America Counts on CPAs

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Telephone: 954 742-3001 Facsimile: 954 572-3057
FEI #65-0266803

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of Florida High School for Accelerated Learning-South Broward County Campus, Inc., its management, audit committee, others within the organization and the School Board of Broward County, Florida and is not intended to be and should not be used by anyone other than these specified parties.

Horkey & Associates, P.A.

Certified Public Accountants
Plantation, Florida



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MANAGEMENT LETTER IN ACCORDANCE WITH RULES OF THE FLORIDA AUDITOR GENERAL

September 26, 2012

To the Board of Directors
Florida High School for Accelerated Learning-
South Broward County Campus, Inc.
d/b/a Dolphin Park High School

We have audited the financial statements of the governmental activities and the General and Capital Projects Funds of Florida High School for Accelerated Learning- South Broward County Campus, Inc., d/b/a Dolphin Park High School, (the School), (a component unit of the School Board of Broward County, Florida), as of and for the year ended June 30, 2012 and have issued our report thereon dated September 26, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have also issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosures in those reports that are dated September 26, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General which governs the conduct of local governmental entity audits performed in the State of Florida and unless otherwise required in the report on compliance and internal controls or schedule of findings and questioned costs, this letter is required to include the following information:

Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no recommendations made in the preceding annual financial audit report and there were none reported under as Prior Year Findings and Recommendations.

Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we have determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes

Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.



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Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of laws, regulations, contracts or grant agreements, or abuse that have occurred, or are likely to have occurred, that have an effect on the determination of financial statement amounts that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that are inconsequential to the determination of financial statement amounts, considering both quantitative and qualitative factors: (a) violations of provisions of contracts or grant agreements, fraud, illegal acts or abuse that have occurred, and (b) control deficiencies that are not significant deficiencies. In connection with our audit, we did not have any such findings.

Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the entity. The official title of the School is Florida High School for Accelerated Learning- South Broward County Campus, Inc.

Sections 10.854(1)(e)7a. and 10.855(11), Rules of the Auditor General, require that we apply financial condition assessment procedures. It is management's responsibility to monitor the entity's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Pursuant to Chapter 119., Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information of Florida High School for Accelerated Learning- South Broward County Campus, Inc., its management, audit committee, others within the organization, the School Board of Broward County, Florida and the State of Florida Office of the Auditor General and is not intended to be and should not be used by anyone other than these specified parties.

Horkey & Associates, P.A.

Certified Public Accountants
Plantation, Florida

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF EXPENDITURES - GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012**

	<u>General Fund</u>	<u>Capital Projects Fund</u>	<u>Total</u>
EXPENDITURES			
Basic Instruction - Grades K-12 (5100)			
7100 - Salaries	\$ 446,634	\$ -	\$ 446,634
7220 - Payroll taxes	38,914	-	38,914
7230 - Group insurance	70,045	-	70,045
7290 - Other employee benefits	808	-	808
7330 - Travel	-	-	-
7360 - Rentals	44,872	-	44,872
7510 - Supplies	8,562	-	8,562
7520 - Textbooks	1,046	-	1,046
7590 - Other materials and supplies	4,580	-	4,580
	<u>615,461</u>	<u>-</u>	<u>615,461</u>
Pupil personnel services (6100)			
7100 - Salaries	191,304	-	191,304
7220 - Payroll taxes	16,909	-	16,909
7230 - Group insurance	18,549	-	18,549
7290 - Other employee benefits	77	-	77
7330 - Travel	157	-	157
7390 - Other purchased services	3,264	-	3,264
7580 - Commodities	4,715	-	4,715
7790 - Miscellaneous	388	-	388
	<u>235,363</u>	<u>-</u>	<u>235,363</u>
Board (7100)			
7310 - Professional and technical services	44,939	-	44,939
	<u>44,939</u>	<u>-</u>	<u>44,939</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
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D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
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STATEMENT OF EXPENDITURES - GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012**

School Administration - Principal (7300)			
7100 - Salaries	121,206	-	121,206
7160 - Other Support Personnel	210,952	-	210,952
7220 - Payroll taxes	9,162	-	9,162
7230 - Group insurance	8,180	-	8,180
7290 - Other employee benefits	806	-	806
7310 - Professional and technical services	25,193	-	25,193
7320 - Insurance and bond premiums	-	23,714	23,714
7390 - Other purchased services	446,949	-	446,949
7510 - Supplies	7,289	-	7,289
7530 - Periodicals	1,562	-	1,562
7730 - Dues and fees	974	-	974
7733 - District administrative fees	67,408		67,408
	<u>899,681</u>	<u>23,714</u>	<u>923,395</u>
Facilities Acquisition (7400)			
7360 - Rentals	66,377	-	66,377
	<u>66,377</u>	<u>-</u>	<u>66,377</u>
Food Services (7600)			
7570 - Food	4,055	-	4,055
	<u>4,055</u>	<u>-</u>	<u>4,055</u>
Information Services (7720)			
7360 - Rentals	-	9,314	9,314
7590 - Other materials and supplies	314	-	314
	<u>314</u>	<u>9,314</u>	<u>9,628</u>
Pupil Transportation Services (7800)			
7390 - Other purchased services	96,000	-	96,000
	<u>96,000</u>	<u>-</u>	<u>96,000</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH BROWARD COUNTY CAMPUS, INC.
D/B/A DOLPHIN PARK HIGH SCHOOL
(A COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA)
STATEMENT OF EXPENDITURES - GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2012**

Operation of Plant (7900)			
7350 - Repairs and maintenance	11,149	-	11,149
7360 - Rentals	5,509	191,613	197,122
7370 - Communications	56,495	-	56,495
7380 - Public utility services other than energy	2,795	-	2,795
7390 - Other purchased services	14,534	-	14,534
7430 - Electricity	21,802	-	21,802
7510 - Supplies	1,980	-	1,980
7700 - Property taxes	<u>1,151</u>	<u>-</u>	<u>1,151</u>
	<u>115,415</u>	<u>191,613</u>	<u>307,028</u>
Maintenance of Plant (8100)			
7350 - Repairs and maintenance	84,319	-	84,319
7390 - Other purchased services	24,671	-	24,671
7510 - Supplies	<u>1,756</u>	<u>-</u>	<u>1,756</u>
	<u>110,746</u>	<u>-</u>	<u>110,746</u>
Total expenditures	<u>\$ 2,188,050</u>	<u>\$ 224,641</u>	<u>\$ 2,412,691</u>

FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING – JACKSONVILLE CAMPUS, INC.

d/b/a Lone Star High School
(A component unit of the District
School Board of Duval County, Florida)

FINANCIAL STATEMENTS
(Audited)

For the year ended June 30, 2012

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
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CERTIFIED FRAUD EXAMINERS

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of the
Florida High School for Accelerated Learning – Jacksonville Campus, Inc.
d/b/a Lone Star High School

We have audited the accompanying financial statements of the governmental activities and each major fund of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School (the "School"), a component unit of the District School Board of Duval County, Florida, as of June 30, 2012 and for the year then ended, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

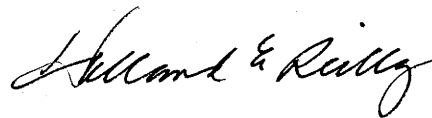
In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School, as of June 30, 2012, and the respective changes in financial position thereof for the year then ended in conformity with U.S. generally accepted accounting principles.

As discussed further in Notes 4 and 6, the School is dependent on all management and administrative support from Accelerated Learning Solutions, Inc. and its affiliate, the School's management company.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 3 through 6, and budgetary comparison information on page 21 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's response to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance on them.

Orlando, FL
September 28, 2012

A handwritten signature in cursive script, appearing to read "Hill and Riley", is written in dark ink.

MANAGEMENT'S DISCUSSION
AND ANALYSIS
(MD&A)

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING-
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012**

As management of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School (the “School”), a component unit of the School District of Duval County, Florida, we offer readers of the School’s basic financial statements, this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2012.

Management’s discussion and analysis is included at the beginning of the School’s basic financial statements to provide, in layman’s terms, the past and current position of the School’s financial condition. This summary does not replace the audit, which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year’s operations.

- The School is managed by Accelerated Learning Solutions, Inc. through a management agreement.
- The net assets at the School as of June 30, 2012 of \$114,432 consists of cash and the net book value of property and equipment in excess of the payables to the District School Board of Duval County, Florida, and the management company.
- The School’s total revenues were \$2,118,500, principally from state FEFP funding. The School’s expenses for the year ended June 30, 2012 were \$2,010,953. Revenues and expenses increased significantly over the previous year due to increased student enrollment.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. The School’s basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-wide Basic Financial Statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School’s finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School’s assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School’s net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING-
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012**

The government-wide basic financial statements include all governmental activities principally supported by grants and entitlements from the state for full-time equivalent funding. The School has no business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide financial statements can be found on pages 7 and 8 of this report.

Fund Basic Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the basic government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains two governmental fund types, the General Fund and Capital Projects Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances for the two funds.

The governmental fund financial statements can be found on pages 9 and 10 of this report.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement has been provided on page 21 for the General Fund to demonstrate compliance with the budget.

Notes to Basic Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 11 through 20 of this report.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING-
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012**

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School has been in operation for two years; The table below shows a comparison of the net assets for the current and previous year:

	NET ASSETS	
	2011	2012
Current assets	\$ 114,343	\$ 293,513
Capital assets, net	-	25,827
Total assets	114,343	319,340
Current liabilities	(107,458)	(204,908)
Net assets	<u>\$ 6,885</u>	<u>\$ 114,432</u>

Governmental Activities

The results of the operations for the School as a whole are reported in the statement of activities on page 8. The table below provides a condensed comparison of the School's revenues and expenses for the current and previous year:

	CHANGE IN NET ASSETS	
	Year Ended June 30,	
	2011	2012
Revenues:		
State and federal	\$ 1,301,028	\$ 2,117,144
Program revenues and other	1,317	1,356
Management company contribution	31,119	-
	<u>1,333,464</u>	<u>2,118,500</u>
Expenses:		
Instruction -- basic	383,050	625,692
Pupil personnel services	132,757	220,229
School board	19,305	19,528
School administration	477,304	445,448
Fiscal services	9,930	11,095
Food services	49	1,211
Transportation services	31,399	69,346
Plant operations and maintenance	272,785	343,004
Management company fee	-	275,400
	<u>\$ 1,326,579</u>	<u>\$ 2,010,953</u>
Change in net assets	<u>\$ 6,885</u>	<u>\$ 107,547</u>

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING-
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012**

GOVERNMENTAL FUND EXPENDITURES

The following table, presents the cost of the largest functions/programs as a percentage of total governmental expenditures:

Governmental Expenditures	Expenditures	%
Instructional	\$ 657,307	32.3%
Pupil personnel services	220,229	10.8%
School board	19,528	1.0%
School administration	445,448	21.9%
Plant operations and maintenance	337,216	16.5%
Management company fee	275,400	13.5%
Other expenditures	81,652	4.0%
	<u>\$ 2,036,780</u>	<u>100.0%</u>

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

In the year ended June 30, 2012, the School acquired capital assets for \$31,615. The school's management company provides the majority of the facilities and equipment used in the School's operations (Note 3).

Debt Administration

In the year ended June 30, 2012, the School had no long term debt obligations.

GENERAL FUND BUDGETARY HIGHLIGHTS

Total revenues were unfavorable to the budget due to budgeted revenues including non-General fund revenues, which were partially offset by federal sources of funds that were not budgeted. The actual enrollment was lower than budgeted enrollment by approximately ten students.

Total expenditures were favorable to the budget due to budgeted expenditures including non-General fund expenditures, which were partially offset by unbudgeted expenditures funded by federal sources of funds. See page 21 for Budget and Actual comparisons.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

FEFP funding per student will increase by \$114.20 or 1.83% in FY 2013 as compared to FY 2012. The management agreement continues to provide for the delivery of services despite any revenue shortfalls. Enrollment will be sufficient.

All these factors were considered in preparing the FY 2013 budget.

REQUESTS FOR INFORMATION

If you have any questions about this report or need additional information, please write Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214

BASIC FINANCIAL STATEMENTS

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
STATEMENT OF NET ASSETS
June 30, 2012**

ASSETS

	<u>Governmental Activities</u>
Assets	
Cash and cash equivalents	\$ 293,513
Capital assets, net	<u>25,827</u>
 Total assets	 <u><u>\$ 319,340</u></u>

LIABILITIES AND NET ASSETS

Liabilities	
Refundable to sponsoring school board	39,478
Payable to management company	<u>165,430</u>
Total liabilities	<u>204,908</u>
 Net Assets	
Invested in capital assets	25,827
Restricted	56,972
Unrestricted	<u>31,633</u>
	<u>114,432</u>
 Total liabilities and fund balances	 <u><u>\$ 319,340</u></u>

See accompanying notes.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
STATEMENT OF ACTIVITIES
for the year ended June 30, 2012**

	<u>Expenses</u>	<u>Program Revenues Charges for Services</u>	<u>Governmental Activities Net Revenue (Expense) And Change in Net Assets</u>
Functions/Programs			
Instruction - basic	\$ 625,692	\$	\$ (625,692)
Pupil personnel services	220,229		(220,229)
School board	19,528		(19,528)
School administration	445,448		(445,448)
Fiscal services	11,095		(11,095)
Food services	1,211		(1,211)
Transportation services	69,346		(69,346)
Plant operations and maintenance	343,004	825	(342,179)
Management company fee	275,400		(275,400)
	<u>2,010,953</u>	<u>825</u>	<u>(2,010,128)</u>
General revenues			
State sources			1,963,644
Federal sources			153,500
Interest income			531
			<u>2,117,675</u>
Change in net assets			107,547
Net assets, beginning of year			<u>6,885</u>
Net assets, end of year			<u>\$ 114,432</u>

See accompanying notes.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2012**

	<u>Governmental Funds</u>		
	<u>General Fund</u>	<u>Capital Outlay</u>	<u>Total</u>
Assets			
Cash and cash equivalents	\$ 236,541	\$ 56,972	\$ 293,513
Total assets	<u>\$ 236,541</u>	<u>\$ 56,972</u>	<u>\$ 293,513</u>

LIABILITIES AND FUND BALANCES

Liabilities			
Refundable to sponsoring District School Board	39,478		39,478
Payable to management company	<u>165,430</u>	<u>-</u>	<u>165,430</u>
Total liabilities	<u>204,908</u>	<u>-</u>	<u>204,908</u>
Fund Balances			
Restricted		56,972	56,972
Unassigned	<u>31,633</u>	<u>-</u>	<u>31,633</u>
	<u>31,633</u>	<u>56,972</u>	<u>88,605</u>
Total liabilities and fund balances	<u>\$ 236,541</u>	<u>\$ 56,972</u>	<u>\$ 293,513</u>

Reconciliation of the Governmental Fund Balance
Sheet to the Statement of Net Assets:

Governmental Fund Balances 88,605

Capital assets used in governmental activities are not
financial resources and, therefor, are not reported in
the funds:

Cost of capital assets	\$ 31,615	
Accumulated depreciation	<u>(5,788)</u>	<u>25,827</u>

Net Assets of Governmental Activities (page 7) \$ 114,432

See accompanying notes.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL
FUNDS
for the year ended June 30, 2012**

	Governmental Funds		
	General Fund	Capital Outlay	Total
Revenues			
Federal sources	\$ 153,500	\$	\$ 153,500
State sources			
Florida education finance program	1,770,181	20,877	1,791,058
Capital outlay		172,586	172,586
Local sources	825		825
Interest income	531		531
Total assets	<u>1,925,037</u>	<u>193,463</u>	<u>2,118,500</u>
Expenditures			
Instruction - basic	657,307		657,307
Pupil personnel services	220,229		220,229
School board	19,528		19,528
School administration	445,448		445,448
Fiscal services	11,095		11,095
Food services	1,211		1,211
Transportation services	69,346		69,346
Plant operations and maintenance	200,725	136,491	337,216
Management company fee	275,400		275,400
	<u>1,900,289</u>	<u>136,491</u>	<u>2,036,780</u>
Excess of revenues over expenditures	24,748	56,972	81,720
Fund balances, beginning of year	<u>6,885</u>	<u>-</u>	<u>6,885</u>
Fund balances, end of year	<u>\$ 31,633</u>	<u>\$ 56,972</u>	<u>\$ 88,605</u>
Reconciliation of the Statement of Revenues, Expenditures and Change in Fund Balances of the Governmental Fund to the Statement of Activities:			
Net Change in Fund Balances - Governmental Funds			81,720
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated lives as depreciation expense:			
Capital outlay		\$ 31,615	
Depreciation expense		<u>(5,788)</u>	<u>25,827</u>
Change in Net Assets of Governmental Activities (page 8)			<u>\$ 107,547</u>

See accompanying notes.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies

Background and Organization - Florida High School for Accelerated Learning – Jacksonville Campus, Inc.d/b/a Lone Star High School in Jacksonville (the “School”), (a component unit of the District School Board of Duval County, Florida) is part of the Florida system of public education under the general direction of the Florida Department of Education (Department). The school was incorporated as a Florida not-for-profit corporation in July 2009, and commenced operations as a charter school in August 2010. The School was granted a charter to operate a high school, including grades nine to twelve, by the District School Board of Duval County, Florida (the “District”) in April 2010.

The School is primarily funded through state-wide Florida Education Finance Program (FEFP) funding received by the District and passed through to the School.

The School had developed a philosophy of recognizing and rewarding each student as an individual. Therefore the educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

The School has selected a self-paced, mastery based, accelerated learning program as the model to implement this philosophy. The goal of the School is to provide, for students that might not be best suited for traditional schools, a school program and educational opportunities. These students include, but are not limited to, drop-outs or those in danger of dropping out, students needing more remedial support or individual instruction than can be obtained in a traditional high school, and students with family or other situations that prevent attendance at regularly scheduled programs at traditional high schools.

A Board of Directors (the “Board”) governs the School, and the School has retained a management company to operate the School (See Note 4).

Reporting Entity - The School operates under a charter granted by the District. The current charter is effective until June 30, 2015, and may be renewed in increments of five years by mutual written agreement between the School and the District. The School is eligible for a 15-year renewal if it shows exemplary academic programming and fiscal management. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least ninety days prior to the expiration of the charter. During the term of the charter, the District may also immediately terminate the charter if good cause is shown or if the District believes that the health, safety or welfare of the students is threatened. In the event the School is dissolved or terminated, any public unencumbered funds and all school property purchased with public funds automatically revert to the District. Because the School is fiscally dependent on and financially accountable to the District, it is considered a component unit of the District School Board of Duval County, Florida.

The School had no component units itself because it has no subsidiary or fiscally dependent organizations.

Basis of Presentation Type of Entity Presented - Based on the guidance provided in the American Institute of Certified Public Accountants Audit and Accounting Guide – *Not-for-Profit Organizations* and provisions of Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes and not as a not-for-profit organization.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies – continued

The School is required by contract with the District to use the governmental reporting model and follow the fund and account structure provided in the “Financial and Program Cost Accounting and Reporting for Florida Schools – The Red Book” issued by the Florida Department of Education.

Financial Statements Presented - The School’s basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School’s major funds). All of the School’s activities are classified as governmental activities.

Basis of Presentation - Government-wide Financial Statements - The statement of net assets and the statement of activities display information about the School as a whole. In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual economic resource basis, which recognizes all noncurrent assets and receivables as well as all non-current debt and obligations. This approach differs from the manner in which governmental fund financial statements are prepared. Therefore, governmental fund financial statements include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds. There are no reconciling items (typically capital assets and long-term obligations conversions) in these financial statements.

The government-wide statement of activities reports both the gross and net cost of each of the School’s functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc). The statement of activities reduces gross expenses (including provision for depreciation, if applicable) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. The comparison of program revenues and expenses identifies the extent to which each program is self-financing or draws from the general revenues of the School. For the year ended June 30, 2012, the School had program revenues of \$825.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School’s net assets resulting from the current year’s activities.

Net assets are reported as restricted when constraints placed on net asset use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

The effect of interfund activities has been removed from these statements. Program revenues include charges for services for goods and services provided to participants on a voluntary basis.

Basis of Presentation – Fund Financial Statements - The accounts of the School are organized on the basis of funds, each of which is considered a separate fiscal and accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. Governmental resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped, in the fund financial statements in this report, into fund types as follows:

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies – continued

Fund Accounting - Governmental Funds - Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The School has two major governmental funds.

General Fund - accounts for all financial activities of the School not required to be accounted for in another fund and for certain revenues from Federal and State sources that are not legally restricted to be expended for specific current operating purposes.

Capital Outlay Fund – to account for financial resources (Public Education Capital Outlay) to be used for acquisition or funding of major capital facilities or equipment.

Measurement Focus - The accounting and reporting treatment applied to the financial statements is determined by its measurement focus.

The government-wide financial statements use the economic resources measurement focus, which means that all assets and liabilities, whether current or non-current, are included.

The General Fund is accounted for on a “spending” or “financial flow” measurement focus. This means that only current assets and current liabilities are generally included on the statement of financial position. Accordingly, the reported undesignated fund balances (net current assets) are considered a measure of available, spendable or appropriable resources. Governmental fund type operating statements present increases (revenues and other financing sources) and decreases (expenditures and other financing uses) in net current assets.

Basis of Accounting - Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

Governmental activity in the government-wide financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned, and expenses are recognized when incurred.

The governmental funds are accounted for using the modified accrual basis of accounting, under which revenues are recognized when they become both measurable and available as net current assets. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures and the related liabilities are recognized when incurred under this method of accounting.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies – continued

Net Assets and Fund Balances - Both the government-wide financial statements and the fund financial statements divide the residual equity shown on the financial statements into categories as follows:

Government Wide Financial Statements - Net assets are classified into categories as follows:

Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets.

Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

Unrestricted - indicates that portion of net assets that is available to fund future operations.

Fund Financial Statements – Fund balances are classified into categories as follows:

GASB Statement 54 established fund balance classifications that comprise a hierarchy based primarily on the extent to which an entity is bound to observe constraints imposed on the use of the resources reported in governmental funds. These classifications reflect not only the nature of the funds, but also provide clarity to the level of restriction placed upon fund balance. Fund balance classifications are as follows:

Nonspendable – includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual requirements. The School had no nonspendable fund balance amounts at June 30, 2012.

Restricted – amounts constrained for specific purposes which are externally imposed by creditors, grantors, contributors, or laws or regulations of other governments. Fund balance of \$56,972 is restricted for capital outlay at June 30, 2012.

Committed – amounts that can be used only for specific purposes pursuant to constraints imposed by formal action by the School's highest level of decision-making authority. The School's Board of Directors addresses these commitments through formal board action prior to the School's fiscal year end. The School had no committed fund balance amounts at June 30, 2012.

Assigned – amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Assignments can be made by the Board. The School had no assigned fund balance amounts at June 30, 2012.

Unassigned – includes residual positive fund balance within the General Fund which has not been classified within the other above mentioned categories. Unassigned fund balances may also include negative fund balances for any other governmental fund if expenditures exceed amounts restricted, committed, or assigned for those specific purposes.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies – continued

The School uses restricted amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this. Additionally, the School would first use committed, then assigned, and lastly unassigned amounts.

The School has no formal minimum fund balance policy, nor has it established any stabilization arrangements within fund balances.

Budget and Budgetary Accounting - The School prepares its budget utilizing the modified accrual basis of accounting. The schedule of revenues, expenditures, and change in fund balance - actual compared to budget uses the budget adopted by the School.

Use of Unrestricted versus Restricted Resources - It is the School's policy to use restricted resources before using unrestricted resources when both are available to pay expenses.

Cash and Cash Equivalents - Cash and cash equivalents consist of demand deposit accounts at June 30, 2012. For financial reporting purposes, cash and cash equivalents includes all demand deposit, savings and money market accounts, and certificates of deposits with maturities of less than 90 days from June 30, 2012.

Capital Assets – The School has not capitalized any property or equipment as it did not incur any expenditures over its capitalization threshold of \$1,000. See Note 3 regarding capital assets acquired by the management company exclusively or primarily for use by the School in its operations. These assets are not reflected in these financial statements as they were acquired and owned by the management company.

Revenue recognition – As noted above, per student funding is provided by the state-wide Florida Education Finance Program (FEFP) through the District. Beginning July 2010, the District may withhold only up to a 5% administrative fee for enrollment up to and including 250 students. For charter schools with a population of 251 or more students, the difference between the total administrative fee calculation on total enrollment and the amount of the administrative fee withheld may be used only for capital outlay purposes. This funding is received on a pro-rata basis over a twelve-month period and is adjusted for changes in full-time equivalent (FTE) student population.

State Revenue Sources - Revenue from State sources for current operations are primarily from the FEFP administered by the Florida Department of Education under the provisions of Section 1011.60, Florida Statutes. In accordance with this law, the Board determines and reports the number of FTE students and related data to the Department.

The Department performs certain edit checks on the reported number of FTEs and related data and calculates the allocation of funds to the School. The School is permitted to amend its original reporting for a period of one year following the date of the original reporting. Such amendments may impact funding allocations for subsequent years. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

1. Summary of Significant Accounting Policies – continued

The State provides financial assistance to administer certain categorical educational programs. Florida Department of Education rules require that revenue earmarked for these programs be expended only for the program for which the money is provided and require that the money not expended as of the close of the fiscal year be carried forward into the following year to be expended for the same categorical educational programs. The Department generally requires that categorical educational program revenues be accounted for in the General Fund.

The State allocates gross receipt taxes, generally known as Public Education Capital Outlay money, to local school boards on an annual basis. The boards are authorized to expend these funds only upon applying for and receiving an encumbrance authorization from the Florida Department of Education.

Estimates – The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts and disclosures. Actual results may differ from those estimates.

Income taxes - The School is a not-for-profit corporation whose revenue is derived primarily from other governmental entities. The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The Organization assesses its income tax positions, including its continuing tax status as a not-for-profit entity, and recognizes tax benefits only to the extent it believes it is “more likely than not” its tax positions will be sustained in an examination by the Internal Revenue Service (“IRS”) or the applicable state taxing authority. Accordingly, no provision for federal and state income taxes is recorded in the financial statements. Years subject to examination by the taxing authorities are 2010 to 2012.

2. Cash and Cash Equivalents

At June 30, 2012, the carrying amount of the demand deposits and cash on hand totaled \$293,513. As State of Florida Statutes and the School’s policy require, all cash and cash equivalents are held at financial institutions approved by the State Treasurer to hold public deposits in accordance with the “Florida Security for Public Deposits Act”, Chapter 280 Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity’s funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and reporting requirements of the qualified public depository to the State Treasurer is defined by the statute. In the event of a failure of any member in the pool, the Public Deposit Security Trust Fund - has a procedure whereby the remaining member institutions would be responsible for covering any resulting losses. Since the School’s deposits are held in a qualified public depository, they are covered by the collateral pool as the School had identified itself as a public entity at June 30, 2012.

The School maintains its cash accounts with one financial institution which is insured by the Federal Deposit Insurance Corporation. As of June 30, 2012, the School had no uninsured cash balances with that financial institution.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

3. Capital assets

	Balance July 1, 2011	Increases	Decreases	Balance June 30, 2012
Capital assets being depreciated				
Furniture, fixtures and equipment	\$ -	\$ 31,615	\$ -	\$ 31,615
Less accumulated depreciation for				
Furniture, fixtures and equipment	-	5,788	-	5,788
Total capital assets, net	\$ -	\$ 25,827	\$ -	\$ 25,827

Depreciation was charged to functions as follows:

Instruction - basic	\$ 5,788
---------------------	----------

4. Commitments, Contingencies and Related Party Transactions

Management Agreement - The School has entered into a management agreement with Accelerated Learning Solutions, Inc., a Tennessee Corporation, (referred to as the “Company”) to provide for most of the School’s resources and management services. The agreement commenced upon its execution and continues through June 2015. The agreement renews automatically for additional, successive five (5) years terms unless either party notifies the other party at least six months prior to the expiration of the then current contract period of its intention not to renew the agreement. Under the terms of the agreement, the School is charged fees for services of one hundred percent (100%) of all grants used for start up expenses and ninety-seven (97%) of the School’s qualified gross revenues as defined by the agreement. Qualified gross revenues include various federal, state and local source revenues with certain exceptions. The qualified gross revenues do not include any federal or state awards that are a direct reimbursement of expenditures previously incurred by the School. The Company is also entitled to all grants and contributions not defined by the agreement within the terms of qualified gross revenues.

In return for the above fees the Company is responsible for providing the educational model, salaries for all personnel, costs for curriculum materials, textbooks, library books, facilities, computers and other equipment, software, supplies, maintenance and capital improvements of the School.

The contract may be terminated by the School for non-renewal of the charter with the District, and for breaches of contract terms which have not been cured within ninety days written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, damages to the school facility that make School operations unfeasible, uneconomical or impractical as long as such notification comes within sixty (60) days after the occurrence that caused such situation. If the Contract is terminated by the Company after the beginning of the school year, the termination will not be effective until the end of that school year.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

4. Commitments, Contingencies and Related Party Transactions - continued

Upon termination of the agreement, the School has the right to have all real and personal property leases related to the School assigned to and assumed by the School, as long as the lease permits assignment. The School also has the right to purchase all personal property and leasehold improvements owned by the Company and used exclusively or primarily in connection with School operations at the asset's "net book value", which shall be calculated based on the straight line method of depreciation. The useful lives assigned for this calculation are three (3) years for computers and software; five (5) years for furniture, fixtures and textbooks; and twenty (20) years for buildings and leasehold improvements. There are no terms specified in the agreement for this purchase option.

Assets with an original cost of \$678,593 and a net book value of \$544,469 as of June 30, 2012 have been identified by the Company to be used exclusively or primarily in connection with School operations. Activity related to capital assets used by the School for the year ended June 30, 2012 was as follows:

	Capital Assets	Accumulated Depreciation	Net Book Value
Leasehold improvements	\$ 650,342	\$ 121,937	\$ 528,405
Equipment	11,786	6,892	4,894
Furniture and fixtures	16,465	5,295	11,170
	<u>\$ 678,593</u>	<u>\$ 134,124</u>	<u>\$ 544,469</u>

For the year ended June 30, 2012, the Company provided to the School its resources and management services as outlined in the Management Agreement. The amount charged by the Company is \$1,782,463 representing the 97% management fee, and is comprised of identifiable direct functional expenses/expenditures of \$1,323,746, indirect management company expenses/expenditures of \$183,317 and a management fee of \$275,400. The allocated management company expenses/expenditures are included in School Administration in the financial statements.

Lease commitment - The Company and its affiliate, Community Education Partners, Inc., entered into a ten year lease for the facilities of the School. Monthly lease payments of \$7,172 began in October 2010. The lease also calls for annual common maintenance charges to be assessed in addition to other charges including applicable taxes. In addition, the lease contains three renewal options for five years each and assignment rights with prior approval of the landlord. After the first 5 years, the base rent increases 2% per year throughout the remaining initial term and extensions.

Total lease expense (recognized on a level basis over the term of the lease) totalled \$94,740. Common area maintenance charges related to the lease were \$22,023.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

4. Commitments, Contingencies and Related Party Transactions - continued

Future rental commitments under the School's facility lease are as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2013	\$ 94,740
2014	94,740
2015	94,740
2016	94,740
2017	94,740
Thereafter	<u>307,905</u>
	<u><u>\$ 781,605</u></u>

Post-retirement benefits – The School does not provide post-retirement benefits to retired employees. All employees are employees of the management company and benefits are their responsibility.

5. Risk Financing

The School is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters, illnesses of and injuries to employees. Some of this risk is subject to limitations imposed by sovereign immunity and Florida law applicable to tort settlements.

The School obtains insurance policies from commercial companies for property and general liability, boiler and machinery, flood, general umbrella, workers compensation, bond payment, and certain employee accident and health insurance. There have been no significant reductions in insurance coverage during the year ended June 30, 2012. Settled claims resulting from these risks have not exceeded commercial coverage for the past three years.

It is the School's policy to report liabilities when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated. At June 30, 2012, no claims meeting this definition are known to exist, nor are any incurred but not reported (IBNR) claims estimated to exist. Accordingly, no liabilities resulting from claims or uncertainties are reported in the financial statements at June 30, 2012.

6. Concentrations and Dependence on Management Company

The School has no employees and owns certain equipment used by the students. Instead, the Company supplies the educational model, all employees and substantially all management services to the School. The Company owns nearly all the capital assets used by the School and controls the facility lease. In addition, the Company researches, negotiates, arranges for and manages all purchases, including insurance, supplies etc. Substantially all of the School's accounting transactions, except for some minor local expenses, are managed and controlled by the Company through a single integrated accounting system.

Since the School receives all of its administrative and management support from the Company, a reduction in the levels of administrative and management support would have a significant effect on the School's activities and it may not be able to continue in its present form.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
JACKSONVILLE CAMPUS, INC.
d/b/a Lone Star High School
NOTES TO FINANCIAL STATEMENTS**

7. Retirement Plan

School employees may participate in a defined contribution plan qualified under Section 401(k) of the Internal Revenue Code, sponsored by the management company. Participants may contribute a portion of their compensation subject to a maximum annual deferral contribution. The School made no matching contributions to the plan for the year ended June 30, 2012.

8. Subsequent Events

Management has evaluated events and transactions for potential recognition or disclosure through September 28, 2012, the date on which the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY
INFORMATION
(RSI)

SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCE - BUDGET AND ACTUAL -
GENERAL FUND (PAGE 21)

OTHER REPORT

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING-
JACKSONVILLE CAMPUS, INC.**

d/b/a Lone Star High School

**SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - BUDGET AND ACTUAL
GENERAL FUND**

for the year ended June 30, 2012

	Budgeted Amounts Original and Final	Actual Amounts	Variance Favorable (Unfavorable)
General Fund			
General Revenues:			
State sources	\$ 1,926,480	\$ 1,770,181	\$ (156,299)
Federal sources	-	153,500	153,500
Local sources	-	1,356	1,356
Total revenues	<u>1,926,480</u>	<u>1,925,037</u>	<u>(1,443)</u>
Expenditures:			
Instruction - basic	671,495	657,307	14,188
Pupil personnel services	224,270	220,229	4,041
School board	20,500	19,528	972
School administration	484,031	445,448	38,583
Fiscal services	11,040	11,095	(55)
Food services	300	1,211	(911)
Transportation services	55,200	69,346	(14,146)
Plant operations and maintenance	243,772	200,725	43,047
Management company fee	192,516	275,400	(82,884)
Total expenditures	<u>1,903,124</u>	<u>1,900,289</u>	<u>2,835</u>
Net change in fund balance	23,356	24,748	1,392
Fund balance at beginning of period	<u>6,885</u>	<u>6,885</u>	-
Fund balance at end of period	<u><u>\$ 30,241</u></u>	<u><u>\$ 31,633</u></u>	<u><u>\$ 1,392</u></u>

Note 1. Budgets are prepared and original budgets are adopted annually for certain governmental funds in accordance with procedures and time intervals prescribed by the Board of Directors (Board) of the School. During the fiscal year ended June 30, 2012, the Board adopted an annual budget for the General Fund. The school is not required to submit its budget to any regulatory agencies.

Note 2. Appropriations are controlled at the fund level and may be amended at any Board meeting prior to the due date of the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for actual transactions.

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CERTIFIED PUBLIC ACCOUNTANTS
ASSOCIATION OF
CERTIFIED FRAUD EXAMINERS

DAVID S. HOLLAND, CPA
THOMAS F. REILLY, CPA

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Florida High School for Accelerated Learning – Jacksonville Campus, Inc.
d/b/a Lone Star High School

We have audited the financial statements of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School (the School), a component unit of the District School Board of Duval County, Florida, as of June 30, 2012 and for the year then ended, and have issued our report thereon dated September 28, 2012. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

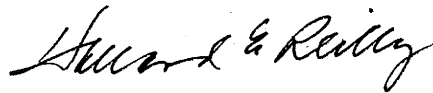
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School, its management and others within the organization and the District School Board of Duval County, Florida, and is not intended to be and should not be used by anyone other than these specified parties.

Orlando, Florida
September 28, 2012



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DAVID S. HOLLAND, CPA

THOMAS F. REILLY, CPA

To the Board of Directors of

Florida High School for Accelerated Learning – Jacksonville Campus, Inc.

d/b/a Lone Star High School

We have audited the financial statements of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School as of June 30, 2012 and for the year then ended and have issued our report thereon dated September 28, 2012.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters. Disclosures in that report, which is dated September 28, 2012, should be considered in conjunction with this management letter. Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General.

The Rules of the Auditor General (Section 10.854(1)(e)) require disclosure in the management letter of the following matters if not already addressed in the auditors' report on compliance and internal controls:

- 1) violation of provisions of contracts or grant agreements or abuse, that have occurred or likely to have occurred, that have a material effect on the financial statements that is less than material but more than inconsequential;
- 2) for matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors, the following may be reported based on professional judgment:
 - a) violations of provisions of contracts or grant agreements, fraud, illegal acts or abuse,
 - b) deficiencies in internal control that are not significant deficiencies.

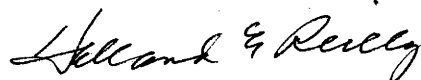
Our audit disclosed no matters required to be disclosed. There were no matters disclosed in the prior year report. Thus, no corrective action needs to be taken.

Based on our audit procedures performed, no indications came to our attention that caused us to believe that the School met any of the conditions described in Florida Statutes Section 218.503(1).

The auditors applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

This management letter is intended solely for the information of Florida High School for Accelerated Learning – Jacksonville Campus, Inc. d/b/a Lone Star High School and management, the District School Board of Duval County, Florida and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

Orlando, FL
September 28, 2012



**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING – HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
(A COMPONENT UNIT OF THE SCHOOL DISTRICT OF
HILLSBOROUGH COUNTY, FLORIDA)**

**BASIC FINANCIAL STATEMENTS
AND ADDITIONAL INFORMATION**

June 30, 2012

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION
June 30, 2012

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BASIC FINANCIAL STATEMENTS



INDEPENDENT AUDITORS' REPORT

To the Board of Directors

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc.
d/b/a Seminole Heights High School
Hillsborough County, Florida

We have audited the accompanying financial statements of the governmental activities, and each major fund of Florida High School for Accelerated Learning – Hillsborough County Campus, Inc. d/b/a Seminole Heights High School (a component unit of the School District of Hillsborough County, Florida), (the “School”), for the period from inception to June 30, 2012, which collectively comprise the School’s basic financial statements, as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and each major fund of the School as of June 30, 2012, and the respective changes in its financial position and budgetary comparison for the General Fund and Special Revenue Fund for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2012 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 7 be presented to supplement the basic financials statements. Such information, although not a part of the basic financials statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the method of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2012

MANAGEMENT'S DISCUSSION AND ANALYSIS

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012**

As management of Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a Seminole Heights High School (the “School”), a component unit of the School District of Hillsborough County, Florida, we offer readers of the School’s basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2012 and 2011.

Management’s discussion and analysis is included at the beginning of the School’s basic financial statements to provide, in layman’s terms, the past and current position of the School’s financial condition. This summary should not be taken as a replacement for the audit, which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year’s operations.

- The School’s total assets exceeded its liabilities by \$ 717,760. This amount includes net assets invested in capital assets of \$ 136,791. The remaining amount of \$ 580,969 is unrestricted.
- The School’s total revenues were \$ 2,524,289, including \$ 2,035,915 from entitlements and \$ 488,374 from program revenues. The School’s expenses for this year were \$ 2,006,096.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. The School’s basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-Wide Basic Financial Statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School’s finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School’s assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School’s net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide financial statements can be found on pages 8 and 9 of this report.

Fund Basic Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the basic government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School’s near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School’s near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains several individual governmental funds. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance. The General Fund, Special Revenue, and Capital Projects Fund are considered to be the School’s major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison statement has been provided for the General Fund and Special Revenue Fund to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 10 through 15 of this report.

Notes to Basic Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 16 through 23 of this report.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School’s net assets were \$ 717,760 at June 30, 2012. Our analysis in the table below focuses on the net assets of the School’s governmental activities as follows:

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a
Seminole Heights High School
Statement of Net Assets

	June 30, 2012	June 30, 2011
ASSETS:		
Current assets	\$ 1,195,016	\$ 830,968
Capital assets, net of depreciation	136,791	172,505
Total assets	1,331,807	1,003,473
LIABILITIES: CURRENT	614,047	803,906
Total liabilities	614,047	803,906
NET ASSETS:		
Invested in net assets	136,791	172,505
Unrestricted	580,969	27,062
Total net assets	\$ 717,760	\$ 199,567

A portion of the School’s net assets reflect its investment in capital assets. The School uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Resources that are subject to external restrictions on how they may be used are classified as restricted net assets. As of June 30, 2012, the School had no restricted net assets.

Governmental Activities

The results of the year’s operations for the School as a whole are reported in the statement of activities on page 9. The table following provides a condensed presentation of the School’s revenues and expenses for the year ended June 30, 2012.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012**

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a
Seminole Heights High School
Statement of Change in Net Assets

	June 30, 2012	June 30, 2011
REVENUES:		
General revenues	\$ 2,035,915	\$ 1,483,870
Program revenues	488,374	181,100
Total revenues	<u>2,524,289</u>	<u>1,664,970</u>
FUNCTIONS/PROGRAM EXPENSES:		
Instruction	931,181	422,109
Instructional support services	636,548	782,394
Operation of non-instructional services	<u>438,367</u>	<u>260,900</u>
Total governmental activities	<u>2,006,096</u>	<u>1,465,403</u>
Change in net assets	<u>\$ 518,193</u>	<u>\$ 199,567</u>

GOVERNMENTAL FUND EXPENDITURES

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

Functions/Programs	2012		2011	
	Expenditures	Percent	Expenditures	Percent
Governmental expenditures:				
Instructional expenditures	\$ 931,181	47.3%	\$ 620,091	37.9%
Administrative services	341,268	17.3%	305,292	18.6%
Plant operations and maintenance	321,253	16.3%	273,054	16.7%
Other instructional support services	<u>376,680</u>	<u>19.1%</u>	<u>439,471</u>	<u>26.8%</u>
Total governmental expenditures	<u>\$ 1,970,382</u>	<u>100.0%</u>	<u>\$ 1,637,908</u>	<u>100.0%</u>

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital assets

At June 30, 2012, the School had capital assets of \$ 136,791 net of accumulated depreciation of \$ 41,780 (Note 4).

Debt administration

At June 30, 2012, the School had no outstanding debt.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

GENERAL FUND BUDGETARY HIGHLIGHTS

Total actual revenues were favorable to the final budget by \$ 37,277 due primarily to higher transportation revenue.

Total actual expenditures were favorable to the final budget due primarily to lower curriculum costs as a result of the availability of grant funds and lower employee benefit and payroll tax costs. See page 14 for budget and actual comparisons.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

FEFP funding per student will increase by \$ 103.92 or 1.66% in FY 2013 as compared to FY 2012. The management agreement continues to provide for the delivery of services despite any revenue shortfalls. Enrollment will be sufficient.

All these factors were considered in preparing the FY 2013 budget.

REQUESTS FOR INFORMATION

If you have any questions about this report or need additional information, please write Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
STATEMENT OF NET ASSETS
June 30, 2012

A S S E T S

	Governmental Activities
CURRENT ASSETS:	
Cash and cash equivalents	\$ <u>1,195,016</u>
Total current assets	<u>1,195,016</u>
NONCURRENT ASSETS:	
Capital assets, net of accumulated depreciation	<u>136,791</u>
Total assets	<u>1,331,807</u>

L I A B I L I T I E S A N D N E T A S S E T S

CURRENT LIABILITIES:	
Accounts payable	413,947
Unearned revenue	<u>200,100</u>
Total current liabilities	<u>614,047</u>

COMMITMENTS AND CONTINGENCIES (Note 5)	-
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NET ASSETS:	
Invested in capital assets	136,791
Unrestricted	<u>580,969</u>
Total net assets	\$ <u><u>717,760</u></u>

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2012

					Governmental Activities
					Net Revenue
					(Expense) and
					Change in
					Net Assets

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2012

A S S E T S

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Total</u>
ASSETS:				
Cash and cash equivalents	\$ 1,156,061	\$ 38,955	\$ -	\$ 1,195,016
Total assets	<u>\$ 1,156,061</u>	<u>\$ 38,955</u>	<u>\$ -</u>	<u>\$ 1,195,016</u>

L I A B I L I T I E S A N D F U N D B A L A N C E

LIABILITIES:				
Accounts payable	\$ 413,947	\$ -	\$ -	\$ 413,947
Deferred revenue	<u>200,100</u>	<u>-</u>	<u>-</u>	<u>200,100</u>
Total liabilities	<u>614,047</u>	<u>-</u>	<u>-</u>	<u>614,047</u>
COMMITMENTS AND CONTINGENCIES (Note 5)	-	-	-	-
FUND BALANCE:				
Unassigned	<u>542,014</u>	<u>38,955</u>	<u>-</u>	<u>580,969</u>
Total fund balance	<u>542,014</u>	<u>38,955</u>	<u>-</u>	<u>580,969</u>
Total liabilities and fund balance	<u>\$ 1,156,061</u>	<u>\$ 38,955</u>	<u>\$ -</u>	<u>\$ 1,195,016</u>

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET ASSETS
June 30, 2012

TOTAL FUND BALANCES OF GOVERNMENTAL FUNDS IN THE BALANCE SHEET, PAGE 10	\$	580,969
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Amounts reported for governmental activities in the statement of net assets are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the fund:

Cost of capital assets	\$	178,571	
Accumulated depreciation		<u>(41,780)</u>	<u>136,791</u>

NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 8	\$	<u><u>717,760</u></u>
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The accompanying notes to basic financial statements are an integral part of the statements.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCE - GOVERNMENTAL FUND
For the Year Ended June 30, 2012**

	<u>Account</u>	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Total</u>
REVENUES:					
Federal through state and local sources	3200	\$ -	\$ 192,864	\$ -	\$ 192,864
State sources:					
Florida Education					
Finance Program	3310	2,035,915	-	-	2,035,915
State capital outlay					
and debt service	3320	-	-	234,648	234,648
Title I	3240	-	-	-	-
Transportation revenue	3490	60,862	-	-	60,862
		<u>2,096,777</u>	<u>192,864</u>	<u>234,648</u>	<u>2,524,289</u>
Total revenues					
EXPENDITURES:					
Instruction:	5000	513,318	153,909	-	667,227
Instructional support services	6000	263,954	-	-	263,954
Board services	7100	64,730	-	-	64,730
General administration:					
District management fee	7200.30	67,384	-	-	67,384
Management fee	7200.31	295,280	-	-	295,280
Administrative services	7300	202,685	-	6,469	209,154
Facilities acquisition and					
construction - facilities lease	7400	-	-	219,687	219,687
Pupil Transportation	7800	81,400	-	-	81,400
Operation of plant	7900	90,687	-	7,350	98,037
Maintenance of plant	8100	2,387	-	1,142	3,529
		<u>1,581,825</u>	<u>153,909</u>	<u>234,648</u>	<u>1,970,382</u>
Total expenditures					
Net change in					
fund balance		514,952	38,955	-	553,907
FUND BALANCE, July 1, 2011		<u>27,062</u>	<u>-</u>	<u>-</u>	<u>27,062</u>
FUND BALANCE,					
June 30, 2012		<u>\$ 542,014</u>	<u>\$ 38,955</u>	<u>\$ -</u>	<u>\$ 580,969</u>

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES,
EXPENDITURES AND CHANGE IN FUND BALANCE
OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2012

NET CHANGE IN FUND BALANCE - TOTAL GOVERNMENTAL FUND, PAGE 12	\$ 553,907
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Amounts reported for governmental activities in the
statement of activities are different because:

Governmental funds report capital outlays as expenditures.
However, in the statement of activities, the cost of those
assets is depreciated over their estimated useful lives:

Current year provision for depreciation	\$ <u>(35,714)</u>	<u>(35,714)</u>
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CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 9	\$ <u><u>518,193</u></u>
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The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
STATEMENT OF REVENUES AND EXPENDITURES
BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2012

	<u>Account</u>	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance</u>
REVENUES:				
State sources:				
Florida Education				
Finance Program	3310	\$ 2,036,000	\$ 2,035,915	\$ (85)
Transportation Revenue	3490	<u>23,500</u>	<u>60,862</u>	<u>37,362</u>
Total revenues		<u>2,059,500</u>	<u>2,096,777</u>	<u>37,277</u>
EXPENDITURES:				
Instruction	5000	656,937	513,318	143,619
Instructional support services:	6000	215,215	263,954	(48,739)
Board services	7100	28,120	64,730	(36,610)
General administration:				
District management fee	7200.30	67,383	67,384	(1)
Management fee	7200.31	295,283	295,280	3
Administrative services	7300	214,331	202,685	11,646
Pupil Transportation	7800	70,000	81,400	(11,400)
Operation of plant	7900	92,700	98,037	(5,337)
Maintenance of plant	8100	<u>-</u>	<u>2,387</u>	<u>(2,387)</u>
Total expenditures		<u>1,639,969</u>	<u>1,589,175</u>	<u>50,794</u>
Net change in fund balance		\$ <u><u>419,531</u></u>	\$ <u><u>507,602</u></u>	\$ <u><u>88,071</u></u>

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
STATEMENT OF REVENUES AND EXPENDITURES -
BUDGET AND ACTUAL - SPECIAL REVENUE FUND
For the Year Ended June 30, 2012

	<u>Account</u>	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance</u>
REVENUES:				
Federal through state and local sources:				
Implementation Grant	3290	\$ -	\$ 93,900	\$ (93,900)
Education Jobs Act	3215	-	38,955	(38,955)
Title I	3240	-	47,900	(47,900)
Race to the Top	3214	-	10,359	(10,359)
Other	3290	-	1,750	(1,750)
		<u>-</u>	<u>192,864</u>	<u>(192,864)</u>
Total revenues		<u>-</u>	<u>192,864</u>	<u>(192,864)</u>
EXPENDITURES:				
Instruction	5000	<u>3,600</u>	<u>153,909</u>	<u>(150,309)</u>
Total expenditures		<u>-</u>	<u>153,909</u>	<u>(150,309)</u>
Net change in fund balance		\$ <u>-</u>	\$ <u>346,773</u>	\$ <u>(343,173)</u>

The accompanying notes to basic financial statements are an integral part of the statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 1 - ORGANIZATION AND OPERATIONS

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a Seminole Heights High School (the "School"), a component unit of the School District of Hillsborough County, was established as a charter school for students from ninth to twelfth grade in Hillsborough County. As of June 30, 2012, 283 students were enrolled in the School. The School is funded primarily through the School District of Hillsborough County. The entity was organized as a Florida nonprofit corporation. The School was granted a charter from the School District of Hillsborough County to operate a public high school within the School District. The School Board may terminate the charter before its expiration date based on various circumstances as defined in the charter agreement.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting entity:

The School operates under a charter granted by the sponsoring School District, the School District of Hillsborough County. The current charter is effective until June 30, 2013, and may be renewed in increments of five years by mutual written agreement between the School and the Sponsor. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. The School is considered a component unit of the School District of Hillsborough County, Florida.

The School may also be financially accountable if an organization is fiscally dependent on the School regardless of whether the organization has a separately elected governing board, a governing board appointed by another government, or a jointly approved board. In addition, component units can be other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the reporting entity's basic financial statements to be misleading or incomplete.

As a result of evaluating the above criteria, management has determined that no component units exist for which the School is financially accountable, which would require inclusion in the School's basic financial statements.

Basis of presentation:

Based on the guidance provided in the American Institute of Certified Public Accountants and provisions of Section 228.056(10), Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes.

Government-wide basic statements:

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund basic financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc.). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. For the year ended June 30, 2012, the School had program revenues of \$ 181,100.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Fund basic financial statements:

The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues, and expenditures.

The School reports the following major governmental funds:

General Fund – This fund is used to account for all operating activities of the School except for those required to be accounted for in another fund.

Special Revenue Fund – This fund is used to account for federal grants that are legally restricted to expenditures for particular purposes.

Capital Project Fund – This fund is used to account for state capital outlay funding that is legally restricted to expenditures for particular purposes.

Measurement focus and basis of accounting:

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statement uses the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned, and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within sixty days after year end or soon enough thereafter to be used to pay liabilities of the current period.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash and cash equivalents:

The School considers all demand accounts and money market funds which are not subjected to withdrawal restrictions to be cash and cash equivalents.

The School maintains its cash accounts with one financial institution. The School's accounts at this institution are fully insured by the Federal Deposit Insurance Corporation. The School has not experienced any losses in its accounts and does not believe it is exposed to any significant credit risk.

Capital assets:

Capital assets purchased or acquired with an original cost of \$ 1,000 or more are capitalized at historical cost or estimated historical cost and are reported in the government-wide financial statement. Donated capital assets are valued at the estimated fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related capital assets. Other costs incurred for repairs and maintenance are expense as incurred.

Depreciation on capital assets is provided on the straight-line basis over the respective useful lives ranging from 3 to 7 years.

Within governmental funds, amounts incurred for the acquisition of capital assets are reported as fund expenditures. Depreciation expense is not reported within the governmental fund financial statements.

Unearned/deferred revenue:

Governmental funds report deferred revenue in connection with receivables for revenues that are not considered to be available to liquidate liabilities of the current period. Governmental funds also defer revenue recognition in connection with resources that have been received, but not yet earned. Deferred revenues, also known as unearned revenue at the government-wide level, arise only when the School receives resources before it has a legal claim to them.

Revenue recognition:

Student funding is provided by the State of Florida through the School District. Such funding is recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial basic statements. The School District retains a 5% administration fee. This funding is received on a pro-rata basis over a twelve-month period and is adjusted for changes in full-time equivalent (FTE) student population.

Income taxes:

The School qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Net assets:

Net assets are classified in three categories. The general meaning of each is as follows:

- Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets.
- Unrestricted - indicates that portion of net assets that will need to be funded by future operations.
- Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

Fund balance classifications:

Fund financial statements

Beginning with fiscal year 2010/11, the School implemented the provisions of Governmental Accounting Standards Board (“GASB”) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications to report on the nature and extent to which the School is bound to have constraints on the specific purposes for which amounts in those funds can be spent.

The following classifications describe the relative strength of the spending constraints:

- *Nonspendable Fund Balance* – amounts that are not in spendable form (such as prepaid items) or are legally or contractually required to be maintained intact.
- *Restricted Fund Balance* – amounts constrained to specific purposes by external providers (such as grantors, creditors, etc.) or imposed by law through constitutional provisions, or by enabling legislation.
- *Committed Fund Balance* – amounts constrained to specific purposes by formal action of the Board itself, using its highest level of decision making authority (i.e., the Board Members) through resolution or ordinance. To be reported as committed, amounts cannot be used for any other purpose unless the Board Members take the same highest level action (i.e., resolution or ordinance) to remove or change the constraint.
- *Assigned Fund Balance* – amounts the School intends to use for a specific purpose but are neither restricted nor committed. Assignments can be made by the Board.
- *Unassigned Fund Balance* – amounts that have not been assigned to other funds and that have not been restricted, committed, or assigned to specific purposes within the general fund. Positive amounts are only reported in the General Fund.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The School uses restricted amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as in grant agreements requiring dollar for dollar spending. Additionally, the School would first use committed fund balance, followed by assigned fund balance when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

Budget:

An operating budget is adopted and maintained by the governing board for the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the financial statements.

NOTE 3 - CASH AND CASH EQUIVALENTS

At June 30, 2012, the carrying amount and bank balance of the deposits and cash on hand totaled \$ 1,195,016.

State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and reporting requirements of the qualified public depositor to the treasurer is defined by the statute. Collateral is pooled in a multiple qualified public depository institution pool with the ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2012.

NOTE 4 - CAPITAL ASSETS

A summary of changes in governmental capital assets is as follows:

	Balance July 1, 2011	Additions	Retirements	Balance June 30, 2012
Capital assets, depreciable:				
Computers and equipment	\$ 142,214	\$ -	\$ -	\$ 142,214
Furniture and fixtures	36,357	-	-	36,357
Total capital assets, depreciable	178,571	-	-	178,571
Accumulated depreciation:				
Computers and equipment	3,775	28,443	-	32,218
Furniture and fixtures	2,291	7,271	-	9,562
Total accumulated depreciation	6,066	35,714	-	41,780
Net capital assets	\$ 172,505	\$ (35,714)	\$ -	\$ 136,791

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 4 - CAPITAL ASSETS (continued)

The provision for depreciation for the year ended June 30, 2012, amounted to \$ 35,714. The School allocated 100% of the depreciation to the operation of the facility.

NOTE 5 - COMMITMENTS AND CONTINGENCIES

Management agreement:

The School has entered into a contractual agreement with Accelerated Learning Solutions, Inc., a Tennessee Corporation (the “Company”), to provide management and consulting services to the School. The amended and restated management agreement commenced September 2010 for an five year term and is automatically renewable for successive five year terms unless notice of intent not to renew is executed six months prior to its anniversary by either party. Under the terms of the agreement, the School is charged fees for services of thirteen percent (13%) of the School’s qualified gross revenues as defined by the agreement in the first year of the School’s operations, twelve percent (12%) of the School’s qualified gross revenues in the second year of the School’s operations, and eleven percent (11%) of the School’s qualified gross revenues in the third year of the School’s operations and for the subsequent years thereafter. Qualified gross revenues include various federal, state and local source revenues with certain exceptions, including, but not limited to federal or state awards that are intended to be a reimbursement of expenditures on a dollar for dollar basis. The Company is also entitled to all grants and contributions not defined by the agreement within the terms of qualified gross revenues.

In return for the above fees the Company shall be responsible for providing management and consulting services in the areas of financial operations, facility and equipment procurement and maintenance, curriculum assessment and evaluation, technology and operational support, human resources and student recruitment.

The contract may be terminated by the School for non-renewal of the charter with the School District of Hillsborough County, and for breaches of contract terms which have not been cured within ninety days of written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, or other material breaches of the contract terms by the School which have not been cured within ninety days of written notice at the time of the contract breach.

Educational services agreement:

The School has also entered into a contractual agreement with the Company to provide educational services to the School. The agreement commenced September 2010 for an five year term and is automatically renewable for successive five year terms unless notice of intent not to renew is executed six months prior to its anniversary by either party. Under the terms of the agreement, the School is charged fees for services of three percent (3%) of the School’s qualified gross revenues as defined above. In addition, the School must pay the Company all salary and hourly wages and actual benefit costs of the personnel employed by the Company for the School, and all direct, third party costs incurred by the Company in connection with providing the educational program services.

In return for the above fees the Company shall be responsible for providing the educational program for the School subject to the approval of the School and consistent with the mission set forth in the School’s charter. The Company shall also recruit, select and employ the School’s principal and other personnel deemed necessary by the Company and the School for the School’s operations.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 5 - COMMITMENTS AND CONTINGENCIES (continued)

The contract may be terminated by the School for non-renewal of the charter with the School District of Hillsborough County, and for breaches of contract terms which have not been cured within ninety days of written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, or other material breaches of the contract terms by the School which have not been cured within ninety days of written notice at the time of the contract breach.

Lease commitment:

The School also entered into a lease agreement with the Company for the facilities of the School, which expires in September 2020 and requires base monthly payments of approximately \$ 12,500 through September 2015, which escalate to \$ 13,750 through September 2020. The lease also calls for annual operating charges to be assessed in addition to other charges including payments for certain landlord improvements. The lease also contains three renewal options for five years each. Total expense in connection with the facility lease amounted to approximately \$ 194,000 for the year ended June 30, 2012.

Future lease payments, including the annual operating and other charges mentioned above, are approximately as follows:

Year Ending June 30,	
2013	\$ 150,000
2014	\$ 150,000
2015	\$ 150,000
2016	\$ 161,250
2017	\$ 165,000
2018-2021	\$ 536,250

Post-retirement benefits:

The School does not provide post-retirement benefits to retired employees. All employees are employees of the management company and benefits are the management company's sole responsibility.

NOTE 6 - RISK FINANCING

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies. There have been no claims in excess of insurance coverage since the School's inception.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
HILLSBOROUGH COUNTY CAMPUS, INC.
D/B/A SEMINOLE HEIGHTS HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 7 – BUDGET - OVER-EXPENDITURES

Total expenditures exceed budgeted amounts by \$ 99,515 during the current year, which was covered by additional revenues generated by operations.

NOTE 8 – FLORIDA EDUCATION FINANCE PROGRAM (FEFP) FUNDING

The basic amount of funding through the FEFP under Section 1011.62 is the product of (1) the School's unweighted FTE, multiplied by (2) the cost factor for each program, multiplied by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the 2011/2012 school year the School reported 384.90 unweighted FTE. Weighted funding represented approximately 5% of total state funding.

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

- Attendance and membership documentation (Rule 6A-1.044, FAC)
- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC)
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC)
- Evaluation and planning documents for weighted programs (Sections 1011.62(1)(e), FS, and Rule 6A-6.03411, FAC)

OTHER REPORTS OF INDEPENDENT AUDITORS



REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Florida High School for Accelerated Learning - Hillsborough County Campus, Inc.
d/b/a Seminole Heights High School
Hillsborough County, Florida

We have audited the accompanying basic financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a Seminole Heights High School (the "School"), a component unit of the School District of Hillsborough County, Florida, as of and for the year ended June 30, 2012, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 28, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in the internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc.
d/b/a Seminole Heights High School

This report is intended solely for the information and use of School's management, members of the Board of Directors, the Auditor General of the State of Florida and the School District of Hillsborough County, and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2012



INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS

To the Board of Directors

Florida High School for Accelerated Learning - Hillsborough County Campus, Inc.
d/b/a Seminole Heights High School
Hillsborough County, Florida

We have audited the financial statements of Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a Seminole Heights High School (the "School"), a component unit of the School Board of Hillsborough County, Florida, as of and for the year ended June 30, 2012, and have issued our report thereon dated September 28, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters. Disclosures in that report, which is dated September 28, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with the provisions of Chapter 10.850, Rules of the Auditor General, which govern the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditors' report:

1. Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. There were no findings or recommendations in the preceding audit as this is the year of operations.
2. Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we had no recommendations.
3. Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.
4. Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse, and (2) deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.
5. Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the school is Florida High School for Accelerated Learning - Hillsborough County Campus, Inc. d/b/a/ Seminole Heights High School.

6. Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the school has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
7. Pursuant to Sections 10.854(1)(3)7.a. and 10.855(11), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the use and information of the School's management, the Board of Directors, the Auditor General of the State of Florida, and the School Board of Hillsborough County, and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 28, 2012

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING – SOUTH LEE COUNTY CAMPUS, INC.
D/B/A CORONADO HIGH SCHOOL
(A COMPONENT UNIT OF THE SCHOOL DISTRICT OF
LEE COUNTY, FLORIDA)**

**BASIC FINANCIAL STATEMENTS
AND ADDITIONAL INFORMATION**

June 30, 2012

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
BASIC FINANCIAL STATEMENTS AND ADDITIONAL INFORMATION
June 30, 2012

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BASIC FINANCIAL STATEMENTS



INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Florida High School for Accelerated Learning – South Lee County Campus, Inc.
D/B/A Coronado High School
Lee County, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Florida High School for Accelerated Learning – South Lee County Campus, Inc. d/b/a Coronado High School (a component unit of the School District of Lee County, Florida), (the “School”), as of and for the year ended June 30, 2012, which collectively comprise the School’s basic financial statements as listed in the table of contents. These basic financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these basic financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School as of June 30, 2012, and the respective changes in its financial position and budgetary comparison for the General Fund in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 11, 2012 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Florida High School for Accelerated Learning –
South Lee County Campus, Inc. d/b/a Coronado High School

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 11, 2012

MANAGEMENT'S DISCUSSION AND ANALYSIS

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012**

As management of Florida High School for Accelerated Learning – South Lee County Campus, Inc. d/b/a Coronado High School (the “School”), a component unit of the School District of Lee County, Florida, we offer readers of the School’s basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2012 with certain comparative information for 2011.

Management’s discussion and analysis is included at the beginning of the School’s basic financial statements to provide, in layman’s terms, the past and current position of the School’s financial condition. This summary should not be taken as a replacement for the audit, which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year’s operations.

- The School’s total assets exceeded its liabilities by \$ 276,106. This amount includes net assets invested in capital assets of \$ 52,058, restricted for capital outlay of \$ 176,008 and an unrestricted amount of \$ 48,040.
- The School’s total revenues were \$ 2,226,338 including \$ 2,019,648 from entitlements and \$ 206,690 from program revenues. The School’s expenses for this year were \$ 2,167,953.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School’s basic financial statements. The School’s basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-Wide Basic Financial Statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School’s finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School’s assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School’s net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide financial statements can be found on pages 8 and 9 of this report.

Fund Basic Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the basic government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School’s near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School’s near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains only one governmental fund type, which is the General Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and change in fund balance for the General Fund.

The School adopts an annual budget for its governmental fund. A budgetary comparison statement has been provided for the General Fund and Special Revenue funds to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 10 through 14 of this report.

Notes to Basic Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 17 through 23 of this report.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012**

GOVERNMENT-WIDE FINANCIAL ANALYSIS

The School’s net assets were \$ 276,106 at June 30, 2012 and \$ 217,720 at June 30, 2011. Our analysis in the table below focuses on the net assets of the School’s governmental activities as follows:

Florida High School for Accelerated Learning –
South Lee County Campus, Inc. d/b/a Coronado High School
Statements of Net Assets

	June 30, 2012	June 30, 2011
ASSETS:		
Current and other assets	\$ 491,591	\$ 331,530
Capital assets, net of depreciation	52,058	100,111
Total assets	543,649	431,641
LIABILITIES:		
Liabilities, excluding long-term liabilities	267,543	213,921
Total liabilities	267,543	213,921
NET ASSETS:		
Invested in capital assets	52,058	100,111
Restricted	176,008	97,972
Unrestricted	48,040	19,637
Total net assets	\$ 276,106	\$ 217,720

A portion of the School’s net assets reflect its investment in capital assets. The School uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Resources that are subject to external restrictions on how they may be used are classified as restricted net assets. As of June 30, 2012, the School had restricted net assets for capital outlay as noted above.

Governmental Activities

The results of this year’s operations for the School as a whole are reported in the statement of activities on page 9. The table below provides a condensed presentation of the School’s revenues and expenses for the year ended June 30, 2012 and June 30, 2011:

Florida High School for Accelerated Learning -
South Lee County Campus, Inc. d/b/a/ Coronado High School
Statements of Changes in Net Assets

	June 30, 2012	June 30, 2011
REVENUES:		
General revenues	\$ 2,019,648	\$ 2,261,429
Program revenues	206,690	212,157
Total revenues	2,226,338	2,473,586

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012**

Florida High School for Accelerated Learning -
South Lee County Campus, Inc. d/b/a/ Coronado High School
Statements of Changes in Net Assets
(continued)

FUNCTIONS/PROGRAM

EXPENSES:

Instruction	604,023	713,842
Instructional support services	1,037,537	1,082,677
Operation of non-instructional services	<u>526,392</u>	<u>592,751</u>
Total governmental activities	<u>2,167,952</u>	<u>2,389,270</u>
Change in net assets	\$ <u><u>58,386</u></u>	\$ <u><u>84,316</u></u>

Governmental Fund Expenditures

In the table below, we have presented the cost of the largest functions/programs as a percentage of total governmental expenditures:

<u>Functions/Programs</u>	<u>2012</u>		<u>2011</u>	
	<u>Expenditures</u>	<u>Percent</u>	<u>Expenditures</u>	<u>Percent</u>
Governmental expenditures:				
Instructional expenditures	\$ 781,248	36.9%	\$ 913,828	38.8%
Administrative services	414,482	19.6%	507,432	21.5%
Plant operations and maintenance	397,777	18.8%	343,223	14.6%
Other non instructional support services	<u>526,392</u>	<u>24.8%</u>	<u>592,751</u>	<u>25.1%</u>
Total governmental expenditures	\$ <u><u>2,119,899</u></u>	<u><u>100.0%</u></u>	\$ <u><u>2,357,234</u></u>	<u><u>100.0%</u></u>

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital assets

At June 30, 2012, the School had capital assets of \$ 52,058 net of accumulated depreciation of \$ 88,900 (Note 4).

Debt administration

At June 30, 2012, the School had no outstanding debt.

GENERAL FUND BUDGETARY HIGHLIGHTS

Total revenues were lower than budget by \$ 212,561. Total expenditures were lower than the budget by \$ 216,389. See page 14 for budget to actual comparisons detail.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

FEFP funding per student will increase by \$ 140.23 or 2.15% in FY 2013 as compared to FY 2012. The management agreement continues to provide for the delivery of services despite any revenue shortfalls. Enrollment will be sufficient.

All these factors were considered in preparing the FY 2013 budget.

REQUESTS FOR INFORMATION

If you have any questions about this report or need additional information, please write Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF NET ASSETS
June 30, 2012

A S S E T S

	<u>Governmental Activities</u>
CURRENT ASSETS:	
Cash and cash equivalents	\$ 433,160
Due from management company	<u>58,431</u>
Total current assets	<u>491,591</u>
NONCURRENT ASSETS:	
Capital assets (depreciable), net of accumulated depreciation	<u>52,058</u>
Total assets	<u>543,649</u>
L I A B I L I T I E S A N D N E T A S S E T S (D E F I C I T)	
CURRENT LIABILITIES:	
Due to the School District of Lee County	<u>267,543</u>
Total current liabilities	<u>267,543</u>
COMMITMENTS AND CONTINGENCIES (Note 5)	-
NET ASSETS (DEFICIT):	
Invested in capital assets, net of related debt (deficit)	52,058
Restricted - capital outlay	176,008
Unrestricted	<u>48,040</u>
Total net assets (deficit)	\$ <u><u>276,106</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2012

		Program Revenues			Governmental Activities
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Net Revenue (Expense) and Change in Net Assets
	<u>Expenses</u>				
FUNCTIONS/PROGRAMS:					
Instruction:					
Regular instruction	\$ 604,023	\$ -	\$ -	\$ -	\$ (604,023)
Instructional support services:					
Pupil services	226,875	-	-	-	(226,875)
Parental involvement	198	-	-	-	(198)
Administrative services	414,482	-	-	-	(414,482)
Plant operations and maintenance	395,982	-	206,690	-	(189,292)
Operation of non-instructional services:					
Management fees	457,537	-	-	-	(457,537)
Facilities acquisition	3,616	-	-	-	(3,616)
Food services	2,456	-	-	-	(2,456)
Board expenses	62,783	-	-	-	(62,783)
Total governmental activities	\$ <u>2,167,952</u>	\$ <u>-</u>	\$ <u>206,690</u>	\$ <u>-</u>	<u>(1,961,262)</u>
General revenues:					
Entitlements					<u>2,019,648</u>
Total general revenues					<u>2,019,648</u>
Change in net assets					58,386
Net assets, July 1, 2011					<u>217,720</u>
Net assets, June 30, 2012					\$ <u>276,106</u>

The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
BALANCE SHEET - GOVERNMENTAL FUND
June 30, 2012

A S S E T S			
	General Fund	Capital Projects Fund	Total
	<u> </u>	<u> </u>	<u> </u>
ASSETS:			
Cash and cash equivalents	\$ 257,152	\$ 176,008	\$ 433,160
Due from management company	<u>58,431</u>	<u>-</u>	<u>58,431</u>
Total assets	<u>\$ 315,583</u>	<u>\$ 176,008</u>	<u>\$ 491,591</u>
L I A B I L I T I E S A N D F U N D B A L A N C E			
LIABILITIES:			
Due to the School District of Lee County	\$ <u>267,543</u>	\$ <u>-</u>	\$ <u>267,543</u>
Total liabilities	<u>267,543</u>	<u>-</u>	<u>267,543</u>
COMMITMENTS AND CONTINGENCIES (Note 5)	-	-	-
FUND BALANCE:			
Unassigned	<u>48,040</u>	<u>176,008</u>	<u>224,048</u>
Total fund balance	<u>48,040</u>	<u>176,008</u>	<u>224,048</u>
Total liabilities and fund balance	<u>\$ 315,583</u>	<u>\$ 176,008</u>	<u>\$ 491,591</u>

The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET ASSETS
June 30, 2012

TOTAL FUND BALANCES OF GOVERNMENTAL FUNDS IN THE BALANCE SHEET, PAGE 10	\$	224,048
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Amounts reported for governmental activities in the statement of net assets are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the fund:

Cost of capital assets	\$	140,958	
Accumulated depreciation		<u>(88,900)</u>	<u>52,058</u>

NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 8	\$	<u><u>276,106</u></u>
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The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCE - GOVERNMENTAL FUND
For the Year Ended June 30, 2012

	<u>General Fund</u>	<u>Capital Project Fund</u>	<u>Total</u>
REVENUES:			
State sources	\$ 2,019,648	\$ 206,690	\$ 2,226,338
Total revenues	<u>2,019,648</u>	<u>206,690</u>	<u>2,226,338</u>
EXPENDITURES:			
Current:			
Instruction:			
Regular instruction	554,175	-	554,175
Instructional support services:			
Pupil services	226,875	-	226,875
Parental involvement	198	-	198
Administrative services	395,530	18,952	414,482
Plant operations and maintenance	288,075	109,702	397,777
Operation of			
non-instructional services:			
Fiscal services	457,537	-	457,537
Facilities acquisition	3,616	-	3,616
Food services	2,456	-	2,456
Board expenditures	<u>62,783</u>	<u>-</u>	<u>62,783</u>
Total expenditures	<u>1,991,245</u>	<u>128,654</u>	<u>2,119,899</u>
Net change in fund balance	28,403	78,036	106,439
FUND BALANCE, July 1, 2011	<u>19,637</u>	<u>97,972</u>	<u>117,609</u>
FUND BALANCE, June 30, 2012	\$ <u><u>48,040</u></u>	\$ <u><u>176,008</u></u>	\$ <u><u>224,048</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES,
EXPENDITURES AND CHANGE IN FUND BALANCE
OF THE GOVERNMENTAL FUND TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2012

NET CHANGE IN FUND BALANCE - TOTAL GOVERNMENTAL FUND, PAGE 12	\$ 106,439
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Amounts reported for governmental activities in the
statement of activities are different because:

Governmental funds report capital outlays as expenditures.
However, in the statement of activities, the cost of those assets
is depreciated over their estimated useful lives:

Current year provision for depreciation	<u>(48,053)</u>
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CHANGE IN NET ASSETS OF GOVERNMENTAL ACTIVITIES, PAGE 9	\$ <u><u>58,386</u></u>
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The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF REVENUES AND EXPENDITURES
BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2012

	Original and Final Budget	Actual	Variance
REVENUES:			
State sources	\$ 2,232,209	\$ 2,019,648	\$ (212,561)
Total revenues	<u>2,232,209</u>	<u>2,019,648</u>	<u>(212,561)</u>
EXPENDITURES:			
Current:			
Instruction:			
Regular instruction	680,390	554,175	126,215
Instructional support services:			
Pupil services	283,635	226,875	56,760
Parental involvement	1,200	198	1,002
Administrative services	376,518	395,530	(19,012)
Plant operations and maintenance	391,434	288,075	103,359
Operation of non-instructional services:			
Fiscal services	436,657	457,537	(20,880)
Facilities acquisition	2,400	3,616	(1,216)
Food services	600	2,456	(1,856)
Board expenditures	<u>34,800</u>	<u>62,783</u>	<u>(27,983)</u>
Total expenditures	<u>2,207,634</u>	<u>1,991,245</u>	<u>216,389</u>
Change in fund balance	\$ <u>24,575</u>	\$ <u>28,403</u>	\$ <u>3,828</u>

The accompanying notes to basic financial statements are an integral part of these statements.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF EXPENDITURES - GOVERNMENTAL FUND
For the Year Ended June 30, 2012

	General Fund	Capital Projects Fund	Total
EXPENDITURES:			
Regular instruction:			
Salaries	\$ 378,618	\$ -	\$ 378,618
Payroll taxes	31,311	-	31,311
Group insurance	63,648	-	63,648
Other purchased services	76,182	-	76,182
Supplies	3,161	-	3,161
Textbooks	1,255	-	1,255
	<hr/>	<hr/>	<hr/>
Total regular instruction	554,175	-	554,175
	<hr/>	<hr/>	<hr/>
Pupil services:			
Salaries	158,053	-	158,053
Payroll taxes	6,347	-	6,347
Group insurance	6,499	-	6,499
Other purchased services	55,976	-	55,976
	<hr/>	<hr/>	<hr/>
Total pupil services	226,875	-	226,875
	<hr/>	<hr/>	<hr/>
Parental involvement:			
Staff/parent/community meetings	198	-	198
	<hr/>	<hr/>	<hr/>
Total parental involvement	198	-	198
	<hr/>	<hr/>	<hr/>
Administrative services:			
Salaries	103,488	-	103,488
Retirement Benefits	3,094	-	3,094
Payroll taxes	9,243	-	9,243
Group insurance	18,477	-	18,477
Professional and technical services	12,430	-	12,430
Insurance premium	-	18,952	18,952
Other purchased services	26,693	-	26,693
Supplies	8,487	-	8,487
Periodicals	1,078	-	1,078
Other personnel support services	212,540	-	212,540
	<hr/>	<hr/>	<hr/>
Total administrative services	395,530	18,952	414,482
	<hr/>	<hr/>	<hr/>

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING -
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
STATEMENT OF EXPENDITURES - GOVERNMENTAL FUND
(continued)
For the Year Ended June 30, 2012

	General Fund	Capital Projects Fund	Total
Plant operations:			
Rentals	-	104,409	104,409
Communications	52,295	-	52,295
Other purchased services	182,984	-	182,984
Public utility services	13,472	-	13,472
Electricity	22,878	-	22,878
Property taxes	217	-	217
Supplies	32	-	32
Periodicals	1,713	-	1,713
	<u>273,591</u>	<u>104,409</u>	<u>378,000</u>
Total plant operations			
Plant maintenance:			
Repairs and maintenance	-	5,293	5,293
Other purchased services	10,742	-	10,742
Supplies	3,742	-	3,742
	<u>14,484</u>	<u>5,293</u>	<u>19,777</u>
Total plant maintenance			
Fiscal services:			
District administration fee	71,475	-	71,475
Management fees	386,062	-	386,062
	<u>457,537</u>	<u>-</u>	<u>457,537</u>
Total fiscal services:			
Facilities acquisition:			
Office furniture/equipment	3,616	-	3,616
	<u>3,616</u>	<u>-</u>	<u>3,616</u>
Total facilities acquisition			
Food services	2,456	-	2,456
	<u>2,456</u>	<u>-</u>	<u>2,456</u>
Board expenditures:			
Professional fees	62,783	-	62,783
	<u>62,783</u>	<u>-</u>	<u>62,783</u>
Total board			
	<u>62,783</u>	<u>-</u>	<u>62,783</u>
Total expenditures	\$ <u>1,991,245</u>	\$ <u>128,654</u>	<u>2,119,899</u>

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 1 - ORGANIZATION AND OPERATIONS

Florida High School for Accelerated Learning – South Lee County Campus, Inc. d/b/a Coronado High School (the “School”), a component unit of the School District of Lee County, was established as a charter school for students from ninth to twelfth grade in Lee County. As of June 30, 2012, 400 students were enrolled in the School. The School is funded primarily through the School District of Lee County. The entity was organized as a Florida nonprofit corporation. The School was granted a charter from the School District of Lee County to operate a public high school within the School District. The School Board may terminate the charter before its expiration date based on various circumstances as defined in the charter agreement.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Reporting entity:

The School operates under a charter granted by the sponsoring School District, the School District of Lee County, Florida. The current charter is effective until June 30, 2013, and may be renewed in increments of five years by mutual written agreement between the School and the Sponsor. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least ninety days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. The School is considered a component unit of the School District of Lee County, Florida.

The School may also be financially accountable if an organization is fiscally dependent on the School regardless of whether the organization has a separately elected governing board, a governing board appointed by another government, or a jointly approved board. In addition, component units can be other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the reporting entity's basic financial statements to be misleading or incomplete.

As a result of evaluating the above criteria, management has determined that no component units exist for which the School is financially accountable, which would require inclusion in the School's basic financial statements.

Basis of presentation:

Based on the guidance provided in the American Institute of Certified Public Accountants and provisions of Section 228.056(10), Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes.

Government-wide basic statements:

The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major fund). Both the government-wide and fund basic financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc.). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. For the year ended June 30, 2012, the School had program revenues of \$ 206,690.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Fund basic financial statements:

The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues, and expenditures.

The School reports the following major governmental funds:

General Fund – This fund is used to account for all operating activities of the School except for those required to be accounted for in another fund.

Capital Project Fund – This fund is used to account for state capital outlay funding that is legally restricted to expenditures for particular purposes.

Measurement focus and basis of accounting:

Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statement uses the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned, and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within sixty days after year end or soon enough thereafter to be used to pay liabilities of the current period.

Cash and cash equivalents:

The School considers all demand accounts and money market funds which are not subjected to withdrawal restrictions to be cash and cash equivalents.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The School maintains its cash accounts with one financial institution. The School's accounts at this institution, at times, may exceed the federally insured limit. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk.

Capital assets:

Capital assets purchased or acquired with an original cost of \$ 1,000 or more are capitalized at historical cost or estimated historical cost and are reported in the government-wide financial statement. Donated capital assets are valued at the estimated fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related capital assets. Other costs incurred for repairs and maintenance are expense as incurred.

Depreciation on capital assets is provided on the straight-line basis over the respective useful lives ranging from 4 to 5 years.

Within governmental funds, amounts incurred for the acquisition of capital assets are reported as fund expenditures. Depreciation expense is not reported within the governmental fund financial statements.

Revenue recognition:

Student funding is provided by the State of Florida through the School District. Such funding is recorded as entitlement revenue in the government-wide financial statements and state source revenue in the fund financial basic statements. The School District retains a 5% administration fee. This funding is received on a pro-rata basis over a twelve-month period and is adjusted for changes in full-time equivalent (FTE) student population.

Income taxes:

The School qualifies as a tax-exempt organization under the Internal Revenue Code Section 501(c)(3), and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

Net assets:

Net assets are classified in three categories. The general meaning of each is as follows:

- Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets.
- Unrestricted - indicates that portion of net assets that will need to be funded by future operations.
- Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fund balance classifications:

Beginning with fiscal year 2011/12, the School implemented the provisions of Governmental Accounting Standards Board (“GASB”) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications to report on the nature and extent to which the School is bound to have constraints on the specific purposes for which amounts in those funds can be spent.

The following classifications describe the relative strength of the spending constraints:

- *Nonspendable Fund Balance* – amounts that are not in spendable form (such as prepaid items) or are legally or contractually required to be maintained intact.
- *Restricted Fund Balance* – amounts constrained to specific purposes by external providers (such as grantors, creditors, etc.) or imposed by law through constitutional provisions, or by enabling legislation. Amounts restricted in the current year were due to unspent capital outlay funds in the amount of \$ 176,008.
- *Committed Fund Balance* – amounts constrained to specific purposes by formal action of the Board itself, using its highest level of decision making authority (i.e., the Board Members) through resolution or ordinance. To be reported as committed, amounts cannot be used for any other purpose unless the Board Members take the same highest level action (i.e., resolution or ordinance) to remove or change the constraint.
- *Assigned Fund Balance* – amounts the School intends to use for a specific purpose but are neither restricted nor committed. Assignments can be made by the Board.
- *Unassigned Fund Balance* – amounts that have not been assigned to other funds and that have not been restricted, committed, or assigned to specific purposes within the general fund. Positive amounts are only reported in the General Fund.

The School uses restricted amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as in grant agreements requiring dollar for dollar spending. Additionally, the School would first use committed fund balance, followed by assigned fund balance when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

Budget:

An operating budget is adopted and maintained by the governing board for the School pursuant to the requirements of Florida Statutes. The budget is adopted using the same basis of accounting that is used in the preparation of the financial statements.

**FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012**

NOTE 3 – CASH AND CASH EQUIVALENTS

At June 30, 2012, the carrying amount and bank balance of the deposits and cash on hand totaled \$ 433,160.

State statutes require, and it is the School's policy, that all deposits be made into, and be held by, financial institutions designated by the Treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and reporting requirements of the qualified public depositor to the treasurer is defined by the statute. Collateral is pooled in a multiple qualified public depository institution pool with the ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2012.

NOTE 4 – CAPITAL ASSETS

A summary of changes in governmental capital assets is as follows:

	Balance July 1, 2011	Additions	Retirements	Balance June 30, 2012
Capital assets, depreciable:				
Computers	\$ 140,958	\$ -	\$ -	\$ 140,958
Total capital assets, depreciable	140,958	-	-	140,958
Accumulated depreciation:				
Computers	40,847	48,053	-	88,900
Total accumulated depreciation	40,847	48,053	-	88,900
Net capital assets	\$ 100,111	\$ (48,053)	\$ -	\$ 52,058

The provision for depreciation for the year ended June 30, 2012, amounted to \$ 48,053. The School allocated 100% of the depreciation to the operation of the facility.

NOTE 5 - COMMITMENTS AND CONTINGENCIES

The Lee County School District Audit

The Lee County School District conducted an audit of the School and found that there was inadequate documentation supporting payments made to the School based on full-time equivalent credits funded by the state. Preliminary estimates show that the School was overpaid \$ 267,543 based on per-student funding. As a result, a payable to the Lee County School District has been accrued for the reduction in gross revenue. A related receivable from Accelerated Learning Solutions, Inc. (ALS) in the amount of \$ 259,517 representing 97% of the gross revenue as per the management agreement discussed below had been recorded. This amount is shown net of the June 2012 due ALS in the amount of \$ 201,086 resulting in \$ 58,431 due from ALS.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 5 - COMMITMENTS AND CONTINGENCIES (continued)

Management contract:

The School has entered into a contractual agreement with Accelerated Learning Solutions, Inc., a Tennessee Corporation (the “Company”), to provide for most of the School’s resources and services. The agreement commenced upon its execution and continues through June 2013. Under the terms of the agreement, the School is charged fees for services of one hundred percent (100%) of all grants used for start up expenses and ninety-seven (97%) of the Schools’ qualified gross revenues as defined by the agreement. Qualified gross revenues include various federal, state and local source revenues with certain exceptions. The qualified gross revenues do not include any federal or state awards that are intended to be a reimbursement of expenditures on a dollar for dollar basis. The Company is also entitled to all grants and contributions not defined by the agreement within the terms of qualified gross revenues.

In return for the above fees, the Company shall be responsible for providing salaries for all personnel, costs for curriculum materials, textbooks, library books, facilities, computers and other equipment, software, supplies, maintenance and capital improvements of the School.

The contract may be terminated by the School for non-renewal of the charter with the School District of Lee County and for breaches of contract terms which have not been cured within ninety days of written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, damages to the school facility that make School operations unfeasible, uneconomical or impractical as long as such notification comes sixty days after the occurrence that caused such a situation.

Upon termination of the agreement, the School has the right to have all real and personal property leases related to the School assigned to and assumed by the School as long as the lease permits assignment, purchase all personal property owned by the Company and used exclusively or primarily in connection with School operations at the asset’s “remaining cost basis” which shall be calculated based on the straight line method of providing for depreciation. Assets with an approximate net book value of \$ 732,000 as of June 30, 2012 have been identified by the Company to be used exclusively or primarily in connection with School operations.

Lease commitment:

The Company has previously entered into a lease agreement for the facilities of the School, which expires in May 2014 and requires monthly payments of approximately \$ 8,333 at June 30, 2012. The lease also calls for annual common maintenance charges to be assessed in addition to other charges including applicable taxes. The lease also contains two renewal options for five years each and assignment rights with prior approval of the landlord.

Post retirement benefits:

The School does not provide post-retirement benefits to retired employees. All employees are employees of the management company and benefits are their sole responsibility.

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING –
SOUTH LEE COUNTY CAMPUS, INC. D/B/A CORONADO HIGH SCHOOL
NOTES TO BASIC FINANCIAL STATEMENTS
June 30, 2012

NOTE 6 - RISK FINANCING

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies. Claims have not exceeded this commercial coverage since the School's inception.

OTHER REPORTS OF INDEPENDENT AUDITORS



REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Florida High School for Accelerated Learning – South Lee County Campus, Inc.
d/b/a Coronado High School
Lee County, Florida

We have audited the accompanying basic financial statements of the governmental activities, the General Fund, and the aggregate remaining fund information of Florida High School for Accelerated Learning – South Lee County Campus, Inc. d/b/a Coronado High School (the “School”), a component unit of the School District of Lee County, Florida, as of and for the year ended June 30, 2012, which collectively comprise the School’s basic financial statements and have issued our report thereon dated September 11, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the School’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses and therefore there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Florida High School for Accelerated Learning –
South Lee County Campus, Inc. d/b/a Coronado High School

This report is intended solely for the information and use of School's management, members of the Board of Directors, the Auditor General of the State of Florida and the School District of Lee County, Florida, and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 11, 2012



INDEPENDENT AUDITORS' REPORT TO THE BOARD OF DIRECTORS

To the Board of Directors
Florida High School for Accelerated Learning- South Lee County Campus, Inc.
d/b/a Coronado High School
Lee County, Florida

We have audited the basic financial statements of Florida High School for Accelerated Learning- South Lee County Campus, Inc. d/b/a Coronado High School (the "School"), a component unit of the School Board of Lee County, Florida, as of June 30, 2012, which collectively comprise the School's basic financial statements and have issued our report thereon dated September 11, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters. Disclosures in that report, which is dated September 11, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with the provisions of Chapter 10.850, Rules of the Auditor General, which govern the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditors' report:

1. Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. We had no comments in the proceeding year's audit.
2. Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.
3. Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contracts or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.
4. Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse, and (2) deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.
5. Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the school is Florida High School for Accelerated Learning- South Lee County Campus, Inc. d/b/a Coronado High School.

6. Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
7. Pursuant to Sections 10.854(1)(3)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of the School's management, the Board of Directors, the Auditor General of the State of Florida, and the School Board of Lee County, and is not intended to be and should not be used by anyone other than these specified parties.

KEEFE, McCULLOUGH & CO., LLP

Fort Lauderdale, Florida
September 11, 2012

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

**Financial Statements
with Independent Auditors' Reports Thereon**

June 30, 2012



M^cCRADY | HESS | RUTH
CERTIFIED PUBLIC ACCOUNTANTS

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**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

MANAGEMENT'S DISCUSSION AND ANALYSIS

Management of Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School (the "School") offers the following narrative overview and analysis of the financial activities of the School for the initial fiscal year ended June 30, 2012. Since this is the initial year of operations, no comparative information is presented.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide the past and current position of the School's financial condition. This summary should not be taken as a replacement for the audit, which consists of the basis financial statements and other supplemental information.

FINANCIAL HIGHLIGHTS

- ❖ The School is managed by Accelerated Learning Solutions, Inc. through a management agreement.
- ❖ For the fiscal year ended June 30, 2012, the School's expense exceeded revenues by \$91,340.
- ❖ As 2012 was the first year of operations, the School invested approximately \$340,000 in computers, furniture and leasehold improvements.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to School's basic financial statements. The School's basic financial statements consist of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. The basic financial statements present two different views of the School through the use of government-wide statements and fund financial statements. In addition to the basic financial statements, this report contains other supplemental information that will enhance the understanding of the financial condition of School. This document also includes the Independent Auditors' Report on Compliance and Internal Controls Required by *Government Auditing Standards*, as well as the management letter required by the Rules of the Auditor General, Chapter 10.850, *Audits of Charter Schools and Similar Entities*.

Government-wide Financial Statements

The government-wide financial statements are designed to provide a broad overview of the School's finances, similar in format to a financial statement of a private-sector business. The government-wide statements provide short and long-term information about the School's financial status as a whole.

The two government-wide statements report the School's net assets and the current year changes. Net assets are the difference between the School's total assets and total liabilities. Measuring net assets is one way to evaluate the School's financial condition.

The government-wide statements are divided into three categories: 1) governmental activities, 2) business-type activities, and 3) component units. The governmental activities include the School's basic services. The business-type activities are those services that the School charges for that are not directly related to the School's mission. For the year ended June 30, 2012, the School had no business-type activities.

Fund Financial Statements

The fund financial statements provide a more detailed look at the School's most significant activities. A fund is a grouping of related accounts used to maintain control over resources segregated for specific activities or objectives. All of the operations of the School are presented in governmental funds only.

Governmental funds are used to account for those functions reported as governmental activities in the government-wide financial statements. The School's basic services are accounted for in governmental funds. These funds focus on how assets that can readily be converted into cash flow in and out, and what monies are left at year-end will be available for spending in the next year. Governmental funds are reported using an accounting method called *modified accrual accounting*. This method also has a current financial resources focus. As a result, the governmental fund financial statements provide a detailed short-term view of the financial resources available to finance the School's programs. The relationship between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is described in a reconciliation that is a part of the fund financial statements.

The School adopts an annual budget for its general fund, as required by the Florida Statutes. The budget is legally adopted by management of the School and its Board. Budgetary comparison schedules have been included as part of the required supplementary information. The budgetary comparison schedules show four columns: 1) the original budget as adopted by the Board, 2) the final budget as amended by the Board, 3) the actual resources, charges and ending balances in the general fund, and 4) the variance between the final budget and the actual resources and charges.

Notes to Financial Statements

The notes to financial statements provide additional information essential to the full understanding of the information reported in the government-wide and fund financial statements. The notes to the financial statements start on page 15 of this report.

This report also includes the Independent Auditors' Report on Internal Controls Over Financial Reporting and On Compliance and Other Matters Required by *Government Auditing Standards*, as well as the management letter required by the Rules of the Auditor General, Chapter 10.850, *Audits of Charter Schools and Similar Entities*.

GOVERNMENT-WIDE ANALYSIS OF THE SCHOOL

The School's combined net assets as of June 30, 2012 are summarized as follows:

ASSETS

Current assets	\$ 783,873
Capital assets, net of depreciation	<u>276,777</u>
Total assets	<u>1,060,650</u>

LIABILITIES

Current liabilities	760,820
Long-term liabilities	<u>391,170</u>
Total liabilities	<u>1,151,990</u>

Net Assets

Investment in capital assets, net of related debt	(63,531)
Restricted:	
Capital purchases or debt service	50,862
Unrestricted	<u>(78,671)</u>
Total net assets	<u>\$ (91,340)</u>

The School has been in operations for one year; therefore, a comparative government-wide financial analysis is not presented.

Change in Net Assets

The School's total expenses exceeded total revenues by approximately \$91,000 in fiscal 2012—see table below.

Revenues:

Federal sources passed through local school district	\$ 89,070,
State and local sources	<u>1,634,139</u>
Total revenues	<u>1,723,209</u>

Expenses:

Instruction	493,257
Pupil personnel services	174,415
Board	22,024
General administration	69,786
School administration	491,084
Central services	19,480
Transportation	88,597
Operation of plant	319,568
Maintenance of plant	109,778
Interest	<u>26,560</u>
Total expense	<u>1,814,549</u>
Change in net assets	<u>\$ (91,340)</u>

The School has been in operations for one year; therefore, a comparative statement of activities analysis is not presented.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

As the School completed the year, its governmental funds reported a combined fund balance of \$23,053.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of fiscal 2012, the School invested \$276,777 in capital assets, net of accumulated depreciation of \$63,530.

Leasehold improvements	\$ 166,035
Furniture, fixtures & equipment	<u>174,273</u>
	<u>340,308</u>
Accumulated depreciation	<u>(63,531)</u>
Capital assets, net	<u>\$ 276,777</u>

This year's major capital asset additions included the following:

- Facilities build out - \$166,000
- Computers and related equipment – \$124,000
- Furniture – \$50,000

More detailed information about the School's capital assets is presented in Note 3 to the financial statements.

Long-Term Liabilities

Long-term liabilities increased by approximately \$461,000 to finance the completion of the School's build out on its facilities and purchase new computer equipment. The School made principal payments of approximately \$70,000 and paid interest of approximately \$26,500 during fiscal year June 30, 2012. More detailed information about the School's long-term liabilities is presented in Note 4 to the financial statements.

GENERAL FUND BUDGETARY HIGHLIGHTS

In the general fund, budgeted revenues were unfavorable to the budget by approximately \$45,000 primarily due to lower actual enrollment. Actual expenditures were approximately \$381,000 more than budgeted amounts, exclusive of other financing sources (uses), primarily due to current year capital expenditures not budgeted in the general fund.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

Budget Highlights for the Fiscal Year Ending June 30, 2013

Amounts available for appropriation in the general fund are approximately \$1.9 million, an increase over the actual 2012. The change is contributed to an increase in student population.

Budgeted expenditures are expected to increase slightly to approximately \$1.9 million from the fiscal 2012 actual amount. The change is primarily related to an increase in instructional personnel, which will be offset with less budgeted capital expenditures. In order to meet operating needs, the management company has budgeted to defer approximately \$63,000 in management and education fees. The School added no new programs to the fiscal 2013 budget. If these estimates are realized, the School's general fund balance is expected to remain consistent in fiscal 2013.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide interested parties with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. Should additional information be required, please contact Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214.



**Report of Independent Auditors on Basic Financial Statements
and Supplementary Information**

To the Board of Directors of Florida High School for Accelerated Learning – Miami Campus, Inc.
d/b/a Green Springs High School,
a Charter School and Component Unit of the District
School Board of Miami-Dade County, Florida

We have audited the accompanying financial statements of the governmental activities, the major fund and the aggregate remaining fund information for Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School (the “School”), a charter school and component unit of the District School Board of Miami-Dade County, Florida, as of and for the year ended June 30, 2012, which collectively comprise the School’s basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School’s management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of information for Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School as of June 30, 2012, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated August 17, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 1 through 6 and 28 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

MC CRADY, HESS + RUTH

Maitland, Florida
August 17, 2012

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

Statement of Net Assets

June 30, 2012

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 594,529
Restricted cash	50,862
Due from other agencies	138,482
Capital assets:	
Leasehold improvements	166,035
Furniture, fixtures and equipment	174,273
Less accumulated depreciation	<u>(63,531)</u>
Total capital assets, net	<u>276,777</u>
Total assets	<u><u>\$ 1,060,650</u></u>
LIABILITIES	
Due to management company	\$ 760,820
Long-term liabilities:	
Portion due or payable within one year:	
Notes payable	64,186
Portion due or payable after one year:	
Notes payable	<u>326,984</u>
Total liabilities	<u>1,151,990</u>
NET ASSETS	
Invested in capital assets, net of related debt	(63,531)
Restricted:	
Capital purchases or debt service	50,862
Unrestricted	<u>(78,671)</u>
Total net assets	<u>(91,340)</u>
Total liabilities and net assets	<u><u>\$ 1,060,650</u></u>

The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

Statement of Activities

For the Year Ended June 30, 2012

	Program Specific Revenues			Net (Expenses) Revenues and Changes in Net Assets	
	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Total
Governmental Activities:	Expenses				
Instruction	\$ 493,257	\$ -	\$ 89,070	\$ (404,187)	\$ (404,187)
Pupil personnel services	174,415	-	-	(174,415)	(174,415)
Board	22,024	-	-	(22,024)	(22,024)
General administration	69,786	-	-	(69,786)	(69,786)
School administration	491,084	-	-	(491,084)	(491,084)
Central services	19,480	-	-	(19,480)	(19,480)
Transportation	88,597	-	-	(88,597)	(88,597)
Operation of plant	319,568	-	138,482	(181,086)	(181,086)
Maintenance of plant	109,778	-	-	(109,778)	(109,778)
Interest	26,560	-	-	(26,560)	(26,560)
Total primary government	\$ 1,814,549	\$ -	\$ 89,070	(1,586,997)	(1,586,997)
General revenues:					
State and local sources				1,495,657	1,495,657
Federal sources				-	-
Total general revenue				1,495,657	1,495,657
Changes in net assets					
Net assets at beginning of year				(91,340)	(91,340)
Net assets at end of year				-	-
				\$ (91,340)	\$ (91,340)

The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

Balance Sheet - Governmental Funds

June 30, 2012

	General Fund	Capital Outlay Fund	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 594,529	\$ -	\$ 594,529
Restricted cash	50,862	-	50,862
Due from other agencies	-	138,482	138,482
Due from other governmental funds	138,482	-	138,482
Total assets	\$ 783,873	\$ 138,482	\$ 922,355
LIABILITIES			
Due to management company	\$ 760,820	\$ -	\$ 760,820
Due to general fund	-	138,482	138,482
Total liabilities	760,820	138,482	899,302
FUND BALANCES			
Restricted:			
Capital purchases or debt service	50,862	-	50,862
Spendable:			
Unassigned	(27,809)	-	(27,809)
Total fund balances	23,053	-	23,053
Total liabilities and fund balances	\$ 783,873	\$ 138,482	\$ 922,355

The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

**Reconciliation of the Governmental Funds Balance Sheet
to the Statement of Net Assets**

June 30, 2012

Total fund balances - governmental funds	\$	23,053
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Amounts reported for governmental activities in the statement of net assets are different because:

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in the governmental funds. The cost of the assets are \$340,308 and the accumulated depreciation is \$63,531.		276,777
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Long-term liabilities, including notes payable, are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year end consist of:

Notes payable		<u>(391,170)</u>
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Total net assets - governmental activities	\$	<u><u>(91,340)</u></u>
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The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

**Statement of Revenues, Expenditures and
Changes in Fund Balances of Governmental Funds**

For the Year Ended June 30, 2012

	General Fund	Capital Outlay Fund	Other Governmental Funds	Total Governmental Funds
REVENUES				
Federal sources passed through local school district	\$ -	\$ -	\$ 89,070	\$ 89,070
State and local sources	1,495,657	138,482	-	1,634,139
Total revenues	1,495,657	138,482	89,070	1,723,209
EXPENDITURES				
Current:				
Instruction	357,188	-	89,070	446,258
Pupil personnel services	174,415	-	-	174,415
Board	22,024	-	-	22,024
General administration	69,786	-	-	69,786
School administration	491,084	-	-	491,084
Central services	19,480	-	-	19,480
Transportation	88,597	-	-	88,597
Operation of plant	164,554	138,482	-	303,036
Maintenance of plant	109,778	-	-	109,778
Debt service:				
Principal	-	-	70,000	70,000
Interest	-	-	26,560	26,560
Capital outlay	340,308	-	-	340,308
Total expenditures	1,837,214	138,482	185,630	2,161,326
Excess of expenditures over revenues	(341,557)	-	(96,560)	(438,117)
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of debt	461,170	-	-	461,170
Operating transfer in	-	-	96,560	96,560
Operating transfer out	(96,560)	-	-	(96,560)
Total other financing sources	364,610	-	96,560	461,170
Net changes in fund balances	23,053	-	-	23,053
Fund balances at beginning of year	-	-	-	-
Fund balances at end of year	\$ 23,053	\$ -	\$ -	\$ 23,053

The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING - MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
District School Board of Miami-Dade County, Florida**

**Reconciliation of the Statement of Revenues, Expenditures and
Changes in Fund Balances of Governmental Funds
to the Statement of Activities**

For the Year Ended June 30, 2012

Net changes in fund balance - total governmental funds	\$ 23,053
---------------------------------------------------------------	------------------

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays (\$340,308) exceed depreciation expense (\$63,531) in the current period.	276,777
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

Proceeds from issuance of long-term debt are reported as an other financial source in the governmental funds. However, in the statement of activities, the amount of funds borrowed is reported as an increase in long-term debt payable.	(461,170)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Principal payments on long-term debt are expenditures in the governmental funds, but the repayments reduce long-term liabilities in the statement of net assets.	70,000
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Change in net assets of governmental activities	\$ (91,340)
--------------------------------------------------------	--------------------

The accompanying notes to financial statements are an integral part of this statement.

**FLORIDA HIGH SCHOOL FOR ACCELERATED
LEARNING – MIAMI CAMPUS, INC.
d/b/a GREEN SPRINGS HIGH SCHOOL**

**A Charter School and Component Unit of the
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Notes to Financial Statements

For the Year Ended June 30, 2012

1 ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Florida High School For Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School (the "School"). The School is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes and the Florida Not-for-Profit Corporation Act. The governing body of the School is the not-for-profit corporation Board of Directors the ("Board"), which is composed of five members. The School has retained a management company to operate the School (see Note 6).

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the District School Board of Miami-Dade County Florida, (the "School Board"). The School is considered a component unit of the School Board and meets the definition of a governmental entity under the Governmental Accounting Standards Board ("GASB").

The School developed a philosophy of recognizing and rewarding each student as an individual. Therefore the education program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

The School has selected a self-paced, mastery based, accelerated learning program as the model to implement this philosophy. The goal of the School is to provide, for students that might not be best suited for traditional schools, a school program and education opportunities. These students include, but are not limited to, drop-outs or those in danger of dropping out, students needing more remedial support or individual instruction than can obtained in a traditional high school, and students with family or other situations that prevent attending a regular scheduled program at traditional high schools.

Charter Contract

The School operates under a charter granted by the Miami-Dade School Board (the "School Board"). The current charter expires on June 30, 2016 and may be renewed for a maximum of an additional five years, unless a longer term is required by law, by mutual written agreement between the School and the School Board. Upon the expiration of the charter, the School Board may elect not to renew the charter under grounds specified in the charter. However, the School Board may terminate the current charter at any time if good cause is shown. In the event of termination of the charter, any property purchased by the School with public funds and any unencumbered public funds revert back to the School Board.

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**Notes to Financial Statements
(continued)**

Basis of Presentation

Based on the guidance provided in the American Institute of Certified Public Accountants Audit and Accounting Guide – *Audits for States and Local Governments* and provisions in the Florida Statutes, the School is considered as a governmental organization for financial statement reporting purposes. The School is required by its agreement with the School Board to use the governmental reporting model and follow the fund and accounting structure provided in the “Financial and Program Cost Accounting and Reporting for Florida Schools – The Red Book” issued by the FDOE.

Government-wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School in a manner similar to a private-sector business. The statement of net assets and statement of activities are designed to provide financial information about the School as a whole on an accrual basis of accounting. The statement of net assets provides information about the School’s financial position, its assets and its liabilities, using an economic resources measurement focus.

The statement of activities presents a comparison between direct expenses and program revenue for each function or program of the School’s governmental activities. Direct expenses are those specifically associated with a program or function, therefore, are clearly identifiable to a particular function.

Program revenues include charges paid by the recipient of goods and services offered by the program and grants and contributions that are restricted for meeting the operational or capital requirements of a particular program. Revenues not classified as program revenues are presented as general revenues.

Fund Financial Statements

The governmental fund financial statements report detailed information about the School’s most significant funds, not the School as a whole. A fund is a group of related accounts used to maintain control over resources that have been segregated for specific activities or objectives. The School uses fund accounting to ensure and demonstrate compliance with finance related requirements. Certain funds are established by law while others are created by grant agreements. The following are major individual governmental funds reported in the fund financial statements:

- General Fund – the School’s primary operating fund that accounts for all financial resources of the school, except those that are required to be accounted for in another fund.
- Capital Projects Fund – to account for all resources for the acquisition of capital items by the School purchased with capital outlay funds.

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**Notes to Financial Statements
(continued)**

- Debt Service Fund – to account for the accumulation of resources for, and payment of general long-term debt principal, interest, and related costs.

For the purpose of these statements, the general and capital outlay funds are considered major funds. The debt service and other fund are non-major funds and reported as other governmental funds.

Basis of Accounting

Basis of accounting refers to when revenues and expenses/expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recognized when earned and expenses/expenditures are recognized when a liability is incurred, regardless of the timing the related cash flows take place.

The governmental fund financial statements are reported using the modified accrual basis of accounting. Under this method, revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectable within a current period. The School considers revenues to be available if they are collected within 60 days after the end of the current fiscal year. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds from the acquisition of long-term debt are reported as other financing sources.

Budgetary Basis Accounting

Budgets are prepared using the modified accrual basis of accounting and the governing board must approve all budgets and amendments. During the fiscal year, expenditures were controlled at the object level. Budgets may be amended by resolution of the Board prior to the date of the annual report.

Cash and Cash Equivalents

The School's cash and cash equivalents consist primarily of demand deposits with financial institutions.

As State of Florida Statutes and the School's policy require, all deposits be made into and held by a financial institutions designated by the treasurer of the State of Florida as qualified public depositories as defined by Chapter 280 of the Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by the institution, the collateral eligible for pledge, and reporting requirements of the qualified public depositor to the treasurer is defined by the

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**Notes to Financial Statements
(continued)**

ability to assess members of the pool should the need arise. The School's deposits are held in a qualified public depository. They are covered by the collateral pool as the School has identified itself as a public entity at June 30, 2012.

Restricted Cash

The School has restricted cash of approximately \$51,000 at June 30, 2012, which relates to additional proceeds from the note payable. The proceeds from the School's note payable can be used solely for the purchase or acquisition of capital assets or future debt payments.

Interfund receivables and payables

Activities between the funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as due to/from other funds. The general fund has recorded total receivables of approximately \$138,000 which are related to the capital outlay fund for amounts paid by the general fund on behalf of the capital outlay fund.

Interfund transfers

The School reports its debt service fund expenditures in the other governmental funds. For the year ended June 30, 2012, the general funds transferred approximately \$96,500 to the other governmental funds for the current year debt service payments.

Capital Assets and Depreciation

The School's capital assets with useful lives of more than one year are stated at historical cost and reported in the statement of net assets in the government-wide financial statements. Donated capital assets are recorded at their estimated fair value on the date donated. The School capitalizes assets with a cost of \$750 or more. Expenditures of normal maintenance and repair that do not add to the asset value or extend the useful life are not capitalized. Depreciation is computed using the straight-line method. Estimated useful lives of the assets are as follows:

	<u>Years</u>
Leasehold improvements	10
Furniture, fixtures and equipment	3 – 5

Information related to the change in capital assets is described in Note 3.

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**Notes to Financial Statements
(continued)**

Long-Term Liabilities

Long-term liabilities financed by resources to be received in the future by the general fund are reported in the government-wide financial statements, not in the general fund. Changes in long-term liabilities for the current year are reported in Note 4.

Net Assets and Fund Balance Classifications

Government-wide financial statements

Net assets are classified and reported in three components:

- Investment in capital assets, net of related debt – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are specifically attributed to the acquisition or improvement of those assets.
- Restricted net assets – consists of net assets with constraints placed on their use either by external groups such as creditors, grantors, contributors or laws or regulations of other governments.
- Unrestricted net assets – all other net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Fund financial statements

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.
- Assigned – fund balance that is intended to be used by the School’s management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School’s general fund and includes all spendable amounts not contained in the other classifications.

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**Notes to Financial Statements
(continued)**

This statement also clarifies the definition of the special revenue fund to denote it may be used to account for the proceeds of specific revenue sources (other than trusts for individual, private organizations or other governmental agencies or for major capital projects) legally restricted to expenditures for specified purposes.

Order of Fund Balance Spending Policy

The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for the non-general fund.

Revenue Sources

Revenues for operations are received primarily from the District School Board of Miami-Dade County, Florida pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33, Florida Statutes, the School reports the number of full-time equivalent (FTE) students and related data to the School District. The School Board receives a 5% administrative fee from the School, which is withheld from the respective FEFP payments. The administrative expense is reflected as a general administration expense/expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances – governmental funds. The administrative fee is calculated on the FEFP revenue up to 250 students.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during the designated full-time equivalent student survey period. The FDOE may also adjust subsequent fiscal period allocations based on an audit of the School's compliance in determining and reporting FTE and related data. Generally, such adjustments are treated as reductions or additions of revenues in the year when the adjustments are made.

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(continued)**

The basic amount of funding through the FEFP under Section 1011.62 is calculated based on (1) unweighted FTE, multiplied by (2) the cost factor for each program multiplied by (3) the base student allocation established by the Florida legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the year ended June 30, 2012, the School reported 267.90 unweighted FTE.

The School received additional funding under other federal and state grants. This assistance is generally received based on applications submitted to various granting agencies. For federal and state grants in which funding is awarded based on incurring eligible expenditures, revenue is recognized as the amount of eligible expenditures have been incurred.

The School is also eligible for charter school capital outlay funding. The amounts received under this program are based on the School's actual and projected student enrollment during the fiscal year. Funds received under this program may only be used for lawful capital outlay expenditures.

Use of Estimates

In preparing the financial statements in conformity with accounting principles generally accepted in the United States, management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the balance sheet and revenues and expenses/expenditures for the period presented. Actual results could differ significantly from those estimates.

2 DUE FROM OTHER AGENCIES

Due from other agencies included in the accompanying financial statements includes \$138,482 in capital outlay funds receivable from the School Board. Based on the sources of funds, management has evaluated the collectability and an allowance for doubtful accounts is not considered necessary.

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**Notes to Financial Statements
(continued)**

3 CAPITAL ASSETS

Capital asset activity during the year ended June 30, 2012 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets:				
Leasehold improvements	\$ -	\$ 166,035	\$ -	\$ 166,035
Furniture, fixtures & equipment	-	174,273	-	174,273
Total capital assets	<u>-</u>	<u>340,308</u>	<u>-</u>	<u>340,308</u>
Accumulated depreciation:				
Leasehold improvements	-	(16,532)	-	(16,532)
Furniture, fixture & equipment	-	(46,999)	-	(46,999)
Total accumulated depreciation	<u>-</u>	<u>(63,531)</u>	<u>-</u>	<u>(63,531)</u>
Capital assets, net	<u>\$ -</u>	<u>\$ 276,777</u>	<u>\$ -</u>	<u>\$ 276,777</u>
Depreciation expense:				
Instructional			\$ 46,999	
Operation of plant			<u>16,532</u>	
Total governmental activities depreciation expense			<u>\$ 63,531</u>	

4 LONG-TERM DEBT

The School has entered into a note payable with Building Hope, a Charter School Facilities Fund. The note calls for interest payments through September 2012. Effective October 2012, principal and interest payments of \$9,550 are due monthly. Interest rate is 8% annual and the note matures September 2016.

The following is a summary of changes in long-term debt for the year ended June 30, 2012:

Balance outstanding at the beginning of year	\$ -
Additions	461,170
Reduction	<u>(70,000)</u>
Balance outstanding at the end of year	<u>\$ 391,170</u>

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**Notes to Financial Statements
(continued)**

Future debt service related to the note payable is as follows as of June 30, 2012:

Year ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 64,168	\$ 29,601	\$ 93,769
2014	91,751	22,844	114,595
2015	99,366	15,229	114,595
2016	107,614	6,981	114,595
2017	28,271	378	28,649
	<u>\$ 391,170</u>	<u>75,033</u>	<u>\$ 466,203</u>

Interest paid during the year ended June 30, 2012 totaled approximately \$26,500.

5 SCHEDULE OF STATE AND LOCAL REVENUE SOURCES

The following is a schedule of state and local revenue sources:

District School Board of Miami-Dade County, Florida:

Florida Education Finance Program	\$ 970,420
Class size reduction	252,167
Capital outlay funding	138,482
Supplemental academic instruction	87,276
Discretionary millage funds	66,617
ESE guaranteed allocation	47,580
Transportation	46,781
Instructional materials	20,067
Safe school	7,537
Science lab materials	1,047
Discretionary lottery funds	848
Proration to funds available	<u>(4,683)</u>
Total	<u>\$ 1,634,139</u>

The administrative fee paid to the School Board during the year ended June 30, 2012 totaled approximately \$70,000, which is reflected as a general administration expense/expenditure in the accompanying statement of activities and statement of revenues, expenditures and changes in fund balances – governmental funds.

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**Notes to Financial Statements
(continued)**

6 MANAGEMENT AND EDUCATION CONTRACTS

Management Contract

The School has entered into a contractual agreement with Accelerated Learning Solutions, Inc., a Tennessee Corporation ("ALS"), to provide management and consulting services to the School. The management agreement commenced January 2011 for an initial five year term and is automatically renewable for successive five year terms unless notice of intent not to renew is executed six months prior to its anniversary by either party. Under the terms of the agreement, the School is charged fees for services of thirteen percent (13%) of the School's qualified gross revenues as defined by the agreement in the first year of the School's operations, twelve (12%) of the School's qualified gross revenues in the second year and eleven (11%) of the School's qualified gross revenues in the third year of the School's operations and for subsequent years thereafter. Qualified gross revenues include various state, federal and local source revenues with certain exceptions. Qualified gross revenues exclude student fees, PTA/PTO income and any state or federal funding that is meant to be a reimbursement of expenditures on a dollar for dollar basis.

In return for the fees ALS shall be responsible for providing management and consulting services in the areas of financial operations, facility and equipment procurement and maintenance, curriculum assessment and evaluation, technology and operational support, human resources and student recruitment.

The contract may be terminated by the School for non-renewal of the charter with the School Board and for breaches of contract terms which have not been cured within ninety days of written notice at the time of the contract breach. The contract may be terminated by ALS for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to ALS, material changes in federal or state funding, or other material breaches of the contract terms by the School which have not been cured within ninety days of written notice at the time of the contract breach.

For the year ended June 30, 2012, the School incurred approximately \$179,000 of management fees and is reflected as a school administration expense/expenditure in the accompanying statements of activities and statement of revenues, expenditures and changes in fund balances – governmental funds. The amount of fees incurred during 2012 are included in due to management company in the accompany statement of net assets and balance sheet – governmental funds.

Education Contract

The School has also entered into a contractual agreement with ALS to provide education services to the School. The agreement commenced January 2011 for an initial five year term and is automatically renewable for successive five year terms unless notice of intent not to renew is executed six months prior to its anniversary by either party. Under the terms of the agreement, the School is charged fees for services of three percent (3%) of the School's

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**Notes to Financial Statements
(continued)**

qualified gross revenues as defined above. In addition, the School must pay ALS all salary and hourly benefit costs of the personnel employed by ALS for the School, and all direct, third party costs incurred by ALS in connection with providing the educational program services.

In return for the fees ALS shall be responsible for providing the educational program for the School subject to the approval of the School and consistent with the mission set forth in the School's charter. ALS shall also recruit, select and employ the School's principal and other personnel deemed necessary by ALS and the School for the School's operations.

The contract may be terminated by the School for non-renewal of the charter with the School Board and for breaches of contract terms which have not been cured within ninety days of written notice at the time of the contract breach. The contract may be terminated by ALS for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to ALS, material changes in federal or state funding, or other material breaches of contract terms by the School which have not been cured within ninety days of written notice at the time of the contract breach.

For the year ended June 30, 2012, the School incurred approximately \$41,000 of education services and is reflected as a school administration expense/expenditure in the accompanying statements of activities and statement of revenues, expenditures and changes in fund balances – governmental funds. The amount of fees incurred during 2012 are included in due to management company in the accompany statement of net assets and balance sheet – governmental funds.

Deferral of fees

Based on the addendum to management agreement dated January 25, 2011, ALS has agreed to the deferral its monthly fees (or such portion thereof as may be necessary) until the School has the ability to pay the continuing fee without creating a condition of financial emergency. The amounts due to the management company for the above fees continue to be deferred, however the fees are considered to be due on demand and are reported in due to management company in the accompanying statement of net assets.

7 RISK MANAGEMENT PROGRAM

Workers' compensation coverage, health and hospitalization, general liability, professional liability and property coverage are being provided through purchased commercial insurance with minimum deductibles for each line of coverage. Settled claims resulting from these risks have not historically exceeded commercial coverage.

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**Notes to Financial Statements
(continued)**

8 COMMITMENTS AND CONTINGENT LIABILITIES

Lease commitment

The School entered into a lease agreement for the facilities of the School, which expires June 30, 2016. The lease requires monthly payments of \$20,000 through the term of the lease. The lease contains a renewal option for one additional five year term.

Future lease payments, including the annual increases are as follows:

Year Ended June 30:		
2013	\$	240,000
2014		240,000
2015		240,000
2016		240,000
Total	\$	<u>960,000</u>

Retirement benefits

The School does not provide post-retirement benefits to retired employees. All employees are employees of the management company and benefits are the management company's sole responsibility.

Grants

The School participates in state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at year end may be impaired.

In the opinion of the School, there are no significant contingent liabilities related to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

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**Notes to Financial Statements
(continued)**

Legal Matters

In the normal course of conducting its operations, the School occasionally becomes party to various legal actions and proceedings. In the opinion of management, the ultimate resolution of such legal matters will not have a significant adverse effect on the accompanying financial statements.

9 INCOME TAXES

The School qualifies as a tax-exempt organization under Internal Revenue Code Section 501(c)(3), and is therefore, exempt from income taxes. Accordingly, no tax provision has been made in the accompanying financial statements. Additionally, no uncertain tax positions have been made requiring disclosure in the related notes to the financial statements. Fiscal year 2012 will be the School's first tax year; therefore, there are no tax years open for examination by tax authorities.

10 SUBSEQUENT EVENTS

In accordance with GASB Codification Section 2250.106, the School has evaluated subsequent events and transactions for potential recognition or disclosure through August 17, 2012, which is the date the financial statements were available to be issued.

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Required Supplementary Information

Budget Comparison Schedule - General Fund

For the Year Ended June 30, 2012

	Budgeted Amounts		Actual	Variance
	Original	Final		
REVENUES				
State and local sources	\$ 1,541,134	\$ 1,541,134	\$ 1,495,657	\$ (45,477)
Total revenues	1,541,134	1,541,134	1,495,657	(45,477)
EXPENDITURES				
Current:				
Instruction	430,096	430,096	357,188	(72,908)
Pupil personnel support	150,894	150,894	174,415	23,521
Board	18,520	18,520	22,024	3,504
General administration	75,823	75,823	69,786	(6,037)
School administration	493,611	493,611	491,084	(2,527)
Central services	6,500	6,500	19,480	12,980
Transportation	31,000	31,000	88,597	57,597
Operation of plant	143,068	143,068	164,554	21,486
Maintenance of plant	106,920	106,920	109,778	2,858
Capital outlay	-	-	340,308	340,308
Total expenditures	1,456,432	1,456,432	1,837,214	380,782
Excess (deficiency) of revenue over expenditures	84,702	84,702	(341,557)	(426,259)
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of debt	-	-	461,170	461,170
Operating transfer out	-	-	(96,560)	(96,560)
Total other financing sources	-	-	364,610	364,610
Net changes in fund balances	84,702	84,702	23,053	(61,649)
Fund balances at beginning of year	-	-	-	-
Fund balances at end of year	\$ 84,702	\$ 84,702	\$ 23,053	\$ (61,649)

See report of independent auditors.



**Report of Independent Auditors on Internal Control Over
Financial Reporting and on Compliance and Other Matters Based
on an Audit of Financial Statements Performed in Accordance
with *Government Auditing Standards***

To the Board of Directors of Florida High School for Accelerated Learning – Miami Campus, Inc.
d/b/a Green Springs High School,
a Charter School and Component Unit of the District
School Board of Miami-Dade County, Florida

We have audited the financial statements of the governmental activities, the major fund and the aggregate remaining fund information of Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School, (the “School”), a charter school and component unit of the District School Board of Miami-Dade County, Florida, as of and for the year ended June 30, 2012, which collectively comprise the School’s basic financial statements and have issued our report thereon dated August 17, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

A *deficiency* in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of management of the School, the District School Board of Miami-Dade County, Florida, the Florida Department of Education and the Florida Auditor General and is not intended to be and should not be used by anyone other than these specified parties.

MC CRADY, HESS + RUTH

Maitland, Florida
August 17, 2012

**Additional Information Required by
Rules of the Auditor General,
Chapter 10.850, *Audits of Charter Schools
and Similar Entities***



**Management Letter as Required by Rules of the Florida Auditor General,
Chapter 10.850, Florida Statutes, *Charter School Audits***

To the Board of Directors of Florida High School for Accelerated Learning – Miami Campus, Inc.
d/b/a Green Springs High School,
a Charter School and Component Unit of the District School Board of
Miami-Dade County Florida

We have audited the financial statements of the governmental activities, the major fund and the aggregate remaining fund information of Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School, (the “School”) as of and for the year ended June 30, 2012, and have issued our report thereon dated August 17, 2012.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements Performed in Accordance with *Government Auditing Standards*. Disclosure in those reports and schedules, which are dated August 17, 2012, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditor's reports:

- Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. Fiscal year 2012 is the initial audit of the School, therefore, this section is not applicable for the year ended.
- Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.
- Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contract or grant agreements, or abuse, that have occurred, or are likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we did not have any such findings.

- Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts, or abuse and (2) deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.
- Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the School is Florida High School for Accelerated Learning – Miami Campus, Inc. d/b/a Green Springs High School.
- Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes, and identification of the specific conditions met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
- Pursuant to Sections 10.854(1)(e)7.a. and 10.855(11), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided the same.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of management, the Board of Directors, the Sponsor and the Florida Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

MC CRADY, HESS + RUTH

Maitland, Florida
August 17, 2012

SUNSHINE HIGH SCHOOL –
CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
(A component unit of the District School
Board of Orange County, Florida)

FINANCIAL STATEMENTS
(Audited)

For the year ended June 30, 2012

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
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DAVID S. HOLLAND, CPA
THOMAS F. REILLY, CPA

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of the
Sunshine High School – Central Orange County Campus, Inc.
d/b/a Aloma High School

We have audited the accompanying financial statements of the governmental activities and each major fund of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School (the School), a component unit of the District School Board of Orange County, Florida, as of June 30, 2012 and for the year then ended, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School, as of June 30, 2012, and the respective changes in financial position thereof for the year then ended in conformity with U.S. generally accepted accounting principles.

As discussed further in Notes 4 and 6, the School is dependent on all management and administrative support from Community Education Partners, Inc, and its affiliate, the School's management company.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 26, 2012 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 3 through 6, and budgetary comparison information on page 21 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's response to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance on them.

Holland & Reilly

Orlando, FL
September 26, 2012

MANAGEMENT'S DISCUSSION
AND ANALYSIS
(MD&A)

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012

As management of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School (the School), a component unit of the District School Board of Orange County, Florida, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2012.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the past and current position of the School's financial condition. This summary should not be taken as a replacement for the audit, which consists of the basic financial statements and other supplementary information.

FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this year's operations.

- The School is managed by Community Education Partners and its affiliate, Accelerated Learning Solutions, Inc. through a management agreement.
- The net assets at the School as of June 30, 2012 of \$343,256 primarily consisted of cash and FEFP Capital Outlay Receivable in excess of payable due to the management company.
- The School's total revenues were \$2,797,845 including \$2,433,095 from state FEFP, \$30,746 from transportation funding, \$179,263 from state Public Education Capital Outlay, \$1,782 from Florida Teachers' Lead Program, \$147,338 from federal start-up funds, \$3,588 from federal Title II funds, and \$2,033 from other sources. The School's expenses for the year ended June 30, 2012 were \$2,651,398.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide basic financial statements, 2) fund basic financial statements, and 3) notes to the basic financial statements. This report also contains other required supplementary information in addition to the basic financial statements themselves.

Government-wide Basic Financial Statements

The government-wide basic financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private sector business.

The statement of net assets presents information on all of the School's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net assets changed during the year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. uncollected revenues and services rendered but unpaid).

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

The government-wide basic financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide financial statements can be found on pages 7 and 8 of this report.

Fund Basic Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the basic government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide basic financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide basic financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains two governmental fund types, the General Fund and the Capital Projects Fund. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances for the two funds.

The governmental fund financial statements can be found on pages 9 and 10 of this report.

The School adopts an annual budget for the General Fund. A budgetary comparison statement has been provided on page 21 for the General Fund to demonstrate compliance with the budget.

Notes to Basic Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund basic financial statements. The notes to basic financial statements can be found on pages 11 through 20 of this report.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
MANAGEMENT'S DISCUSSION AND ANALYSIS
June 30, 2012

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Our analysis in the table below focuses on the unrestricted net assets of the School's governmental activities:

STATEMENT OF NET ASSETS

	2011	2012
Current assets	\$ 571,234	\$ 483,725
Capital assets	55,657	114,448
	<u>626,891</u>	<u>598,173</u>
Current liabilities	430,082	254,917
Net assets	<u>\$ 196,809</u>	<u>\$ 343,256</u>

The results of the operations for the School as a whole are reported in the statement of activities on page 8. The table below provides a condensed presentation of the School's revenues and expenses for the years ended June 30, 2011 and 2012.

CHANGES IN NET ASSETS

	2011	2012
Revenues:		
General revenues	\$ 3,082,672	\$ 2,795,812
Program revenues	3,662	2,033
	<u>3,086,334</u>	<u>2,797,845</u>
Expenses:		
Instruction - basic	791,916	825,265
Pupil personnel services	172,975	206,049
Instructional media services	-	4,642
School board	26,051	30,054
School administration	624,558	593,553
Fiscal services	5,415	5,985
Transportation services	56,256	49,293
Plant operations and maintenance	353,323	351,734
Management company fee	884,133	584,823
	<u>2,914,627</u>	<u>2,651,398</u>
Change in net assets	<u>\$ 171,707</u>	<u>\$ 146,447</u>

GOVERNMENTAL FUND EXPENDITURES

The following table presents the cost of the largest functions/programs as a percentage of total governmental expenditures:

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
MANAGEMENT’S DISCUSSION AND ANALYSIS
June 30, 2012

	2011		2012	
	Expenditures	%	Expenditures	%
Governmental Expenditures				
Instructional	\$ 843,013	28.4%	\$ 881,740	34.8%
Pupil personnel services	172,975	5.8%	206,049	8.2%
School administration	629,118	21.2%	595,869	23.5%
Plant operations and maintenance	353,323	11.9%	172,471	6.8%
Management fee	884,133	29.8%	584,823	23.1%
Other expenditures	87,722	2.9%	89,974	3.6%
	<u>\$ 2,970,284</u>	<u>100%</u>	<u>\$ 2,530,926</u>	<u>100%</u>

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

During the year ended June 30, 2012, the School acquired computers, smart board and projector systems, and other equipment totaling \$102,478 with a federal grant (Note 3). Other capital assets are provided by the management company that was engaged to operate the School (Note 4).

Debt Administration

At June 30, 2012, the School has no long term debt obligations.

GENERAL FUND BUDGETARY HIGHLIGHTS

Total revenues were unfavorable to the budget due to lower enrollment (state sources), which were partially offset by federal sources of funds that were not budgeted.

Total expenditures were favorable to the budget due to lower management fees caused by lower enrollment, which were partially offset by unbudgeted expenditures funded by federal sources of funds. See page 21 for Budget and Actual comparisons. A transfer out of \$61,493 to the Capital Outlay Fund was not budgeted.

ECONOMIC FACTORS AND NEXT YEAR’S BUDGET

FEFP funding per student will increase by \$144.15 or 2.33% in FY 2013 as compared to FY 2012. The management agreement continues to provide for the delivery of services despite any revenue shortfalls. Enrollment will be sufficient.

All these factors were considered in preparing the FY 2013 budget.

REQUESTS FOR INFORMATION

If you have any questions about this report or need additional information, please write Patrick G. Min, CFO at Accelerated Learning Solutions, Inc., 2636 Elm Hill Pike, Suite 500 Nashville, TN 37214.

BASIC FINANCIAL STATEMENTS

SUNSHINE HIGH SCHOOL - CENTRAL ORANGE COUNTY CAMPUS, INC.

d/b/a Aloma High School

STATEMENT OF NET ASSETS

June 30, 2012

ASSETS

	<u>Governmental Activities</u>
Assets:	
Cash and cash equivalents	\$ 453,848
Accounts receivable, FEFP Capital Outlay Funds	29,877
Capital assets, net of accumulated depreciation	<u>114,448</u>
Total assets	<u><u>\$ 598,173</u></u>

LIABILITIES AND NET ASSETS

Liabilities:	
Payable to management company	<u>254,917</u>
Total liabilities	<u><u>254,917</u></u>
Net assets:	
Invested in capital assets	114,448
Restricted	110,664
Unrestricted	<u>118,144</u>
Total net assets	<u><u>343,256</u></u>
Total liabilities and net assets	<u><u>\$ 598,173</u></u>

See accompanying notes.

SUNSHINE HIGH SCHOOL - CENTRAL ORANGE COUNTY CAMPUS, INC.

d/b/a Aloma High School

STATEMENT OF ACTIVITIES

for the year ended June 30, 2012

		<u>Program Revenues</u>	<u>Governmental Activities</u>
		<u>Charges for</u>	<u>Net Revenue</u>
Functions/Programs:	<u>Expenses</u>	<u>Services</u>	<u>(Expense)</u>
			<u>And Change</u>
			<u>In Net Assets</u>
Instruction - basic	\$ 825,265	\$ -	\$ (825,265)
Pupil personnel services	206,049	-	(206,049)
Instructional media services	4,642	-	(4,642)
School board	30,054	-	(30,054)
School administration	593,553	-	(593,553)
Fiscal services	5,985	-	(5,985)
Transportation services	49,293	-	(49,293)
Plant operations and maintenance	351,734	2,033	(349,701)
Management company fee	584,823	-	(584,823)
Total expenses	<u>\$ 2,651,398</u>	<u>\$ 2,033</u>	<u>(2,649,365)</u>
General revenues:			
Federal sources			150,926
State sources			<u>2,644,886</u>
			<u>2,795,812</u>
Change in net assets			146,447
Net assets, beginning of period			<u>196,809</u>
Net assets, end of period			<u>\$ 343,256</u>

See accompanying notes.

SUNSHINE HIGH SCHOOL - CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2012

	Governmental Funds		
	General Fund	Capital Outlay	Total
Assets:			
Cash and cash equivalents	\$ 344,080	\$ 109,768	\$ 453,848
Accounts receivable, FEFP capital outlay funds		29,877	29,877
Total assets	<u>\$ 344,080</u>	<u>\$ 139,645</u>	<u>\$ 483,725</u>
Liabilities:			
Payable to management company	225,936	28,981	254,917
Total liabilities	<u>225,936</u>	<u>28,981</u>	<u>254,917</u>
Fund Balances:			
Restricted		110,664	110,664
Unassigned	118,144		118,144
	<u>118,144</u>	<u>110,664</u>	<u>228,808</u>
Total liabilities and fund balances	<u>\$ 344,080</u>	<u>\$ 139,645</u>	<u>\$ 483,725</u>

Reconciliation of the Governmental Fund Balance
Sheet to the Statement of Net Assets:

Governmental Fund Balance \$ 228,808

Capital assets used in governmental activities are not financial
resources and, therefore, are not reported in the funds.

Cost of capital assets	\$ 167,136	
Accumulated depreciation	<u>(52,688)</u>	<u>114,448</u>

Net Assets of Governmental Activities (page 7) \$ 343,256

See accompanying notes.

SUNSHINE HIGH SCHOOL - CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
for the year ended June 30, 2012

	<u>General Fund</u>	<u>Capital Outlay</u>	<u>Total Governmental Funds</u>
Revenues:			
Federal sources	\$ 150,926	\$	\$ 150,926
State sources			
Florida education finance program	2,414,670	49,171	2,463,841
Capital outlay		179,263	179,263
Florida lead teachers' program	1,782		1,782
Local sources	<u>2,033</u>		<u>2,033</u>
Total general revenues	<u>2,569,411</u>	<u>228,434</u>	<u>2,797,845</u>
Expenditures:			
Instruction - basic	\$ 881,740	\$	\$ 881,740
Pupil personnel services	206,049		206,049
Instructional media services	4,642		4,642
School board	30,054		30,054
School administration	595,869		595,869
Fiscal services	5,985		5,985
Transportation services	49,293		49,293
Plant operations and maintenance	172,471	179,263	351,734
Management company fee	<u>584,823</u>		<u>584,823</u>
Total expenditures	<u>2,530,926</u>	<u>179,263</u>	<u>2,710,189</u>
Excess of revenues over expenditures	38,485	49,171	87,656
Other financing sources (uses):			
Transfers in (out)	<u>(61,493)</u>	61,493	<u>-</u>
Excess (deficiency) of revenues over (under) expenditures and transfers in (out)	(23,008)	110,664	87,656
Fund balance, beginning of period	<u>141,152</u>	<u>-</u>	<u>141,152</u>
Fund balance, end of period	<u>\$ 118,144</u>	<u>\$ 110,664</u>	<u>\$ 228,808</u>

Reconciliation of the Statement of Revenues, Expenditures and Change in Fund
Balance of the Governmental Fund to the Statement of Activities:

Net Change in Fund Balance - Governmental Funds \$ 87,656

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated lives as depreciation expense.

Capital outlay	\$	102,478
Depreciation expense		<u>(43,687)</u>
		58,791

Change in Net Assets of Governmental Activities (page 8) \$ 146,447

See accompanying notes.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies:

Background and Organization - Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School in Orlando (the School), (a component unit of the District School Board of Orange County, Florida) is part of the Florida system of public education under the general direction of the Florida Department of Education (Department). The school was incorporated as a Florida not-for-profit corporation in August 2008, and commenced operations as a charter school in October 2008. The School was granted a charter to operate a high school, including grades nine to twelve, by the District School Board of Orange County, Florida (the District) in September 2008.

The School is primarily funded through state-wide Florida Education Finance Program (FEFP) funding received by the District and passed through to the School.

The School had developed a philosophy of recognizing and rewarding each student as an individual. Therefore the educational program, goals and objectives, and methods of accountability toward the objectives, must be set according to the situation of each individual student.

The School has selected a self-paced, mastery based, accelerated learning program as the model to implement this philosophy. The goal of the School is to provide, for students that might not be best suited for traditional schools, a school program and educational opportunities. These students include, but are not limited to, drop-outs or those in danger of dropping out, students needing more remedial support or individual instruction than can be obtained in a traditional high school, and students with family or other situations that prevent attendance at regularly scheduled programs at traditional high schools.

A Board of Directors (the Board) governs the School, and the School has retained a management company to operate the School (See Note 4).

Reporting Entity - The School operates under a charter granted by the District. The current charter is effective until June 30, 2013, and may be renewed in increments of five years by mutual written agreement between the School and the District. The School is eligible for a 15-year renewal if it shows exemplary academic programming and fiscal management. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter, in which case the District is required to notify the School in writing at least ninety days prior to the expiration of the charter. During the term of the charter, the District may also immediately terminate the charter if good cause is shown or if the District believes that the health, safety or welfare of the students is threatened. In the event the School is dissolved or terminated, any public unencumbered funds and all school property purchased with public funds automatically revert to the District. Because the School is fiscally dependent on and financially accountable to the District, it is considered a component unit of the District School Board of Orange County, Florida.

The School had no component units itself because it has no subsidiary or fiscally dependent organizations.

Basis of Presentation Type of Entity Presented - Based on the guidance provided in the American Institute of Certified Public Accountants Audit and Accounting Guide – *Not-for-Profit Organizations* and provisions of Florida Statutes, the School is presented as a governmental organization for financial statement reporting purposes and not as a not-for-profit organization.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies – continued:

The School is required by contract with the District to use the governmental reporting model and follow the fund and account structure provided in the "Financial and Program Cost Accounting and Reporting for Florida Schools – The Red Book" issued by the Florida Department of Education.

Financial Statements Presented - The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). All of the School's activities are classified as governmental activities.

Basis of Presentation - Government-wide Financial Statements - The statement of net assets and the statement of activities display information about the School as a whole. In the government-wide statement of net assets, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual economic resource basis, which recognizes all non-current assets and receivables as well as all non-current debt and obligations. This approach differs from the manner in which governmental fund financial statements are prepared. Therefore, governmental fund financial statements include reconciliations with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, investment earnings, miscellaneous revenue, etc). The statement of activities reduces gross expenses (including provision for depreciation) by related program revenues, operating and capital grants, and contributions. The effect of interfund activities has been removed from these statements. Program revenues include charges for services provided to participants on a voluntary basis. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. The comparison of program revenues and expenses identifies the extent to which each program is self-financing or draws from the general revenues of the School. For the year ended June 30, 2012, the School had program revenues of \$2,033.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net assets resulting from the current year's activities.

Net assets are reported as restricted when constraints placed on net asset use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation.

Basis of Presentation – Fund Financial Statements - The accounts of the School are organized on the basis of funds, each of which is considered a separate fiscal and accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. Governmental resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped, in the fund financial statements in this report, into fund types as follows:

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies – continued:

Fund Accounting - Governmental Funds - Governmental funds are those through which most governmental functions typically are financed. Governmental fund reporting focuses on the sources, uses, and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The School has two major governmental funds.

General Fund – accounts for all of the financial activities of the School not required to be accounted for in another fund and certain revenues from Federal and State sources that are not legally restricted to be expended for specific current operating purposes.

Capital Outlay Fund – to account for financial resources (Public Education Capital Outlay) to be used for acquisition or funding of major capital facilities or equipment.

Measurement Focus - The accounting and reporting treatment applied to the financial statements is determined by its measurement focus.

The government-wide financial statements use the economic resources measurement focus, which means that all assets and liabilities, whether current or non-current, are included.

Governmental funds are accounted for on a "spending" or "financial flow" measurement focus. This means that only current assets and current liabilities are generally included on the statement of financial position. Accordingly, the reported undesignated fund balances (net current assets) are considered a measure of available, spendable or appropriable resources. Governmental fund type operating statements present increases (revenues and other financing sources) and decreases (expenditures and other financing uses) in net current assets.

Basis of Accounting - Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

Governmental activity in the government-wide financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned, and expenses are recognized when incurred.

The governmental funds are accounted for using the modified accrual basis of accounting, under which revenues are recognized when they become both measurable and available as net current assets. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures and the related liabilities are recognized when incurred under this method of accounting.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies – continued:

Net Assets and Fund Balances - Both the government-wide financial statements and the fund financial statements divide the residual equity shown on the financial statements into categories as follows:

Government-Wide Financial Statements - Net assets are classified into categories as follows:

Invested in capital assets, net of related debt - represents the difference between the cost of capital assets, less accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets.

Restricted net assets - consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.

Unrestricted - indicates that portion of net assets that is available to fund future operations.

Fund Financial Statements – Categories and classification of fund balance:

GASB Statement 54 established fund balance classifications that comprise a hierarchy based primarily on the extent to which an entity is bound to observe constraints imposed on the use of the resources reported in governmental funds. These classifications reflect not only the nature of the funds, but also provide clarity to the level of restriction placed upon fund balance. Fund balance classifications are as follows:

Nonspendable – includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual requirements. The School had no nonspendable fund balance amounts at June 30, 2012.

Restricted – amounts that are constrained for specific purposes which are externally imposed by creditors, grantors, contributors, or laws or regulations of other governments. Fund balance of \$110,664 is restricted for capital outlay at June 30, 2012.

Committed – amounts that can only be used for specific purposes pursuant to constraints imposed by formal action by the School's highest level of decision-making authority. The School's Board of Directors addresses these commitments through formal board action prior to the School's fiscal year end. The School had no committed fund balance amounts at June 30, 2012.

Assigned – amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Assignments can be made by the Board. The School had no assigned fund balance amounts at June 30, 2012.

Unassigned – includes residual positive fund balance within the General Fund which has not been classified within the other above mentioned categories. Unassigned fund balances may also include negative fund balances for any other governmental fund if expenditures exceed amounts restricted, committed, or assigned for those specific purposes.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies – continued:

The School uses restricted amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this. Additionally, the School would first use committed, then assigned, and lastly unassigned amounts.

The School does not have a formal minimum fund balance policy, nor has it established any stabilization arrangements within fund balances.

Budget and Budgetary Accounting - The School prepares its budget utilizing the modified accrual basis of accounting. The schedule of revenues, expenditures, and change in fund balance - actual compared to budget uses the budget adopted by the School.

Use of Unrestricted versus Restricted Resources - It is the School's policy to use restricted resources before using unrestricted resources when both are available to pay expenses.

Cash and Cash Equivalents - Cash and cash equivalents consist of demand deposit accounts at June 30, 2012. For financial reporting purposes, cash and cash equivalents includes all demand deposit, savings and money market accounts, and certificates of deposits with maturities of less than 90 days from June 30, 2012.

Capital Assets – School-owned assets consist of computers, office furniture, and equipment. Capital assets purchased in the governmental funds are recorded as expenditures at time of purchase. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Capital assets are defined as assets with a cost of \$1,000 or more. Donated capital assets are recorded at fair market value at the date of donation. Depreciation has been provided on capital assets as a direct charge using the straight-line method over the estimated useful lives of the various classes of depreciable assets ranging from three to seven years.

See Note 4 regarding capital assets acquired by the management company exclusively or primarily for use by the School in its operations. These assets are not reflected in these financial statements as they were acquired and owned by the management company.

Revenue recognition – As noted above, per student funding is provided by the state-wide Florida Education Finance Program (FEFP) through the District. Beginning July 2010, the District may only withhold up to a 5% administrative fee for enrollment up to and including 250 students. For charter schools with a population of 251 or more students, the difference between the total administrative fee calculation on total enrollment and the amount of the administrative fee withheld may only be used for capital outlay purposes. This funding is received on a pro-rata basis over a twelve-month period and is adjusted for changes in full-time equivalent (FTE) student population.

State Revenue Sources - Revenue from State sources for current operations are primarily from the FEFP administered by the Florida Department of Education under the provisions of Section 1011.60, Florida Statutes. In accordance with this law, the Board determines and reports the number of FTE students and related data to the Department.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

1. Summary of Significant Accounting Policies – continued:

The Department performs certain edit checks on the reported number of FTEs and related data and calculates the allocation of funds to the School. The School is permitted to amend its original reporting for a period of one year following the date of the original reporting. Such amendments may impact funding allocations for subsequent years. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The State provides financial assistance to administer certain categorical educational programs. Florida Department of Education rules require that revenue earmarked for these programs be expended only for the program for which the money is provided and require that the money not expended as of the close of the fiscal year be carried forward into the following year to be expended for the same categorical educational programs. The Department generally requires that categorical educational program revenues be accounted for in the General Fund.

The State allocates gross receipt taxes, generally known as Public Education Capital Outlay money, to local school boards on an annual basis. The boards are authorized to expend these funds only upon applying for and receiving an encumbrance authorization from the Florida Department of Education.

Estimates – The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts and disclosures. Actual results may differ from those estimates.

Income taxes - The School is a not-for-profit corporation whose revenue is derived primarily from other governmental entities. The School is exempt from state and federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The School assesses its income tax positions, including its continuing tax status as a not-for-profit entity, and recognizes tax benefits only to the extent it believes it is "more likely than not" its tax positions will be sustained in an examination by the Internal Revenue Service (IRS) or the applicable state taxing authority. Accordingly, no provision for income taxes has been made in these basic financial statements. Years subject to examination by the taxing authorities are 2010 to 2012.

2. Cash and Cash Equivalents:

At June 30, 2012, the carrying amount of the demand deposits and cash on hand totaled \$453,848.

As State of Florida Statutes and the School's policy require, all cash and cash equivalents are held at financial institutions approved by the State Treasurer to hold public deposits in accordance with the "Florida Security for Public Deposits Act", Chapter 280 Florida Statutes. This statute requires that every qualified public depository institution maintain eligible collateral to secure the public entity's funds. The minimum collateral to be pledged by an institution, the collateral eligible for pledge, and reporting requirements of the qualified public depository to the State Treasurer is defined by the statute. In the event of a failure of any member in the pool, the Public Deposit Security Trust Fund has a procedure whereby the remaining member institutions would be responsible for covering any resulting losses. Since the School's deposits are held in a qualified public depository, they are covered by the collateral pool as the School had identified itself as a public entity at June 30, 2012.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

2. Cash and Cash Equivalents – continued:

The School maintains its cash accounts with one financial institution which is insured by the Federal Deposit Insurance Corporation. As of June 30, 2012, the School had no uninsured cash balances with that financial institution.

3. Capital Assets:

	Balance July 1, 2011	Increases	Decreases	Balance June 30, 2012
Capital assets being depreciated:				
Furniture, fixtures and equipment	\$ 64,658	\$ 102,478	\$ -	\$ 167,136
Less accumulated depreciation for:				
Furniture, fixtures and equipment	9,001	43,687	-	52,688
Total capital assets, net	<u>\$ 55,657</u>	<u>\$ 58,791</u>	<u>\$ -</u>	<u>\$ 114,448</u>
Depreciation was charged to functions as follows:				
Instruction - basic				\$ 42,414
School administration				1,273
				<u>\$ 43,687</u>

4. Commitments, Contingencies and Related Party Transactions:

Management Agreement - The School has entered into a management agreement with Community Education Partners, Inc., through which it or its affiliate, Accelerated Learning Solutions, Inc., Tennessee Corporations, (referred to as the "Company") provides for most of the School's resources and management services. The agreement commenced upon its execution and continues through June 2013. The agreement renews automatically for additional, successive five (5) year terms unless either party notifies the other party at least six months prior to the expiration of the then current contract period of its intention not to renew the agreement. Under the terms of the agreement, the School is charged fees for services of one hundred percent (100%) of all grants used for start up expenses and ninety-seven (97%) of the School's qualified gross revenues as defined by the agreement. Qualified gross revenues include various federal, state and local source revenues with certain exceptions. The qualified gross revenues do not include any federal or state awards that are a direct reimbursement of expenditures previously incurred by the School. The Company is also entitled to all grants and contributions not defined by the agreement within the terms of qualified gross revenues.

In return for the above fees the Company shall be responsible for providing the educational model, salaries for all personnel, costs for curriculum materials, textbooks, library books, facilities, computers and other equipment, software, supplies, maintenance and capital improvements of the School.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

4. Commitments, Contingencies and Related Party Transactions - continued:

The contract may be terminated by the School for non-renewal of the charter with the District, and for breaches of contract terms which have not been cured within ninety days written notice at the time of the contract breach. The contract may be terminated by the Company for fiscal year operating deficits (excluding the first year of operations), failure to pay fees due to the Company, material changes in federal or state funding, damages to the school facility that make School operations unfeasible, uneconomical or impractical as long as such notification comes within sixty (60) days after the occurrence that caused such situation. If the Contract is terminated by the Company after the beginning of the school year, the termination will not be effective until the end of that school year.

Upon termination of the agreement, the School has the right to have all real and personal property leases related to the School assigned to and assumed by the School, as long as the lease permits assignment. The School also has the right to purchase all personal property and leasehold improvements owned by the Company and used exclusively or primarily in connection with School operations at the asset's "net book value", which shall be calculated based on the straight line method of depreciation. The useful lives assigned for this calculation are three (3) years for computers and software; five (5) years for furniture, fixtures and textbooks; and twenty (20) years for buildings and leasehold improvements. There are no terms specified in the agreement for this purchase option.

Assets with an original cost of \$967,733 and a net book value of \$509,557 as of June 30, 2012 have been identified by the Company to be used exclusively or primarily in connection with School operations. Activity related to capital assets used by the School for the year ended June 30, 2012 was as follows:

	Capital Assets	Accumulated Depreciation	Net Book Value
Leasehold improvements	\$ 720,861	\$ 246,392	\$ 474,469
Computers and software	118,466	118,411	55
Furniture, fixtures and equipment	128,406	93,373	35,033
	<u>\$ 967,733</u>	<u>\$ 458,176</u>	<u>\$ 509,557</u>

For the year ended June 30, 2012, the Company provided to the School its resources and management services as outlined in the Management Agreement. The amount charged by the Company is \$2,449,171 representing the 97% management fee, and is comprised of identifiable direct functional expenses/expenditures of \$1,659,821, indirect allocated management company expenses/expenditures of \$204,527, and a management fee of \$584,823. The allocated management expenses/expenditures are included in School Administration in the financial statements.

Lease commitment - The Company through its affiliate, Accelerated Learning Solutions, Inc. entered into a five year lease for the facilities of the School. Lease payments began in January 2009 of approximately \$10,507 per month. The lease also calls for annual common maintenance charges to be assessed in addition to other charges including applicable taxes. In addition, the lease contains three renewal options for five years each and assignment rights with prior approval of the landlord. Rents will increase 10% in the first year of renewal (year 6) and shall not escalate again until year 11 when 3% annual increases commence.

Total lease expense (recognized on a level basis over the term of the lease) totaled \$130,212. Common area maintenance charges related to the lease were \$34,704.

**SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS**

4. Commitments, Contingencies and Related Party Transactions - continued:

Future rental commitments under the School's facility lease, including sales tax, are as follows:

Year Ended June 30,	Amount
2013	\$ 130,212
2014	65,106
	<u>\$ 195,318</u>

Post-retirement benefits – The School does not provide post-retirement benefits to retired employees. All employees are employees of the management company and benefits are their responsibility.

5. Risk Financing

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters, illnesses of and injuries to employees. Some of this risk is subject to limitations imposed by sovereign immunity and Florida law applicable to tort settlements.

The School obtains insurance policies from commercial companies for property and general liability, boiler and machinery, flood, general umbrella, workers compensation, bond payment, and certain employee accident and health insurance. There have been no significant reductions in insurance coverage during the year ended June 30, 2012. Settled claims resulting from these risks have not exceeded commercial coverage for the past three years.

It is the School's policy to report liabilities when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated. At June 30, 2012, no claims meeting this definition are known to exist, nor are any incurred but not reported (IBNR) claims estimated to exist. Accordingly, no liabilities resulting from claims or uncertainties are reported in the financial statements at June 30, 2012.

6. Concentrations and Dependence on Management Company

The School has no employees and owns only a few assets. Instead, the Company supplies the educational model, all employees and substantially all management services to the School. The Company owns nearly all the capital assets used by the School and controls the facility lease. In addition, the Company researches, negotiates, arranges for, and manages all purchases, including insurance, supplies, etc. Substantially all of the School's accounting transactions, except for some minor local expenses, are managed and controlled by the Company through a single integrated accounting system.

Since the School receives all of its administrative and management support from the Company, a reduction in the levels of administrative and management support would have a significant effect on the School's activities and it may not be able to continue in its present form.

SUNSHINE HIGH SCHOOL – CENTRAL ORANGE COUNTY CAMPUS, INC.
d/b/a Aloma High School
NOTES TO FINANCIAL STATEMENTS

7. Interfund Transfers

Transfers of \$61,493 from the General Fund to the Capital Outlay Fund were made for future expenditures of capital outlay.

8. Retirement Plan

School employees may participate in a defined contribution plan that is qualified under Section 401(k) of the Internal Revenue Code, sponsored by the management company. Participants may contribute a portion of their compensation subject to a maximum annual deferral contribution. The School made no matching contributions to the plan for the year ended June 30, 2012.

9. Subsequent Events

Management has evaluated events and transactions for potential recognition or disclosure through September 26, 2012, the date on which the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY
INFORMATION
(RSI)

SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCE - BUDGET AND ACTUAL -
GENERAL FUND (PAGE 21)

OTHER REPORTS

SUNSHINE HIGH SCHOOL - CENTRAL ORANGE COUNTY CAMPUS, INC.

d/b/a Aloma High School

**SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - BUDGET AND ACTUAL
GENERAL FUND**

for the year ended June 30, 2012

	<u>Budgeted Amounts</u>		<u>Variance</u>
	<u>Original and Final</u>	<u>Actual Amounts</u>	<u>Favorable (Unfavorable)</u>
General Fund			
General Revenues:			
Federal sources	\$ -	\$ 150,926	\$ 150,926
State sources	2,865,076	2,416,452	(448,624)
Local sources	<u>-</u>	<u>2,033</u>	<u>2,033</u>
Total revenues	<u>2,865,076</u>	<u>2,569,411</u>	<u>(295,665)</u>
Expenditures:			
Instruction - basic	812,644	881,740	(69,096)
Pupil personnel services	227,749	206,049	21,700
Instructional media services	-	4,642	(4,642)
School board	24,000	30,054	(6,054)
School administration	670,095	595,869	74,226
Fiscal services	6,000	5,985	15
Food services	300	-	300
Transportation services	55,200	49,293	5,907
Plant operations and maintenance	234,245	172,471	61,774
Management company fee	<u>788,375</u>	<u>584,823</u>	<u>203,552</u>
Total expenditures	<u>2,818,608</u>	<u>2,530,926</u>	<u>287,682</u>
Excess of revenues over expenditures	46,468	38,485	(7,983)
Other financing sources (uses):			
Transfer in (out)	<u>-</u>	<u>(61,493)</u>	<u>(61,493)</u>
Excess (deficiency) of revenues over (under) expenditures and transfers out	46,468	(23,008)	(69,476)
Fund balance at beginning of year	141,152	141,152	-
Fund balance at end of year	<u>\$ 187,620</u>	<u>\$ 118,144</u>	<u>\$ (69,476)</u>

Note 1. Budgets are prepared and original budgets are adopted annually for certain governmental funds in accordance with procedures and time intervals prescribed by the Board of Directors (Board) of the School. During the fiscal year ended June 30, 2012, the Board adopted an annual budget for the General Fund. The school is not required to submit its budget to any regulatory agencies.

Note 2. Appropriations are controlled at the fund level and may be amended at any Board meeting prior to the due date of the annual financial report. Budgets are prepared using the same modified accrual basis as is used to account for actual transactions.

HOLLAND & REILLY

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors of
Sunshine High School – Central Orange County Campus, Inc.
d/b/a Aloma High School

We have audited the financial statements of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School (the School), a component unit of the District School Board of Orange County, Florida, as of June 30, 2012 and for the year then ended, and have issued our report thereon dated September 26, 2012. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School, its management and others within the organization and the District School Board of Orange County and is not intended to be and should not be used by anyone other than these specified parties.

Holland & Reilly

Orlando, Florida
September 26, 2012

HOLLAND & REILLY

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To the Board of Directors of
Sunshine High School – Central Orange County Campus, Inc.
d/b/a Aloma High School

We have audited the financial statements of Sunshine High School – Central Orange County Campus, Inc. d/b/a Aloma High School, as of June 30, 2012 and for the year then ended and have issued our report thereon dated September 26, 2012.

We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters. Disclosures in that report, which is dated September 26, 2012, should be considered in conjunction with this management letter. Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General.

The Rules of the Auditor General (Section 10.854(1)(e)) require disclosure in the management letter of the following matters if not already addressed in the auditors' report on compliance and internal controls:

- 1) violation of provisions of contracts or grant agreements or abuse, that have occurred or likely to have occurred, that have a material effect on the financial statements that is less than material but more than inconsequential;
- 2) for matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors, the following may be reported based on professional judgment:
 - a) violations of provisions of contracts or grant agreements, fraud, illegal acts or abuse,
 - b) deficiencies in internal control that are not significant deficiencies.

Our audit disclosed no matters required to be disclosed. There were no matters disclosed in the prior year report. Thus, no corrective action needs to be taken.

Based on our audit procedures performed, no indications came to our attention that caused us to believe that the School met any of the conditions described in Florida Statutes Section 218.503(1).

The auditors applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

This management letter is intended solely for the information of Sunshine High School – Central Orange County Campus, Inc., d/b/a Aloma High School, and management, the District School Board of Orange County, Florida and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

Orlando, FL
September 26, 2012



Accelerated Learning Solutions, Inc. Management Team Biographies

Robert Essink President

Robert Essink is President of Accelerated Learning Solutions, Inc. (ALS). Mr. Essink joined ALS' parent company in November 2000 after 25 years of successful leadership and business development roles in hospital and health care management.

Mr. Essink is responsible for business development functions and for assuring that services provided by ALS to non-profit charter schools and other customers meet the needs of these organizations and the students they serve.

Mr. Essink received his BS in Economics from Hope College and his MS in Health and Hospital Administration from the University of Colorado. He has completed senior executive MBA programs at Stanford University and UNC Kenan-Flagler.

Barbara M. Braman Chief School Officer

Barbara Braman is Chief School Officer of Accelerated Learning Solutions. Mrs. Braman joined the company in September, 2000.

Mrs. Braman is responsible for the overseeing the operations of all of the schools the company manages.

Mrs. Braman joined the company after 33 years of successful education experience in Pennsylvania, including serving as a high school English teacher, high school assistant principal and principal, regional superintendent, cluster leader, and central office administrator.

Mrs. Braman received her Bachelor's Degree in English from Immaculata University. She received her Master of Arts in English and a Master of Education Degree from Temple University in addition to her English Certification. Mrs. Braman studied public school administration at both Temple University and the University of Pennsylvania. She is certified as an elementary and high school principal, and holds a Pennsylvania Superintendent's Letter of Eligibility.

Martin Fugardi
Vice President – Facilities and Development

Martin Fugardi is Vice President – Facilities and Development of Accelerated Learning Solutions' affiliated company in Nashville, Tennessee. Mr. Fugardi joined the company in January, 2007.

Mr. Fugardi is responsible for overseeing and managing the real estate process of site selection and acquisition, budget estimation and construction timeline preparation, as well as project management of selected partnership schools. Mr. Fugardi joined the company after 31 years of successful construction experience in New Jersey, New York and Tennessee, including serving as a Project Engineer, Project Manager, Vice President and President.

Mr. Fugardi received his Bachelor's degree in Civil Engineering from Worcester Polytechnic Institute. Mr. Fugardi is a Licensed Professional Engineer in New Jersey, a General Contractor in 23 states and is a member of the National Society of Professional Engineers and the Tennessee Society of Professional Engineers.

Jan Germann
**Executive Director, Curriculum, Instruction,
and Professional Development**

Jan Germann is the Executive Director of Curriculum, Instruction, and Professional Development for Accelerated Learning Solutions' affiliated company. Ms. Germann joined the organization in June, 2002.

Ms. Germann is responsible for working individually and with members of the Office of School Operations, regional administrators, school leadership, and school staff to plan, coordinate, develop, implement, evaluate and/or provide training and related work that address the company's academic components.

Ms. Germann joined CEP after over 30 years of successful teaching, counseling, training and administrative experience in the public school system in Florida. Ms. Germann's experience includes English teacher, peer counseling, District School-To-Work Coordinator, Area Title I Coordinator, High School Teachers-As-Advisors Coordinator, Student Assistance Program Coordinator, and school counselor.

Ms. Germann received her Bachelor's of Arts degree in English Education from Western Illinois University. She received her Master's of Education degree in K-12 School Counseling, and her K-12 Educational Leadership Certification from the University of Central Florida.

Philip G. (Phil) Hull Chief Financial Officer

Phil Hull is Chief Financial Officer of Accelerated Learning Solutions' affiliated company in Nashville, Tennessee. Mr. Hull joined the company in 2012.

Mr. Hull is responsible for the financial management and leadership of the company.

Mr. Hull joined the company after 18 years of consulting and auditing experience at various organizations including Accelerated Learning Solutions, Inc.'s parent company. His consulting and auditing experience includes many other public, private, nonprofit and governmental organizations. Mr. Hull has also served as Treasurer of Goodwill Industries of Middle Tennessee, Inc. (GWMT) since 2011 and has been involved with GWMT since 2006.

Mr. Hull is a Certified Public Accountant licensed to practice in Tennessee.

Mr. Hull received both his Master and Bachelor of Business Administration Degrees with majors in Accounting from Middle Tennessee State University.

Eileen Quinlan Regional Director of Schools

Eileen Quinlan is one of two Regional Directors of Schools (RDS) for Accelerated Learning Solutions. Ms. Quinlan joined ALS in June 2008 as an Assistant Principal in Fort Myers, Florida. During her tenure, she was promoted to Director of Curriculum, Instruction, and Training and then Director of Professional Development and Training before being named RDS. Ms. Quinlan is responsible for supervising the schools ALS manages in Florida's Broward, Lee, and Miami-Dade Counties.

Ms. Quinlan joined ALS after 11 years of successful education experience in Florida, including serving as teacher, Learning Resource Coordinator, Assistant Principal and Dean of Academics. She received Educator of the Year Award for the Middle School Team from the Cape Coral Chamber of Commerce in Cape Coral, Florida.

Ms. Quinlan received her Master of Arts Degree in Educational Administration at Notre Dame in Notre Dame, Indiana. Ms. Quinlan received her Master of Science in English Education at Nova Southeastern University in Ft. Lauderdale, Florida. Ms. Quinlan received her Bachelor of Arts degree in Communications / Radio and Television at University of Central Florida in Orlando, Florida. Ms. Quinlan also obtained her teacher's certification in Educational Leadership.

Jessica Schimborski Controller

Jessica Schimborski is the Controller of Accelerated Learning Solutions' affiliated company in Nashville, Tennessee. Mrs. Schimborski joined the company in July, 2012.

Mrs. Schimborski is responsible for the oversight of the Accounting Operations and Financial Reporting for the Management Company. She is also responsible for the oversight of the Accounts Payable function, and Bank Reconciliation process on behalf of the Charter Schools. Additionally, Mrs. Schimborski assists in the preparation of the Charter School budgets, Inventory of Charter School Assets, as well as assists in grant compliance on behalf of the Charter Schools.

Mrs. Schimborski has an MBA- Accounting and Information Services from Middle Tennessee University. Mrs. Schimborski has 10 years of Corporate Accounting, Financial Reporting, Financial Analysis, and Budget Experience, as well as 4 years of Florida Governmental and Non Profit Auditing experience with Purvis Gray & Company LLC.

Dr. Bobby Smith Executive Principal

Dr. Bobby Smith is Executive Principal over ALS's two Hillsborough County schools, as well as Principal of the Seminole Heights Campus in Tampa, Florida. Dr. Smith joined ALS in March 2010.

Dr. Smith is responsible for the instructional and administrative leadership of both schools.

Dr. Smith joined ALS after 18 years of successful education experience in Tampa, Florida, including serving as a graduate assistant, adjunct professor, teacher, teacher mentor, vice principal, and principal. During this time he received citations for educational leadership from the Met-life National Awards Committee for the Principal of the Year/Ambassador in Education Award, the Hillsborough County Public School System as the PTA Principal of the Year, and a Certificate of Recognition and Merit from the Hillsborough County Public School System.

Dr. Smith received his Doctorate Degree in Education at University of Sarasota. He also earned his Master's Degree in Education from the University of South Florida. Dr. Smith is certified by the Florida Department of Education as a Principal (all levels), in Exceptional Student Education (Grades K-12), and in Physical Education (Grades 6-12).

Angela Whitford-Narine Regional Director of Schools

Angela Whitford-Narine is one of two Regional Directors of Schools (RDS) for Accelerated Learning Solutions. Ms. Whitford-Narine joined ALS in November 2002 as a teacher and was promoted to Educational Specialist, Assistant Principal and Principal before being named RDS.

Ms. Whitford-Narine is responsible for supervising the schools ALS manages in Florida's Duval, Orange, and Palm Beach Counties.

Ms. Whitford-Narine joined ALS after 5 years of successful education experience, including serving as a traveling teacher, and educational consultant throughout the East Coast and Internationally.

Ms. Whitford-Narine received her Bachelor's Degree in Liberal Studies and Psychology at Hamilton College in Clinton, NY. She also earned a Masters Degree in Clinical Social Work from the University of Central Florida in Orlando, FL. Ms. Whitford-Narine holds a teacher's certification in Exceptional Student Education.

Spencer Wiggins Vice President, People Services

Spencer Wiggins is Vice President of People Services of Accelerated Learning Solutions' affiliated company in Nashville, Tennessee. Mr. Wiggins joined the company in February, 2003.

Mr. Wiggins is responsible for the overall human resources initiatives which includes being accountable for organizational development, policy and procedures programs covering compensation, employee benefits, performance management, employee relations, recruiting, retention and compliance with applicable federal, state and local regulatory guidelines. Mr. Wiggins joined the company after 20 years of successful human resource experience at various locations throughout the country, including serving as Vice President and Director.

Mr. Wiggins received his Bachelor of Science Degree in Sociology from Richard Stockton State University in Pomona, New Jersey, and his Masters Degree in Human Resources Services and Counseling from Rowan State University in Glassboro, New Jersey.

Mr. Wiggins serves as Chair of the Tennessee Human Rights Commission, as a member of the Board of Trustees for the Tennessee State University Foundation, as adjunct professor at Tennessee State University, and as a Board Member of the 100 Black Men of Middle Tennessee.

Personnel Policies Guide

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INTRODUCTION

It is a pleasure to welcome you to the Florida High School for Accelerated Learning (referred to as “the School”).

The School provides a unique environment and special teaching methods which enable students to improve academic achievement. The School’s program is incentive based and focuses on learning, self-discipline and personal responsibility. The School’s ultimate goal is to get its students on a course to improve their behavior and academic progress.

The School seeks to recruit and employ qualified and motivated individuals who understand and can contribute to the School’s objectives. The School is performance-based. Employees will be evaluated regularly and will be provided with a job description, personnel administration policies, work standards, a code of conduct, a union contract, if applicable, and applicable training. The School will conduct orientation and training for new employees within the first two weeks of employment.

Your individual strengths, skills and energy that you will bring to your position and the School will be a contribution as we grow together.

EQUAL EMPLOYMENT OPPORTUNITY

The School promotes equal employment opportunity for all employees. The School believes that our School and business endeavors are strengthened by a philosophy and commitment to employment practices which do not discriminate on the basis of race, sex, national origin, color, creed, religion, age, disability, military status or other factors prohibited by state or federal law.

At the School, we are working to establish an environment of both social and business responsibility that responds to the needs of our employees, faculty, customers, employees, communities, and shareholders. Recruitment, selection, placement, promotion, training, compensation, and continued employment shall be based on a person’s ability as related to valid job requirements without regard to the above stated factors.

The School believes employees should treat each other with courtesy and respect. The School also believes that understanding and accepting our individual differences is essential to the way we manage a school and do business.

The School believes equal employment opportunity is essential to the future of our School and America.

AMERICANS WITH DISABILITIES ACT (ADA)

It is the policy of the School to comply with the ADA. Therefore, in the case of an applicant or employee who has a disability (as defined by the ADA), which prevents him/her from performing one or more of the essential functions of his/her job, the School will attempt, through a flexible, interactive process with the applicant or employee, to identify a "reasonable accommodation" that will enable the applicant or employee to perform such functions.

If any manager or employee has a question about his/her responsibilities under the ADA, the application of this policy, or the ADA, they should contact their supervisor for guidance.

Please note that this policy on the Americans with Disabilities Act is coordinated with the Family and Medical Leave Act (FMLA), and where appropriate, the provisions of the School's FMLA policy may also apply.

POLICY PROHIBITING DISCRIMINATION AND HARRASSMENT IN THE WORKPLACE

It is the School's policy that employees and their work environment should be free from all forms of discrimination, harassment, intimidation, or other inappropriate conduct. The School does not and will not permit employees to engage in sexual harassment, or harassment based on race, color, religion, sex, national origin, age, disability, or other status protected by federal, state or local law. Harassment by any employee, supervisor, manager, independent contractor, or other person doing business with the School or on School premises is strictly prohibited.

Harassment is verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, sex, national origin, age, disability, or other status protected by federal, state or local law, and that creates an intimidating, hostile, or offensive working environment based on these factors. Harassment may include, but is not limited to, epithets, slurs, jokes, or other verbal or physical conduct relating to an individual's race, color, religion, sex, national origin, age, disability, or other protected status. Sexual harassment can consist of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual or gender-related nature that creates an offensive or hostile work atmosphere.

All the School, employees are responsible for maintaining a workplace free of all prohibited harassment and/or discrimination. Any person may file a harassment and/or discrimination complaint regarding incidents experienced personally or observed in the workplace. Never assume that the School is aware of inappropriate conduct which you have witnessed or experienced.

Any employee who believes that they are being wrongfully discriminated against or harassed by a co-worker, supervisor, manager or other individual, or believes their employment is being adversely affected by such conduct (whether directed at a co-worker or not), should immediately report such concerns to the supervisor or Principal.

If the supervisor is involved in the conduct about which the employee is complaining, the employee should contact the next higher-level management person. Any employee who, either by report from an employee or by other means becomes aware of conduct that may constitute harassment should report such conduct immediately.

1. There will be no retaliation against any person who initiates a good faith complaint or who participates in good faith in the investigation of a complaint.
2. All reports of harassment or discrimination will be treated seriously and as confidentially as possible or as permitted by the union contract.

A prompt and thorough investigation will occur and, if it is determined that unlawful harassment has occurred or that an individual has engaged in inappropriate conduct, the School will take appropriate disciplinary action.

PERSONNEL ADMINISTRATION

EMPLOYEE ASSESSMENT

The School is performance-based. Employees' performance will be evaluated regularly and employees will be provided with a job description, Executive Information System Success Metrics, personnel administration policies, work standards and a code of conduct, and applicable training on these tools.

TRAINING

The School conducts orientation and training for new employees within the first two (2) weeks of employment. The training coordinator will provide a schedule of training. Attendance is mandatory.

BACKGROUND POLICY & DUTY OF EMPLOYEES TO REPORT CRIMINAL CHARGES, ARRESTS, INCARCERATIONS AND CONVICTIONS

The School conducts background investigations annually on all employees. Conduct of an employee resulting in criminal charges, arrests, incarcerations and/or convictions may be a violation of the Employee Code of Conduct and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination.

If you are charged, arrested, incarcerated, or convicted of any criminal offense (misdemeanor or felony) while you are an employee of the School, this must be reported to the School Principal. This report must be submitted in writing, on the next school day / business day, or within forty-eight (48) hours if the criminal charges, arrest, incarceration or conviction occurs on a weekend or holiday. Failure to report a criminal charge, arrest, incarceration, or conviction per this policy is a violation of this policy, as

well as the Employee Code of Conduct, and may result in disciplinary action including, but not limited to, unpaid suspension and/or termination-

EMPLOYMENT OF RELATIVES

The School permits the employment of qualified relatives of employees as long as such employment does not, in the opinion of the School, create actual or perceived conflicts of interest. For purposes of this policy, “relative” is a spouse, common law spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or “step” relation. The following guidelines may be followed by the School; however, the School reserves the right to modify these guidelines depending on particular circumstances and its business needs:

- Individuals who are related by blood or marriage are permitted to work in the same the School, provided no direct reporting or supervisory/management relationship exists. That is, no employee is permitted to work within the “chain of command” of a relative such that one relative’s work responsibilities, salary, or career progress could be influenced by the other relative.
- No relatives are permitted to work in the same department or in any other positions in which the School believes an inherent conflict of interest may exist.
- Employees who marry while employed are treated in accordance with these guidelines. That is, if, in the opinion of the School, a conflict or an apparent conflict arises as a result of the marriage, one of the employees will be transferred at the earliest practicable time.

This policy applies to all categories of employment at the School, including regular, temporary, and part-time classifications.

EMPLOYEE REFERENCES

With respect to requests for references from prospective employers of former employees, it is the School’s policy to confirm only position held, date of hire, and salary.

All requests for references should be referred to the Principal.

MEDIA AND PRESS RELATIONS

In this fast-paced, information-oriented country, the School and its staff and students will be in various forms of news media from time to time. Reporters are eager to cover all that is happening in our school. That can be a big advantage in building community support for our educational system.

The key to working with the media is to try to make sure that coverage of the School is balanced, fair, and accurate. That calls for preparedness and rapid response. To help

the School personnel be prepared to cooperate with media representatives and gain favorable media coverage, the School has adopted the media policy stated below. Among other issues it covers 1) designation of spokespersons for the School 2) procedures governing media access to the School facilities 3) procedures for working with media personnel in emergencies and 4) procedures for conducting interviews and recording visual images at the School facility.

Policy

The School supports the rights of citizens to have access to information that affects school programs and services for children. The School encourages positive relations with news reporters and other communications representatives. Dissemination of timely, accurate, and newsworthy information to the community through the news media is a primary responsibility of the Principal. There are no exceptions. Only the Principal is authorized to speak on behalf of the School to the media or press.

The Principal shall endeavor to create a positive, courteous relationship with members of the news media and maintain open communications on matters of a routine nature; however, the School expects the welfare of students to be the guiding principle in all contracts with the news media. Maintaining a safe, orderly educational environment on the campus and in the classroom must be the most important consideration when working with the news media at the school level.

Procedures

The Principal shall coordinate news coverage of the School. The Principal is responsible for overseeing official communications between the School and the news media. All news conferences and public events which news coverage is requested must be coordinated through the Principal.

Access to Schools and Facilities

News reports and other communications representatives must initiate their requests to interview, film, videotape, and/or photograph students and/or the School personnel on the School property through the Principal. Although schools are public buildings, the Principal is responsible for maintaining discipline and the safety of all persons in the school.

No media representatives will be allowed in the school without approval of the Principal. The Principal will respond to any reasonable request for media access and cooperate to the fullest extent possible.

Maintaining a safe, orderly educational environment on the campus and in the classroom is the most important consideration when working with the news media at the school level, and the Principal's judgment in this regard will be the primary factor in determining the extent to which the news media will be allowed to access the School facilities.

News representatives must first check into the Principal's office before proceeding to other areas of the school building. Reporters are considered visitors at the campus and are required to sign in at the administrative office. Media representatives will be escorted by the Principal or his/her designee while they are in the building. The School may refuse access to media representatives on school property if their presence or behavior would be disruptive to the school environment.

Access during Crisis/Emergency Situations

In handling crisis situations on campus, Principals should first contact emergency medical services personnel (if the situation is life threatening). During crisis/emergency situations, media access to schools and facilities may be limited to ensure student and staff safety or to maintain order. However, an area may be designated on school property to conduct news briefings on the crisis or emergency situation. In these situations, normal access procedures for media and other visitors may be suspended in the interest of student and staff safety and an orderly emergency response.

Interview and Photography (Film and Videotape)

Interviews, filming, or videotaping on the School property may not occur without prior approval from the Principal.

Filming, videotaping, and photographing children in classrooms, on campus, or in school sponsored events are allowed only if there is a signed parental consent form or release form for each child who participates in such activities. Signed parental consent forms must be in the school files and accessible upon request. The filming, videotaping, and photographing of children for classroom instructional purposes or for a purpose related to a co-curricular or extracurricular activity do not require parental permission forms.

The School personnel must adhere to the following general guidelines when working with the news media:

- The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information. No information regarding specific students should be released to the media and press without the specific approval of the parent/guardian and the Principal.
- If there is no prior clearance from the Principal, names of students should never be released under any circumstances without prior parental consent or the consent of the student if they are 18 years of age or older.
- All employees are required to comply with the Family Educational Privacy Act (FERPA) and with any state or school district mandates regarding student privacy
- Names of victims are not to be released; news media should be referred to the receiving hospital or police department for such information.

- Home addresses and telephone numbers of students, private citizens, and the School employees are not to be released to the media.
- Media requests for the School records shall be submitted in writing to the Principal.

Common Sense is Important, Too

One final aspect of being prepared is simply to exercise common sense. In working with the media, you, as the School employee, should always remain composed, courteous and thoroughly professional. Here are a few tips that will ensure good relations with the media representatives:

- Respect reporters' deadlines. Be sure to contact the Principal to return their call as soon as possible.
- Be truthful, accurate and keep it simple. Get right to the point, and keep your statements brief, especially for broadcast media.
- Be confident. Remember, you are a seasoned professional. If you are composed and straightforward, reporters will respect your authority and appreciate your cooperation.
- Let the Principal help you.
- Do not put yourself in a position of looking evasive or hostile. If a reporter insists on an interview and begins filming immediately, please do the following:
 - Politely tell him/her you will be glad to comply with the request but the School policy requires you to contact the Principal prior to granting an interview.
 - Do not allow yourself to be filmed shutting a door in the face of a reporter, putting your hand up in front of the camera, running from or turning your back on the camera, arguing with the reporter or calling for security.

EMPLOYEE WORK STANDARDS

ATTENDANCE AND CLOCKING IN AND OUT

When employees are hired and from time to time thereafter, employees are advised as to what days and hours they are expected to work. Punctuality and regular attendance contribute to good job performance, while frequent tardiness or absences will diminish productivity. Unexcused or excessive absences will not be tolerated. It is the obligation of the employee to contact their immediate supervisor with any expected or unexpected absences from any scheduled working hours. If your immediate supervisor is unavailable, please contact the Assistant Principal for your department.

Although certain paid leave is earned by the School employees, it should not be abused. Employees exhibiting a pattern of absences that coincide with weekends, holidays and paydays will be required to provide medical verification of illness.

Employees will be expected to clock in upon arrival to campus and clock out upon their departure from campus every time when entering and leaving the building. Failure to clock in or out 2 times in a pay period may result in disciplinary action. (Having your EA enter punch is considered a failure of clocking in or clocking out.)

CHILDREN IN THE WORKPLACE

Although the School understands that employees from time to time experience last minute daycare issues, sick children and other unforeseen events involving your children or a child in your care, the School does not allow children or a child in your care in the workplace. As a matter of safety to your child or child in your care, our students, employees and parents, employees needing to care for sick children or with daycare issues must utilize sick time or other forms of leave available.

PAYROLL / PAY PERIODS

Pay Periods - All employees are paid on a bi-weekly pay schedule. If a regularly scheduled payday falls on a bank holiday, employees will be paid the day before. Ten-month and eleven-month employees will be paid over a twelve-month schedule.

Additional Pay – You will receive your regular paychecks based on your annual salary in the pay periods mentioned above. Any additional pay above and beyond your annual salary will be processed at the next payroll cycle, once received by the payroll department. Paperwork received by the payroll department after a pay cycle processing date will be paid with the next payroll cycle. Manual drafts will not be processed for these types of pay.

Paycheck Discrepancies / Retro Pay – If you feel your paycheck is inaccurate you may have your pay researched. If an error is found in your pay and reported within sixty (60)

days of the date of the occurrence, you will be eligible for pay retroactive to the date of the occurrence. If reported after sixty (60) days of the payroll discrepancy occurrence, the employee will not be eligible for retroactive pay, only the adjustment of pay from the date of notification. Under no circumstances will retroactive pay be given for any previous year.

Compensation shall include but not be limited to all wages, base pay, stipends, bonuses and benefits.

EMPLOYEE ASSIGNMENT

The School reserves the right to initiate involuntary employees transfers based on staffing needs as determined by the School.

REPORTING ABSENCES

Employees are expected to call their immediate supervisor or other designated contact prior to the start of the workday to report an absence. If an employee anticipates an absence of several days, he or she may notify his or her supervisor with one phone call; however, an employee must provide an anticipated date of return. If the anticipated date of return changes, the employee will be required to notify their immediate supervisor with updated information and a revised date of return.

If an employee or someone on the employee's behalf does not call in to report an absence or fails to report to work within a forty-eight (48) hour period, the School will consider this to be job abandonment and for a recommendation for termination, unless good cause can be shown for the failure to report or to call in.

ACCEPTANCE OF GIFTS **CONFLICT OF INTEREST**

Although the School understands that students are prone to bring token gifts, employees should not accept any gifts from either students or their parents that are in excess of \$25.00 in value. Employees should therefore exercise good judgment when accepting gifts from students. No one employed by the School shall accept gifts, money, or special favors from vendors or other parties which have a financial or business association with the School.

In addition, employees should not sell or solicit the sale of any item to students. This prohibition includes sale of cosmetics, vitamins, household goods, periodicals, etc. Employees should exercise good judgment when purchasing any items from students including, raffle tickets, paper goods, cookies, charitable pledges, etc.

When in doubt about the propriety of accepting a gift or purchasing an item, employees should contact their immediate supervisor or Principal.

DRESS CODE

All employees of the School shall dress in a professional, business-like manner at all times when in a school and students are in attendance. The School has not adopted a casual dress policy for its employees, except as approved by the Principal for special events, e.g., spirit day, FTE count day, cultural/ethnic celebrations. All decisions as to what is proper attire are at the sole discretion of the Principal.

Women

- Dresses and skirts (no more than 2 inches above the knee)
- Dress pants and blouses (may include $\frac{3}{4}$ length professional pants)
- Dress shoes

Men

- Dress shirt, slacks, and tie
- Dress shoes
- Tie should be visible under sweater or vest

Examples of Unacceptable Attire

- Denim of any kind, any color
- Flip flops, backless shoes
- Leggings, sweat pants, or shorts
- Tee shirts, tank tops, abbreviated tops, halter tops, or sweatshirts
- Spaghetti strap, strapless, or halter dresses or shirts
- Low cut blouses
- Clothing with slogans or advertising
- Tee-shirt pant sets
- Hats of any kind
- Visible body piercing
- Earrings for men
- Sheer clothing (unless underlying clothing is within dress code policy)

RELATIONSHIP WITH STUDENTS

Employees must maintain a professional relationship with students. Willfully or knowingly dating students whom employees have met through their employment with the School, while they are at our schools, or are temporarily absent from our schools, is unprofessional and is strictly prohibited, as is any attempt, by words or conduct, to engage a student or former student in a sexual or intimate relationship. Engaging students in sexually overt or explicit conversations or physical conduct which could reasonably be construed as sexual in nature is also prohibited.

SMOKING POLICY

The School maintains a smoke-free work environment. Employees must not smoke in a school facility or office area, or any areas where "No Smoking" signs have been posted.

DISTRIBUTION AND REGULAR RETRIEVAL OF SCHOOL COMMUNICATIONS

Voicemail: Voicemail is the School's prime method of communicating urgent and vital information. Employees, therefore, should retrieve their voicemail messages at least three times a day: morning, some point mid-day, and prior to leaving work for the day. If you are unable to retrieve your messages with the regularity required by this policy, please make arrangements for someone to check your voice mail box; in addition, please revise your outgoing message to let people know how long you will be unavailable and who to contact in your absence.

E-mail: E-mail is the School's secondary method of communication. Employees are expected to retrieve their e-mail messages at least twice a day. Employees who, due to absence or other good cause, are unable to access their e-mail messages should: (1) make arrangements for someone to retrieve their e-mail messages; or (2) notify their supervisors of their inability to retrieve e-mails while on approved leave. While out on approved leave, employees should use the automated reply to let people know how long they will be unavailable and who to contact during their absence.

Cell Phone/Pagers: Employees who are provided School -issued cell phones and pagers should have the cell phones and pagers with them and activated during work hours. If an employee cannot be contacted by either cell phone or pager during work hours, he or she must apprise his or her supervisor.

Personal Cell Phone Use: Employees may use their personal cell phones during their lunch period, only in the employee lounge, and before or after school. Personal cell phones may not be used in the classrooms, corridors, offices or any other area of the building during the workday unless specifically outlined above.

Once a communication is sent by the School to its employees by voicemail, e-mail, pager, or cell phone, the employee will be responsible for retrieving the communication and being apprised of its contents. An employee's failure to retrieve a message will not excuse any consequences which may result from the employee's lack of awareness or notice of the communication.

REMOVAL OF SCHOOL PROPERTY

Employees may not remove from the facility any School property including, but not limited to computer, computer software, audio or visual equipment, databases, financial records, academic records, procedures manuals, etc., without prior approval from the Principal.

CONFIDENTIALITY OF INFORMATION

It is the policy of the School to ensure that the operations, activities, and business affairs of the School and its students are kept confidential to the greatest possible extent. If, during their employment, employees acquire confidential or proprietary information about the School, its students and its clients, such information is to be handled in strict confidence and is not to be discussed with outsiders. Employees are also responsible for the internal security of such information.

For purposes of this policy, "Confidential and Proprietary Information" means any and all data and information relating to the School's business, whether written or otherwise, of which the employee becomes aware as a consequence of, during, or through the employee's association with the School, including, without limitation: research, strategic plans, operating plans and methodologies, specialized teaching methods, Executive Information System (EIS) database, operations manual, academic records, student records and transcripts, marketing strategies, financial information, results of tests or other trade secrets, as well as any or all information which is disclosed to the employee or in any way acquired by the employee relating to the School or its employees, clients, customers, students, prospective customers or clients, or vendors.

Employees will be asked to sign a Confidentiality Agreement at the time of hire and periodically throughout their term of employment to acknowledge their awareness of, and reaffirm their commitment to, this policy.

ELECTRONIC AND TELEPHONIC COMMUNICATIONS

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School and are to be used solely for job-related purposes. The use of any software and business equipment, including, but not limited to, facsimiles, telecopiers, computers, the School E-mail system, the Internet, and copy machines for private purposes is strictly prohibited.

All email is the property of the School. The School generously allows employees to utilize the corporate email system for the purpose of periodically sending email, which is of a non-business nature. Employees are reminded that all email retained on School email servers or the School provided PC's continues to remain the property of the School.

Email can and may be periodically audited for information which is of questionable nature and may be used as the basis for termination in the event the email residing on the School provided equipment has the potential to place the School at risk. All employees will receive an automated system message which reinforces this policy every six (6) months. Employees are encouraged to check with their immediate supervisor if they have questions related to this policy.

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 the Principal. All pass codes are the property of the School. Moreover, improper

use of the e-mail system (e.g., spreading offensive jokes or remarks), including the Internet will not be tolerated.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with the School's legitimate business interest, authorized representatives of the School may monitor the use of such equipment from time to time. This includes monitoring Internet usage of any kind. This may also include listening to stored voice-mail messages.

The School provides access to the Internet. The Internet represents a useful tool for the School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

The School employees may not e-mail any confidential or proprietary information belonging to the School to any outside sources without prior approval from the Principal. Please consult the Confidentiality of Information policy for the definition of "confidential or proprietary information."

Many organizations have official Internet Web sites. Most public Web sites are "read only", meaning they may permit a person who visits the site to read material posted on the Web site but not to leave a message. Other Web sites permit visitors to establish continuing contact by leaving a message (the electronic equivalent of leaving your business card or a telephone message). The owner or operator of a Web site may record the information that a connection was made from the School.

As a general rule, employees may not forward, distribute, or incorporate into another work, material retrieved from a Web site or other external system. Very limited or "fair use" may be permitted in certain circumstances. Any employee desiring to reproduce or store the contents of a screen or Web site should contact the Principal to ascertain whether the intended use is permissible.

Use of the World Wide Web includes all restrictions which apply generally to the use of the School's E-mail and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No Browsing of Restricted Content Web sites: the School strictly prohibits the access of Web sites which contain pornographic, violent or other inappropriate material. Internet usage will be monitored. Employees who have intentionally accessed or browsed Web sites containing pornographic, violent or other inappropriate material will be terminated.
2. No Downloading of Non-business Related Data: the School allows the download of files from the Internet. However, downloading files should be limited to those which relate directly to the School's business.
3. No Downloading of Application Programs: the School does not permit the download or installation on School computers of application software from the Internet. Such software may not only contain embedded viruses, but

also is untested and may interfere with the functioning of standard School applications.

4. No Participation in Web-based Surveys without Authorization: When using the Internet, the user implicitly involves the School in his/her expression. Therefore, users should not participate in Web or E-mail based surveys or interviews without authorization.
5. No Use of Subscription-based Services without Prior Approval: Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the expressed approval of the Principal.
6. No Violation of Copyright: Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws which apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls in the category of "fair use". Please do not copy or disseminate material which is copyrighted. Employees having any questions regarding such materials should contact the Principal.

USE OF SCHOOL LOGO

Employees may not reproduce the School logo in any form or fashion without prior permission from the Principal, who handles the ordering of business cards, stationery and marketing materials. Employees who need these supplies should contact the Principal.

WORKPLACE SAFETY

POSSESSION OF FIREARMS AND WEAPONS

Employees, visitors, and students are prohibited from bringing firearms, knives, or other weapons onto school premises or any grounds or building where a School-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the School's weapons policy should report it to their supervisor.

WORKPLACE VIOLENCE

The School is concerned about the increased violence in society, which also has affected many workplaces throughout the United States. Accordingly, the School has taken steps to help prevent incidents of violence from occurring.

In this connection, it is the School's policy to prohibit any acts or threats of violence by any employee or former employee against any other individual in or about the School premises or while on School business. In addition, the School does not permit any employee, former employee, student, client or other person (excluding bona fide law enforcement personnel) to use or possess firearms or other weapons on the School premises. The School also will not condone any acts or threats of violence against any individual, including but not limited to, the School employees, students, clients, contract workers, or visitors on the School premises at any time, or while they are engaged in business with or on behalf of the School, on or off the School premises.

In keeping with the spirit and intent of this policy, it is the commitment of the School (1) to take prompt action against any employee who engages in any threatening, violent, or abusive behavior; (2) to take appropriate action when dealing with students, clients, former employees, contract workers, or visitors to the School facilities who engage in threatening, violent, or abusive behavior; (3) to take appropriate action against employees, former employees, students, clients, contract workers, visitors and other persons who use or possess firearms or other weapons on the School premises; and (4) to establish viable security measures to ensure that the School facilities are free from violence to the reasonable extent possible.

In furtherance of this policy, employees have a duty to notify their supervisors, security personnel, or the Principal of any suspicious or prohibited conduct. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, and/or the use or possession of firearms or other weapons on the School premises. Employee reports made pursuant to this policy will be held in confidence, except as required by union contract or law. The School will not condone any form of retaliation against any employee for making a report under this policy.

SUBSTANCE ABUSE POLICY

It is the intent of the School to provide a working environment free from the use of non-prescribed drugs and alcohol. The School has adopted the following policy as a consequence of its involvement in the education of youth, the necessity for the School employees to act as positive role models for its students, and the potential risk to other employees, students, and others if the School employees perform their duties while using or having used drugs or alcohol. We ask for your full cooperation as education professionals in implementing this policy and educating others regarding the risks associated with substance abuse.

Prohibited Conduct

- 1) The sale, manufacture, distribution, purchase, use, or possession of alcohol, alcoholic beverages, inhalants, or non-prescribed drugs (meaning non-prescribed narcotics, hallucinogenic drugs, marijuana or other non-prescribed controlled substances), or equipment, products and materials which are used, intended for use, or designed for use with such drugs, is prohibited while on School property or during working hours.

- 2) Reporting to work or being at work while under the influence of or while impaired by alcohol or non-prescribed drugs is prohibited. ¹
- 3) Reporting to or being at work with a measurable quantity of non-prescribed drugs in blood or urine is prohibited. ²
- 4) Reporting to work in a condition which may create the impression with students, other employees, or visitors that the employee may be under the influence of non-prescribed drugs or alcohol is prohibited.
- 5) Reporting to or being at work while using prescribed medications may also be prohibited where, in the opinion of the School, such use prevents the employee from performing the duties of his or her job or poses a risk to the safety of the employee, other persons or property. In these circumstances, employees may be sent home and shall be placed on sick leave, if available, until the employee is able to resume duties.

¹ For purposes of this policy, an employee is conclusively presumed to be under the influence of alcohol if his or her blood alcohol level is .04 or higher.

² The National Institute on Drug Abuse (NIDA) standards for levels of various controlled substances will be applied.

Testing

An employee may be requested to undergo a blood test, urinalysis, "Breathalyzer" test or other diagnostic test under the following circumstances:

- 1) Preemployment – Any applicant who is offered employment must pass a drug/alcohol test prior to commencing work, if applicable.
- 2) Post-Accident – Any employee involved in an accident while driving a School owned motor vehicle or common carrier may be required to submit to drug and/or alcohol testing.

Disciplinary Action

Any violation of this policy may result in disciplinary action. Anyone who tests positive for non-prescribed drugs, as defined by this policy, shall be recommended for termination.

DRUG-FREE WORKPLACE ACT OF 1988

As part of the School's effort to comply with the terms of the Drug-Free Workplace Act of 1988, employees are required to notify the Principal of any criminal drug statute conviction resulting from a violation occurring at the workplace within five (5) days of such conviction. Within thirty (30) days' notice from the employee, appropriate disciplinary action will be taken against the employee, up to and including termination.

RIGHT TO SEARCH

The School is dedicated to providing a safe environment for its employees and students. To achieve that standard, the School reserves the right to search all School property used by employees and students, including but not limited to lockers, desks, file cabinets, offices, and classrooms.

PROCEDURES PERTAINING TO VIOLATIONS OF LAW

Reasonable Suspicion

The School shall notify appropriate law enforcement officials if an employee is observed to be in violation of the above stated prohibited conduct under the Substance Abuse Policy.

The School shall notify appropriate law enforcement officials in the event of suspicion of criminal activity on campus. The law enforcement official shall determine whether or not sufficient grounds exist to conduct the search of personal property or vehicles.

EMPLOYEE CODE OF CONDUCT

It is essential to the mission of the School that employees conduct themselves professionally, both on and off the job. As an integral member of the School, you are expected to accept certain responsibilities, adhere to acceptable professional principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that in your work you refrain from any behavior that might be harmful to you, your coworkers, your students and/or the School, or that might be viewed unfavorably by the community in which you are employed.

Please keep in mind that your conduct reflects on the School. You are, consequently, encouraged to observe the highest standards of professionalism at all times.

Employees are required to:

- comply with all policies contained within the personnel policies guide, operations manuals, and any other manual used in the course of an employee's job assignment or other procedural/policy manual.
- comply with any applicable state and federal regulations, statutes and guidelines.
- comply with all School policies and federal laws regarding discrimination and harassment.

- treat each other, students, parents and all other visitors to the campus with dignity and respect.
- avoid conduct which could result in your arrest and/or subject you to criminal prosecution.
- report any criminal charges, arrests, incarcerations or convictions within the time frame specified in this Handbook.

Listed below are some of the standards of conduct of the School. This list should not be viewed as being all-inclusive. Types of behavior and conduct that the School expects include, but is not limited to, the following:

1. Providing accurate and truthful information on School employment forms or other School records or documents;
2. Avoid engaging in unnecessary or unauthorized use of the School's supplies for personal purposes;
3. Not engaging in fighting or using obscene, abusive, or threatening language or gestures;
4. Complying with a supervisor's reasonable, work-related instructions;
5. Not engaging in intentional misrepresentation of facts to a supervisor, other School employees, or student's parent in the conduct of the School's business;
6. Not attempting to encourage or coerce a student to withhold information from the student's parent;
7. Not attempting to influence any student regarding political or religious doctrine or beliefs on the School campus;
8. Compliance with the School's Guidelines for working with students;
9. In the spirit of teamwork, maintaining an effective working relationship, or maintaining good rapport, with parents, the community, or colleagues, where appropriate.

Any violation of this Code of Conduct is considered a violation of a workplace conduct rule and may subject you to disciplinary action, up to and including an unpaid suspension and/or termination of employment.

ACKNOWLEDGEMENT

I, _____, ACKNOWLEDGE
(Please print)

RECEIPT OF AND TRAINING ON THE FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING PERSONNEL ADMINISTRATION POLICIES GUIDE, EMPLOYEE WORK STANDARDS, AND CODE OF CONDUCT. I ACKNOWLEDGE THAT I AM RESPONSIBLE FOR READING, UNDERSTANDING AND COMPLYING WITH THE PROVISIONS OF THIS POLICY MANUAL. I ALSO ACKNOWLEDGE THAT I MUST SIGN A CONFIDENTIALITY AGREEMENT AND PASS A BACKGROUND INVESTIGATION AS A CONDITION OF MY EMPLOYMENT.

EMPLOYEE SIGNATURE

DATE

Revised: June 2012

Drop out Prevention and Recovery Program Marketing Campaign Materials

**YOUR DIPLOMA
YOUR WAY.**

Three Methods to Attract and Enroll At-Risk Students

Student/Parent Outreach – Using names and addresses provided by the school district, ALS staff will contact former students and their families to present this non-traditional, flexible schedule opportunity to return to school. Additionally, ALS will work with the district to identify over-age, credit deficient, grade repeating students who have been identified as “at risk of dropping out” to provide these students with an opportunity that may better fit their needs.

Community Based "marketing" – School staff with strong ties to the community and community partners will build positive awareness of the program through various venues identified in the community.

Advertising – A cable TV, radio, transit ads and website marketing campaign will be implemented. A *youtube.com* website has been established. Text messaging addresses have been integrated into print ads so potential students can immediately express interest in the program.

Marketing Campaign Materials

Print Campaign

AS A STUDENT IN OUR SCHOOL, YOU CAN EXPECT TO:

- Immediately begin earning credits on your path to a high school diploma
- Get individualized support by caring, highly qualified staff
- Learn at your own pace in a 21st century learning environment

AS A HIGH SCHOOL GRADUATE, YOU CAN EXPECT TO:

- Have more choices for college, employment and a successful career
- Be in a better position to manage your future
- Earn more per year than a high school dropout*

WHAT OUR STUDENTS SAY:

"If you feel as though it is getting too hard for you, and you feel as though you are on the verge of dropping out, come to this school. And trust me, you're going to like it here."— Jamier S.

"It's more relaxed and more calm—easier to focus."— Iris P.

"I think in the future, this is going to be the program for everyone."— Stephen G.

"I like it because you get to work on the computers. You are on your own pace. Teachers help you a lot, it's really good. I love it."— Raul R.

YOUR DIPLOMA YOUR WAY.

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
YourDiplomaYourWay.com

TAKE CHARGE!
EARN YOUR HIGH SCHOOL DIPLOMA

YOUR DIPLOMA YOUR WAY.

Dropout Graduate

\$18,085 \$26,104

*"Zickler's Guide" Education Week, 2006

FL rack brochure – outside

Marketing Campaign Materials

Print Campaign

ABOUT THE SCHOOL:

- Earn your high school diploma
- Employment assistance and career planning
- No cost to student or family
- Graduation ceremonies in June and December
- Safe and secure classrooms
- For ages 16-21
- Individual attention to meet students' needs—more teachers to assist students
- Students learn at their own pace
- Computer-based/Mastery-based courses

2 CONVENIENT SCHEDULES:

7:30 AM–11:30 AM
11:30 AM–3:30 PM
Evening session—call for more info

3 LOCATIONS IN BROWARD COUNTY, FL

MIRAMAR AREA- 954.433.1573
Dolphin Park High School
3206 S. University Dr.
Miramar, FL 33025

LAUDERHILL AREA- 954.731.2585
Lauderhill High School
4131 N.W. 16th St.
Lauderhill, FL 33313

TAMARAC AREA- 954.746.4483
North University High School
4800 N. University Dr.
Lauderhill, FL 33351

2 LOCATIONS IN LEE COUNTY, FL

FT. MYERS AREA- 239.337.9140
Coronado High School
3057 Cleveland Ave.
Ft. Myers, FL 33901

CAPE CORAL AREA- 239.242.4230
North Nicholas High School
428 S.W. Pine Island Rd.
Cape Coral, FL 33991

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply.
YourDiplomaYourWay.com

FL rack brochure – inside

Marketing Campaign Materials

Print Campaign

COMO ESTUDIANTE DE NUESTRA ESCUELA, USTED PUEDE ESPERAR:

- Inmediatamente comenzaras a ganara creditos en su camino a un diploma de escuela secundaria
- Obtendras el apoyo individualizado de cuidado, personal altamente cualificado
- Aprenderas a su propio ritmo en el siglo 21 un entorno de aprendizaje

COMO UN GRADUADO DE ESCUELA SECUNDARIA, USTED PUEDE ESPERAR:

- Tener mas opciones para la universidad, el empleo y una carrera exitosa
- Estar en una mejor posicion para manejar su futuro
- Obtener mas por ano que una alta desercion escolar*

LO QUE NUESTROS ESTUDIANTES DICEN:

"Si se siente que esta demasiado dificil para usted, y usted se siente como si usted esta a punto de quedar fuera, ven a esta escuela. Y confia en mi, a usted le a va a gustar aqui." - Jamier S.

"Es mas relajado y mas tranquilo, mas facil para el punto de mira." - Iris P.

"Creo que en el futuro, esto va a ser el programa para todo el mundo." - Stephen G.

"A mi me gusta, porque puedes trabajar en las computadoras. Usted esta en su propio ritmo. Los profesores te ayudan mucho, es realmente bueno. Me encanta." - Raul R.

TOME CONTROL!
OBTENGA SU DIPLOMA DE ESCUELA SECUNDARIA

SU DIPLOMA SU MANERA.

INSCRI&ASE HOY
1.888.437.9353
ENVIE MENSAJE TEXTO "YDYW" A 41513
Cargos pueden ser aplicados
YourDiplomaYourWay.com

3 UBICACIONES EN BROWARD COUNTY, FL

AREA DE MIRAMAR-954.433.1573
Dolphin Park High School
3206 S. University Dr.
Miramar, FL 33025

AREA DE LAUDERHILL-954.731.2585
Lauderhill High School
4131 N.W. 16th St.
Lauderhill, FL 33313

AREA DE TAMARAC-954.746.4483
North University High School
4800 N. University Dr.
Lauderhill, FL 33351

2 UBICACIONES EN LEE COUNTY, FL

AREA DE FT. MYERS-239.337.9140
Coronado High School
3057 Cleveland Ave.
Ft. Myers, FL 33901

AREA DE CAPE CORAL-239.242.4230
North Nicholas High School
428 S.W. Pine Island Rd.
Cape Coral, FL 33991

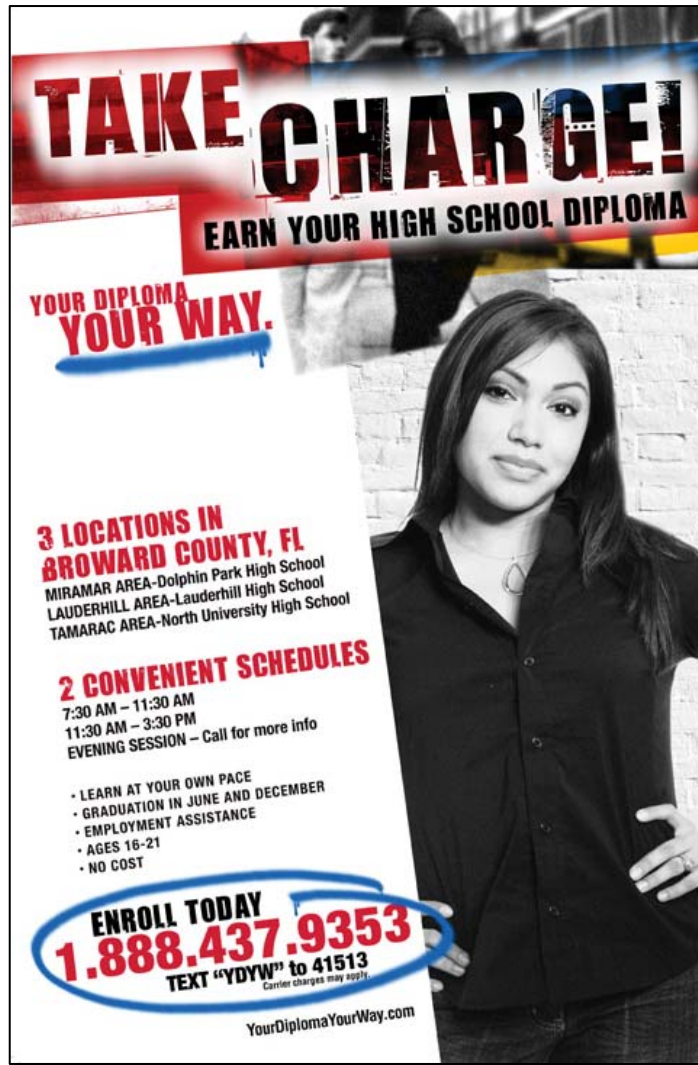
INSCRI&ASE HOY
1.888.437.9353
ENVIE MENSAJE TEXTO "YDYW" A 41513
Cargos pueden ser aplicados
YourDiplomaYourWay.com

Sesiones de noche-llame para mas informacion

FL rack brochure – Spanish version

Marketing Campaign Materials

Job Fair Posters



TAKE CHARGE!
EARN YOUR HIGH SCHOOL DIPLOMA

YOUR DIPLOMA YOUR WAY.

3 LOCATIONS IN BROWARD COUNTY, FL
MIRAMAR AREA-Dolphin Park High School
LAUDERHILL AREA-Lauderhill High School
TAMARAC AREA-North University High School

2 CONVENIENT SCHEDULES
7:30 AM – 11:30 AM
11:30 AM – 3:30 PM
EVENING SESSION – Call for more info

- LEARN AT YOUR OWN PACE
- GRADUATION IN JUNE AND DECEMBER
- EMPLOYMENT ASSISTANCE
- AGES 16-21
- NO COST

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply

YourDiplomaYourWay.com

Broward County



TOME CONTROL!
OBTENGA SU DIPLOMA DE ESCUELA SECUNDARIA

SU DIPLOMA SU MANERA.

3 UBICACIONES EN BROWARD COUNTY, FL
MIRAMAR AREA-Dolphin Park High School
LAUDERHILL AREA-Lauderhill High School
TAMARAC AREA-North University High School

2 HORARIOS CONVENIENTES
7:30 AM – 11:30 AM
11:30 AM – 3:30 PM
SESIONES DE NOCHE –
Llame para mas informacion

- APREnda A SU PROPIO RITMO
- GRADUACION EN JUNIO Y DICIEMBRE
- ASISTENCIA DE EMPLOYO
- PARA EDADES 16-21
- SIN COSTO

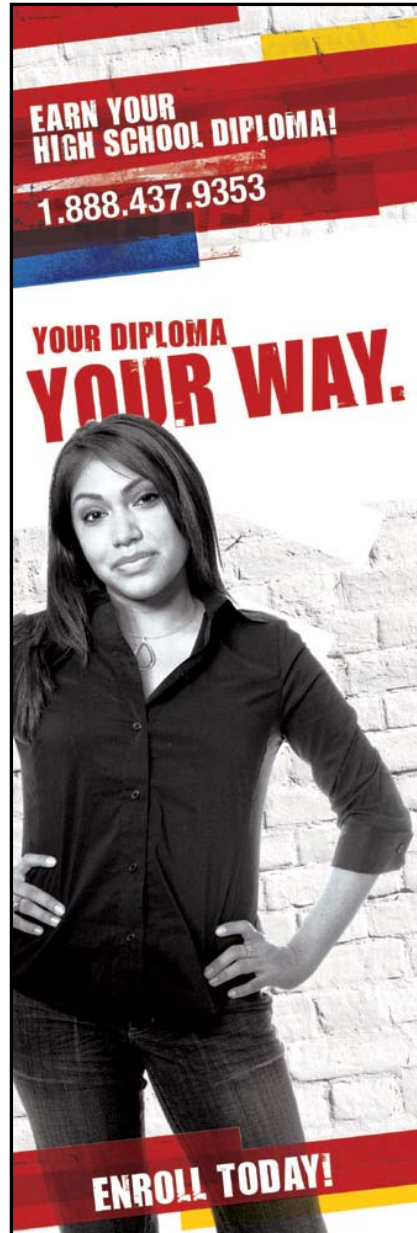
INSCRIBASE HOY
1.888.437.9353
ENVIE MENSAJE TEXTO "YDYW" a 41513
Cargos pueden ser aplicados

YourDiplomaYourWay.com

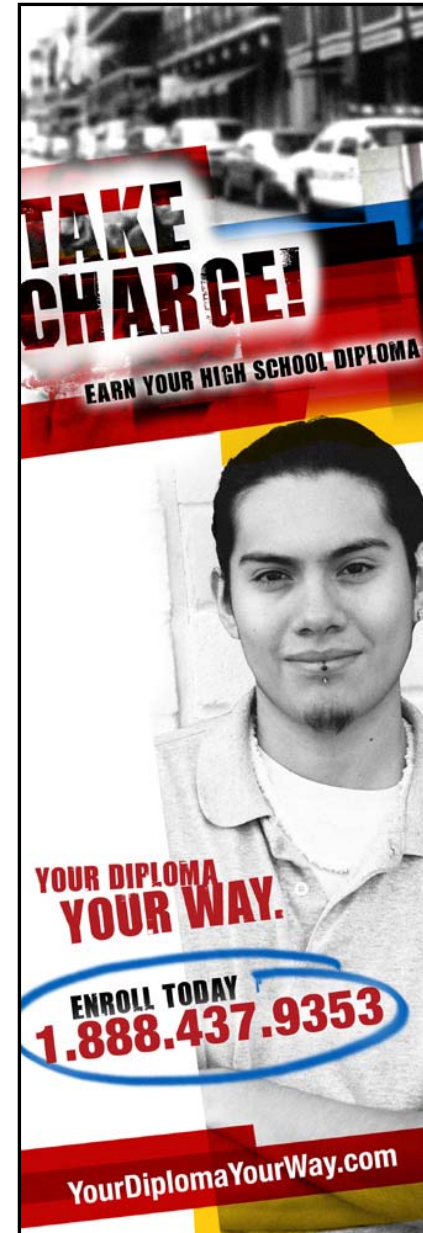
Spanish version

Marketing Campaign Materials

Job Fair Banners



Enroll Today
banner



Take Charge
banner

Marketing Campaign Materials

Job Fair T-Shirts



Marketing Campaign Materials

Outdoor Advertising



Enrollment office banners



Spanish version

Marketing Campaign Materials

Outdoor Advertising — Bus Ads



Marketing Campaign Materials

Bus Interior Panels

YOUR DIPLOMA YOUR WAY.

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply.

**YOUR CHOICE
YOUR FUTURE**

EARN YOUR HIGH SCHOOL DIPLOMA

2 LOCATIONS IN LEE COUNTY, FL
CAPE CORAL AREA-North Nicholas High School
FT. MYERS AREA-Coronado High School

2 CONVENIENT SCHEDULES
7:30 AM – 11:30 AM
11:30 AM – 3:30 PM
EVENING SESSION – Call for more info

- LEARN AT YOUR OWN PACE
- GRADUATION IN JUNE AND DECEMBER
- EMPLOYMENT ASSISTANCE
- AGES 16-21
- NO COST

YourDiplomaYourWay.com

YOUR DIPLOMA YOUR WAY.

TAKE CHARGE!

EARN YOUR HIGH SCHOOL DIPLOMA

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply.

3 LOCATIONS IN BROWARD COUNTY, FL
MIRAMAR AREA-Dolphin Park High School
LAUDERHILL AREA-Lauderhill High School
TAMARAC AREA-North University High School

2 CONVENIENT SCHEDULES
7:30 AM – 11:30 AM
11:30 AM – 3:30 PM
EVENING SESSION – Call for more info

- LEARN AT YOUR OWN PACE
- GRADUATION IN JUNE AND DECEMBER
- EMPLOYMENT ASSISTANCE
- AGES 16-21
- NO COST

YourDiplomaYourWay.com

Marketing Campaign Materials

Bus Interior Panels

2 LOCATIONS IN LEE COUNTY, FL
CAPE CORAL AREA-North Nicholas High School
FT. MYERS AREA-Coronado High School

2 CONVENIENT SCHEDULES
7:30 AM - 11:30 AM
11:30 AM - 3:30 PM
EVENING SESSION - Call for more info

- * LEARN AT YOUR OWN PACE
- * GRADUATION IN JUNE AND DECEMBER
- * EMPLOYMENT ASSISTANCE
- * AGES 16-21
- * NO COST

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply.

YOUR DIPLOMA YOUR WAY.

MAKE YOUR FUTURE!

EARN YOUR HIGH SCHOOL DIPLOMA

YourDiplomaYourWay.com

3 LOCATIONS IN BROWARD COUNTY, FL
MIRAMAR AREA-Dolphin Park High School
LAUDERHILL AREA-Lauderhill High School
TAMARAC AREA-North University High School

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- * EMPLOYMENT ASSISTANCE
- * AGES 16-21
- * NO COST

ENROLL TODAY
1.888.437.9353
TEXT "YDYW" to 41513
Carrier charges may apply.

YOUR DIPLOMA YOUR WAY.

YOUR CHOICE YOUR FUTURE!

EARN YOUR HIGH SCHOOL DIPLOMA

YourDiplomaYourWay.com

Florida High School for Accelerated Learning

APPLICATION FOR ENROLLMENT

Application Number: _____
Office Use Only

Name: _____ Date of Birth: _____

Address: _____ Apt Number: _____

City: _____ State: _____ Zip Code: _____

Zoned School: _____ Grade Level: _____

Phone Numbers:

Home: _ (____) _____ - _____

Cell: _ (____) _____ - _____

Work: _ (____) _____ - _____

Alternate Number : _ (____) _____ - _____

Name: _____ Relationship: _____

Alternate Number : _ (____) _____ - _____

Name: _____ Relationship: _____

EMAIL ADDRESS: _____

FLORIDA HIGH SCHOOL FOR ACCELERATED LEARNING

Tuition Free Public Charter School

Florida High School for Accelerated Learning (FHSAL) is dedicated to preparing high-need, high-risk students for college and career success through a teacher directed, individually-paced, technology-based, and flexibly scheduled program that leads to a high school diploma and a successful post-secondary pathway.

Parent & Student Enrollment

Forms and Information

Student's Name (Last, First, Middle)

Date

Please check your preference on which session you would like to attend?

☐ Morning Session

☐ Afternoon Session

☐ Evening Session

Age of Student _____

Do you work? Yes _____ No _____

Where - _____

Do you volunteer?

Yes _____ No _____

Where - _____

Office Use Only

____ Birth Certificate / Passport

____ Transcript

____ SSN, optional

____ Proof of Address

____ Government Issued ID (copy)

____ Insurance Card (copy)

____ Withdrawal Form

Student Registration Packet

PART 1: Demographic Information

Date: _____

STUDENT INFORMATION

Last Name: _____ First Name: _____ Middle Name: _____

Date of Birth: _____ Gender: M or F Social Security Number: _____

Student ID #: _____ Grade: _____ Race: _____

Student's Home Address: _____ Apt #: _____

City: _____ State: FL Zip Code: _____ Phone #: (____) _____

Transferring from (home school) : _____ High School Enrollment Date: _____

School District: _____ Other schools attended: _____

Primary Contact Information

Guardian/s With Whom Student Resides

☐ Last Name: _____ First Name: _____ Middle Name: _____

Driver's License #: _____ Relationship to Child: _____

Address: _____ Apt. # _____ City: _____ State: _____ Zip: _____

Business Address: _____ City: _____ State: _____ Zip: _____

Home #: (____) _____ Work #: (____) _____ Ext # or Dept: _____

Cellular #: (____) _____ Pager #: (____) _____

☐ Last Name: _____ First Name: _____ Middle Name: _____

Driver's License #: _____ Relationship to Child: _____

Address: _____ Apt. # _____ City: _____ State: _____ Zip: _____

Business Address: _____ City: _____ State: _____ Zip: _____

Home #: (____) _____ Work #: (____) _____ Ext # or Dept: _____

Cellular #: (____) _____ Pager #: (____) _____

Secondary Contact: _____ Home #: (____) _____ Work #: (____) _____ ext _____

Cellular #: (____) _____ Pager #: (____) _____

Native Language (if other than English): _____

IEP: Yes _____ No _____ Copy of IEP or 504 Plan Provided? Yes _____ No _____

My child has permission to take public transportation to or from school: Yes _____ No _____

My child has permission to walk to or from school, if applicable: Yes _____ No _____

How did you hear about FHSAL? _____

I have reviewed the information on this page _____ 2
(Please initial)

PART 2: Legal, Emergency, & Medical Information**Student Name:** _____**E-MAIL ADDRESS**

Please provide your email address:

1. Parent: _____ Email: _____
2. Parent: _____ Email: _____
3. Student: _____ Email: _____

PARENTAL AUTHORIZATION

In addition to the guardian information, only the following persons will be authorized to drop off and pick up the student:

1. Name: _____ Relationship: _____ Telephone: _____
2. Name: _____ Relationship: _____ Telephone: _____
3. Name: _____ Relationship: _____ Telephone: _____

LEGAL DOCUMENTATION

Please list the name of any individual who is legally restrained from contacting the student:

1. Name(s): _____ Relationship: _____
Date of Court Order: _____

PERMISSION FOR EMERGENCY CARE

In the event of an accident or other emergency, when parent/guardian are unavailable, I hereby authorize a representative of the school to make arrangements as considered necessary for my child to receive medical or hospital care, including necessary transportation. Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as is considered necessary. In the event the physician is not available, I give permission for care and treatment to be performed by any licensed physician. The undersigned agrees to bear all costs incurred as a result of the foregoing.

Physician's Name: _____ Phone Number: _____

Child's Medical Number (if applicable): _____ Known Allergies: _____

Parent/Legal Guardian Name (print): _____

Parent/Legal Guardian Name (signature): _____

MEDIA RELEASE

I do hereby grant permission for FHSAL to reproduce and release all media announcements, including photographs, interviews, audio/visual, or sound recordings of this student, while attending the FHSAL.

Parent/Guardian Signature: _____

I have reviewed the information on this page _____ 3
(Please initial)

PART 3: Parent/Guardian Release

CONSENT TO ENROLL AND RELEASE OF RECORDS

I hereby grant consent for my child to enroll in FHSAL and do hereby grant permission to and direct the School District to release any and all of this student's education records, including all academic, discipline, and health records to FHSAL. FHSAL is an educational alternative that emphasizes parental partnership in a voluntary placement for academic support and guidance to assist my child with his/her progress and achievement in school. I also understand that as a parent I have the right to request a review of placement and request a review for evaluation for services offered in other district high schools including, but not limited to: advanced placement, vocational education, exceptional education, school-to-work offerings and alternative placements.

Parent/Guardian Signature: _____

The school maintains all student education records in accordance with the Family Educational Rights and Privacy Act, 20 (U.S.C. § 1232g; 34 CFR Part 99) and releases such records only as provided therein. Certain information about FHSAL students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects in writing to the release of any or all directory information about the student. Directory information includes: a student's name, address, telephone number, date and place of birth, photograph, and participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, awards received in school, and most recent school attended. The undersigned understands and acknowledges that any objection to release of directory information must be made in writing to the school within ten school days after the parent receives this notice.

Parent/Guardian Signature: _____

ACKNOWLEDGEMENT OF RECEIPT AND REVIEW OF FHSAL STUDENT / PARENT HANDBOOK

We understand and consent to the responsibilities outlined in FHSAL *Student/Parent Handbook* and *Code of Student Conduct*. We also understand and agree that the student shall be held accountable for the behavior and consequences as outlined in the *Student/Parent Handbook* and *Code of Student Conduct* at school and at school-sponsored and school-related activities (including school-sponsored travel) and for any school-related misconduct, regardless of time or locations.

In addition, we have read the School's Internet Acceptable Use Policy listed below and understand its contents and agrees to follow the guidelines:

- The use of computers, networks, and online telecommunications systems must be related to students' educational activities.
- Students must recognize that computers, networks, and equipment used to support online telecommunication systems are shared devices and agree to use them in ways which will maintain their continued operability for all users.
- No illegal activity may be conducted using the School's computers, networks, or online telecommunications systems.
- Students must not access or distribute offensive, obscene, inflammatory, or pornographic material.
- Students shall not intentionally spread computer viruses, vandalize data, infiltrate systems, or degrade/disrupt computer and/or network performance.
- All users of computers, networks, and online telecommunications systems shall adhere to laws regarding copyright.

In addition, as a parent or legal guardian of the minor student signing below, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. The Internet will be used for educational purposes, academic activities, career development and limited high-quality self-discovery activities. E-mail or chat access will be under the teacher's direct supervision for specific instructional purposes as designated by the school. Students will not be allowed to establish web e-mail accounts or purchase products or services over the Internet. I understand that individuals and families may be held liable for violations.

We have received, read, and understand FHSAL *Student/Parent Handbook* and the *Code of Student Conduct*.

Student Signature: _____

Parent Signature: _____

Statement of Authenticity: I attest that all the information given in this Student Enrollment Packet is accurate and truthful. I also understand that this authentic information will be used in serving my student during the time he/she is enrolled in FHSAL.

Parent/Guardian Printed Name: _____ Signature: _____

Parent/Guardian Signature: _____ Signature: _____

I have reviewed the information on this page _____ 4
(Please initial)

PART 3: Student Services Information

Student Name: _____

INTEREST IN OUTSIDE SERVICE PROVIDER INFORMATION

Various service providers partner, including university master's level interns, with FHSAL offer off campus services to students and families with specific counseling needs. Criteria for counseling services vary for each agency. **Please contact the Student Services Specialist at FHSAL to determine what services may be appropriate for your student.** Parents, guardians, students, or school staff may suggest counseling services at any time during a student's enrollment.

Student's name: _____

Social Security number: _____ - _____ - _____ DOB: ____/____/____

Is the student a parent or a parent to be? **YES/NO**Is your child currently receiving counseling services? **YES/NO**

If "yes", what program: _____ Diagnosis/Medication: _____

If no, would you like to request services from one of our providers at this time? **YES/NO**Does the student have Medicaid? **YES/NO** If "yes", what is the Medicaid number: _____ Plan Name & #: _____Does the student have Private Insurance? **YES/NO** If "yes", what Company/Group number: _____Do you or the student have an Employee Assistance Program (EAP)? **YES/NO** If "yes", what EAP: _____Do you have an open case with DCF? **YES/NO** If "yes" Case Worker/Number: _____Does the student have an open case with the Juvenile Justice system? **YES/NO**

Probation Officer: _____ Phone number: _____

PLEASE MARK ALL THAT APPLY TO YOUR CHILD'S PRESENT ISSUES/BEHAVIORS

- | | |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Grief Counseling/Group, due to the death of a close friend or family member. | |
| <input type="checkbox"/> Substance Abuse Counseling/Group, for students with known drug use. | |
| <input type="checkbox"/> Anger Management Counseling/Group, for severe anger problems. | |
| <input type="checkbox"/> Pregnancy or Parenting Classes/Group, for teen mothers/fathers. | |
| <input type="checkbox"/> Suicide/Homicidal Attempts | <input type="checkbox"/> Suicidal/Homicidal Threats or Thoughts |
| <input type="checkbox"/> ADHD | <input type="checkbox"/> Hallucinations and/or Delusions |
| <input type="checkbox"/> Sleeping Difficulties | <input type="checkbox"/> Fire Setting/Property Destruction |
| <input type="checkbox"/> Argumentative/Defiant | <input type="checkbox"/> Deteriorating School Behavior |
| <input type="checkbox"/> Verbally/Physically Abusive | <input type="checkbox"/> Stealing, Lying, Cheating |
| <input type="checkbox"/> Withdrawn/Depressed | <input type="checkbox"/> Easily Angered or Irritable |
| <input type="checkbox"/> Poor Attention Span/Impulsive | <input type="checkbox"/> Substance/Alcohol Abuse |
| | <input type="checkbox"/> Gang Activity |
| | <input type="checkbox"/> Eating Problems |
| | <input type="checkbox"/> Family Issues/Relationships |
| | <input type="checkbox"/> Sexual Abuse |
| | <input type="checkbox"/> Self-mutilation |
| | <input type="checkbox"/> Cruelty to Animals |
| | <input type="checkbox"/> Health Issues |

Other concerns not mentioned: _____

I understand that submitting this form does not guarantee that services or providers will be available. However, I give permission for FHSAL to release my child's name and the information on this form to service providers. Service Providers may conduct an initial meeting with student to determine services needed and will contact the parent/guardian to explain the scope of their services and obtain verbal or written consent for treatment.

Signed: _____
Parent/Guardian

Date: ____/____/____

Signed: _____
Eligible Student (over 18 years of age or enrolled in postsecondary institution)

Date: ____/____/____

Contact Number: Home _____ Work _____ Other _____

I have reviewed the information on this page _____ 5
(Please initial)

Florida High School for Accelerated Learning

SEARCH CONSENT FORM

It is the policy of Florida High School for Accelerated Learning (FHSAL) to prohibit the use, possession, concealment, transportation or distribution of illegal or unauthorized items, including but not limited to, illegal drugs, look-alike drugs and drug paraphernalia, tobacco, lighters, matches, alcoholic beverages, weapons, ammunition, and/or stolen property, while entering, on, or leaving school property or attending school-sponsored functions or events.

For the protection of the students, teachers and employees of FHSAL, students may be required to submit their person, personal effects, vehicles, belongings, and any other items to a search by school officials or other authorized representatives.

Your signature below constitutes your consent to the inspection of the student's person, personal effects, vehicle, and/or other belongings or items.

Parent/Guardian's Name (Please print)

Student's Name (Please print)

Parent/Guardian's Signature

Student's Signature

Date

Date

Florida High School for Accelerated Learning

Your child is choosing to attend Florida High School for Accelerated Learning (FHSAL). This school is designed to help students develop academic skills, increase attendance, and take responsibility for their own behavior and education while pursuing his/her diploma.

In order to ensure a smooth transition into FHSAL, it is important that you and your child review and understand the following information:

- ✓ All cell phones, touch screen electronics, and any other device capable of accessing the Internet, playing games, or recording audio or video will be collected upon entry and will not be permitted in the classroom. The school is not responsible for any lost merchandise.
- ✓ Each student will have an opportunity to earn a high school diploma and must attend every day and give their best effort in order to maximize their learning.
- ✓ Students will wear appropriate attire which is consistent with the policies of the School.
- ✓ Students may use public transportation.
- ✓ A parent/guardian (or emancipated student) must complete and sign all forms in the Enrollment Packet prior to attending class.
- ✓ Students will sign in each day on the respective classroom roster.
- ✓ To ensure safety to all, students will pass through a metal detector upon entry each day.
- ✓ Several School-required forms will need to be completed in addition to this packet.
- ✓ Upon enrollment, every student will be expected to agree to and sign an attendance and behavior contract which reinforces the discipline and dismissal procedures as per School guidelines.
- ✓ Parents are always welcome at the school – please call for appointment.
- ✓ Note: Oral and written instruction will be delivered/taught in English.

I understand the statements above and have had an opportunity to ask questions about FHSAL.

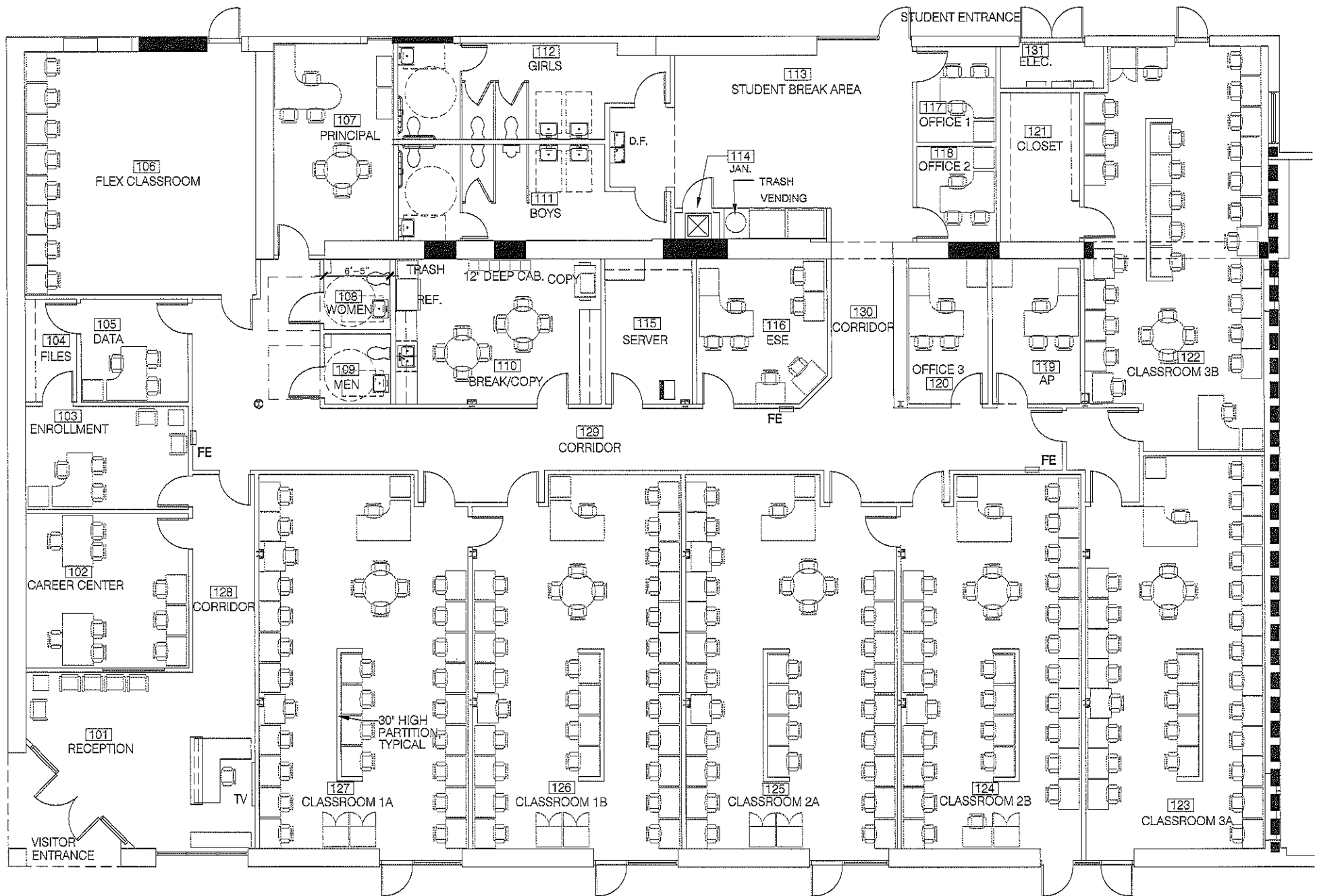
Parent/Guardian Signature: _____

Date: _____

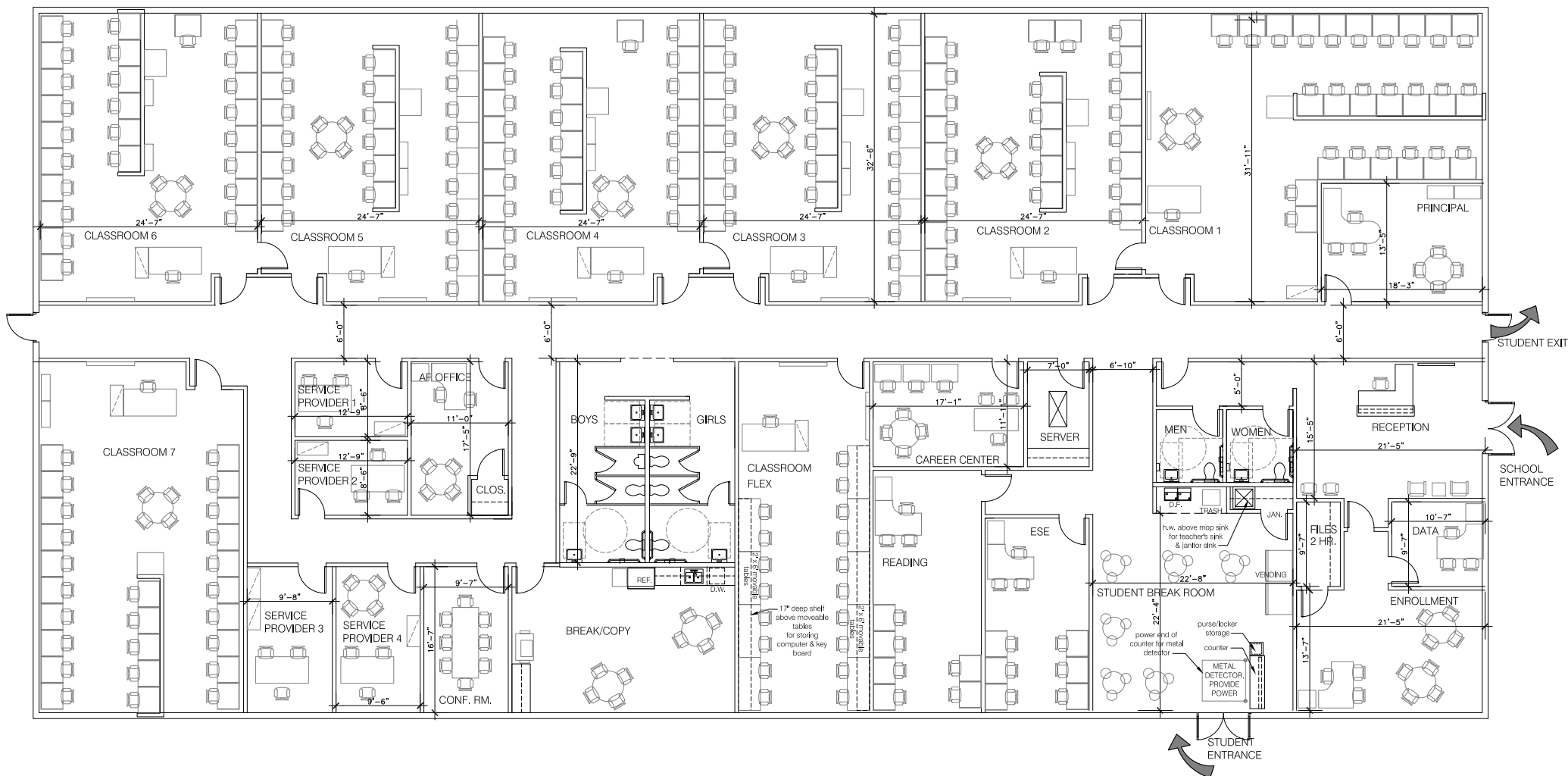
Student Signature: _____

Date: _____

I have reviewed the information on this page _____ 7
(Please initial)



150 STUDENT STATION CHARTER SCHOOL PROTOTYPE



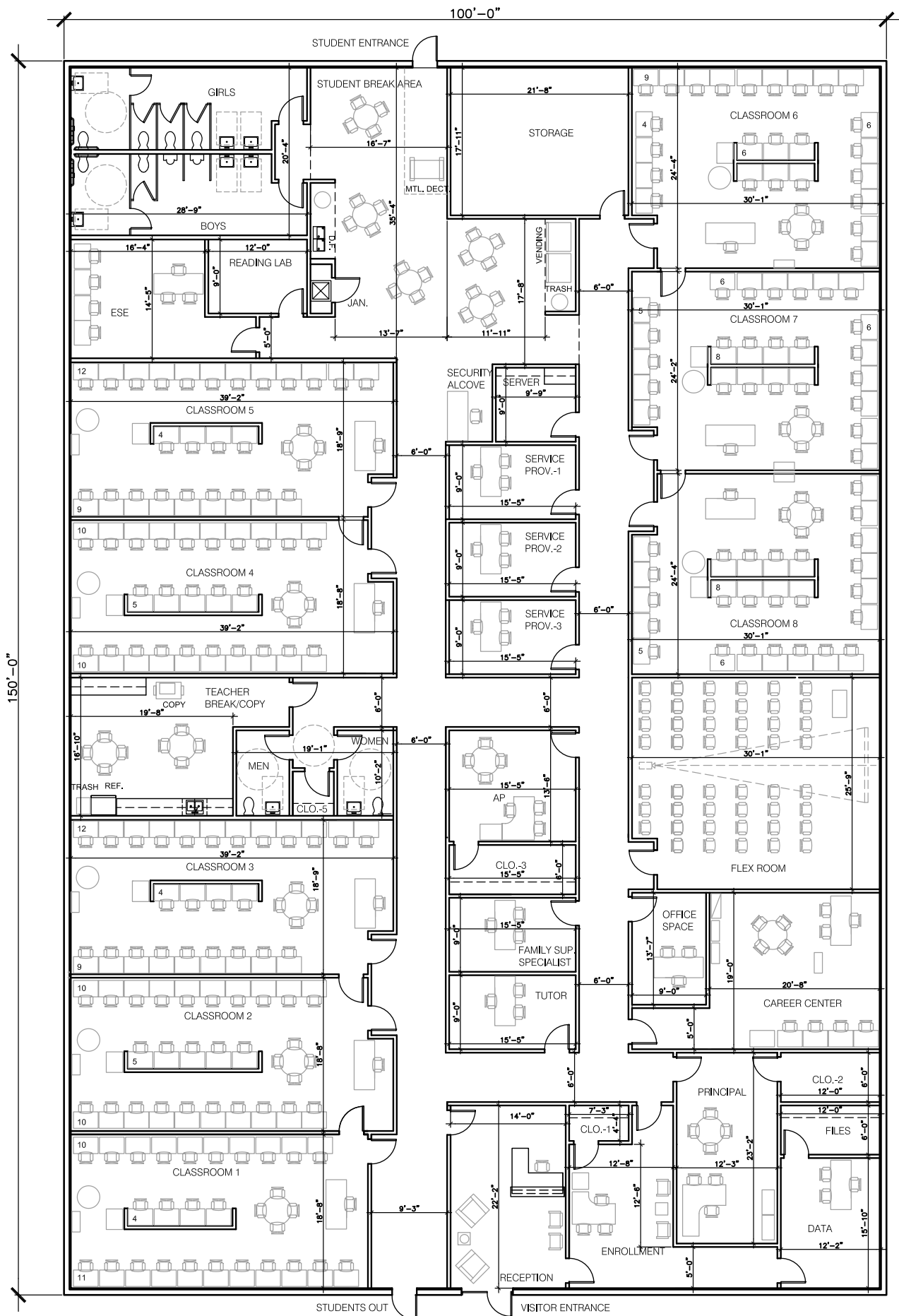
175 STUDENT STATION 7 CLASSROOMS

6-25-2013

CHARTER SCHOOL DESIGN- 13,000 SF.

SCALE: 3/32" = 1'-0"
*** IF PRINTED ON 11" x 17" PAPER ***

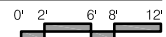




200 STUDENT STATION CHARTER SCHOOL PROTOTYPE

SPACE PLAN NO.3, 7-14-2011

SCALE: 3/32" = 1'-0"
*** IF PRINTED ON 11" x 17" PAPER ***



Design Specifications

Proposed High School Renovation/Construction

General Scope:

Construction of a new single story educational facility (address TBD), will be either a new school building, a remodeled commercial building, or a remodeled school building that is code-compliant for K-12 educational purposes. All work is to conform to all applicable Americans with Disabilities Act (ADA), State, and local building codes and ordinances.

Functional Requirements:

1. Classrooms

Each regular classroom will be sized to accommodate up to 25 student stations and be approximately 750 square feet in area. Each classroom will have space for one teacher desk, 25 student individual computer stations, filing cabinets, book storage, and a 4-person table for group work. To accommodate direct instruction, each classroom will have access to a portable whiteboard. Exterior classrooms shall have windows to provide natural light. Depending on the configuration of classrooms, there will be connecting doorways between adjoining classrooms to permit greater flexibility of teaching.

2. Student Break Areas

This area in the school will be used for student breaks or for students who arrive at school before their assigned session. These rooms will be furnished with drinking fountains, vending machines, and high-top tables. Minimum size will be approximately 500 square feet. Whenever possible, this area will have exterior windows. Preferably this room adjoins the student toilet rooms.

3. Flexible Area/Multipurpose Room

This room will be used as a classroom for “break-out” sessions when teaching in a traditional classroom format is required. This space will also be available for student orientation, outside speakers, community meetings, faculty meetings, and training, and will be approximately 500 square feet. This room will be furnished with lightweight tables and chairs, which can be easily reconfigured for various functions, and will have wireless capacity and electrical capacity for additional student computer stations. A whiteboard will be included on the teaching wall.

4. College and Career Readiness Center

This state-of-the art center will be multi-dimensional and multi-functional and will help prepare students for success after high school graduation. The CCRC will provide facilities for the following essential components: Employment Office, Counseling Suite, SAT/ACT/College Entrance Exam Testing Center, and Mock Interview Room. This center will be approximately 300 square feet and will be furnished with lightweight tables and chairs, which can be easily reconfigured for various functions, and will have wireless capacity and electrical capacity for additional student computer stations.

5. Student Service Provider Area

This area will contain two or more private offices for outside agency personnel providing various student supports and counseling services.

6. School Administration Offices and Ancillary Areas (number of spaces varies with size of School)

- a) Principal and Assistant Principal
- b) Special Education Room with three student computer stations
- c) Reading Room/Lab
- d) Welcome Center/Enrollment Room
- e) Student Data/Records Room
- f) Fireproof Student Records Closet
- g) Separate Staff Toilets for men and women
- h) Separate boys and girls Student Toilets
- i) Staff Copy/Work Area
- j) Staff Lounge
- k) Reception Lobby
- l) MDF room for switchgear, Computer Technician workbench, and computer storage
- m) Custodial closet
- n) Storage areas for supplies and materials

7. Functional Needs

- a) Separate entrances will be needed for students and staff/visitors, and, whenever possible, there will be separate routes/doorways for student entrance and exit to better accommodate shift changes.
- b) Provide line-of-sight along each hallway to the maximum extent practicable.

Project Elements:

1. Site

- a) Total Area (to be determined)
- b) Parking – Asphalt parking areas and drives; visitor parking near the front of the school.

2. Building

- a) Exterior walls
 - (1) Attractive material able to meet local codes
 - (2) Windows in classrooms whenever possible. For security, glass below 7 feet should be translucent and glass above 7 feet should be clear/tinted. To deter theft, laminated glass shall be use for any new windows. Existing glazing will be upgraded by the application of a security film.
 - (3) Storefront entry and window systems at public and student entries
- b) Exterior hollow metal doors and frames
 - 14 gauge welded hollow metal frames and 16 gauge door faces with insulating cores
- c) Plumbing: Student toilets
 - (1) Single floor-mounted tank-type toilets
 - (2) Single lavatory with a pushbutton cold water faucet on in-wall floor mounted carrier. If code and/or local usage requires, hot water will be provided.

- (3) Urinal on in-wall floor mounted carrier
 - (4) Solid polyethylene floor-mounted overhead braced toilet partitions
 - (5) Electric hand dryer for all student toilets
- d) HVAC
- (1) HVAC to include all applicable fresh air requirements.
 - (2) Independent A/C for MDF Room (Capable of 65 degrees F., 45-55% RH)
- e) Electrical
- (1) Security access control on exterior doors and doors between the reception lobby and the interior of the school
 - (2) Electric hand dryers at all student toilets
 - (3) Computers used in this school have ultra-low power consumption, which will permit more than the typical number of computers per electrical circuit.
- f) Power, data, lighting, telephone: Classrooms
- (1) Data connections with appropriate power along perimeter such that there is one data outlet and 2 power outlets for each student station. Four outlets plus two data outlets per instructor station to accommodate the instructor's computer plus a local printer.
 - (2) Light fixtures to be 2' X 4' high efficiency fluorescent in 2' X 2' acoustical panel ceiling, set at a height of 9', minimum. Where required by code, the lighting in the building will be controlled by motion detectors with a switch override.
 - (3) Data connection with appropriate power above acoustical ceiling for auxiliary wireless equipment.



Attachment Charter School Location Analysis

Presented to Broward County Public Schools (BCPS)

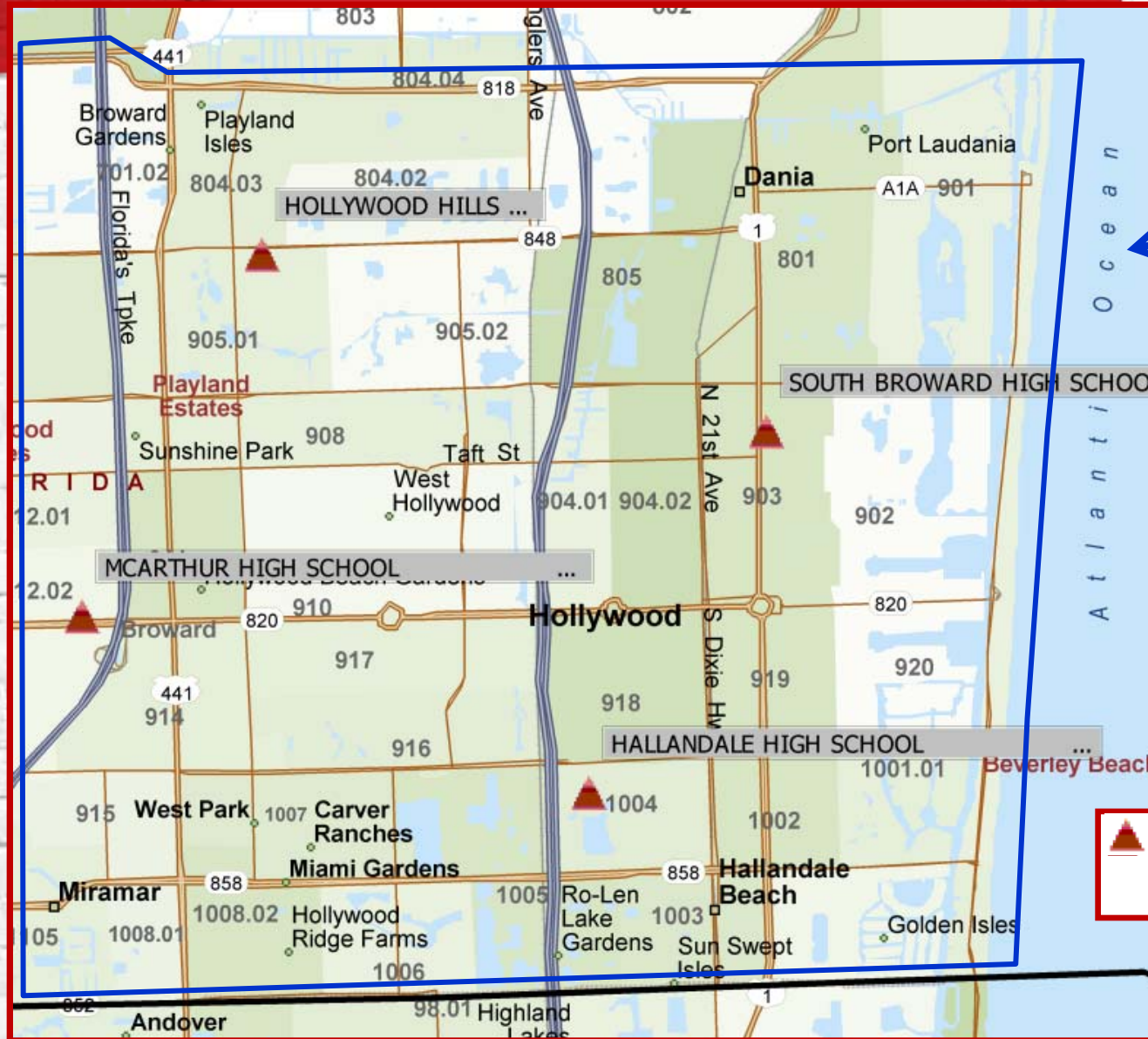


Location


The primary search area for the proposed school encompasses high concentrations of students who have dropped out or are close to dropping out.

The target area shown on the following page will assist the district's nearby high schools and will serve students at-risk to drop out.

A DPRP School Located in the Hollywood Area of Broward County will Assist Nearby District High Schools



Proposed Target
Search Area
(blue box) for
New School

 District HS in Target Search Area with 100+ Non-Graduates over 2 yrs

Non-Graduates and At-Risk Students from the District High Schools in the Target Search Areas

Target Search Area	District High Schools in the Target Search Area with 100+ Non-Graduates	Non-Graduates from the High Schools in Target Search Area	9 th /10 th Grade Students with 2013 Below Standard Reading FCAT 2.0 Scores
Hollywood Area	4	551	2,153

Non-Graduates and Low-Performing, At-Risk Students

The table above shows combined non-graduates from the Classes of 2011 and 2012. Also shown are 9th and 10th grade students achieving a Level I or II (below standard). These low achieving readers are at-risk to become non-graduates.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/30/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Willis of Tennessee, Inc. 26 Century Blvd. P. O. Box 305191 Nashville, TN 37230-5191	CONTACT NAME: PHONE: (A/C, NO, EXT): 877-945-7378 FAX: 888-467-2378 E-MAIL: ADDRESS: certificates@willis.com	
	INSURER(S) AFFORDING COVERAGE	
INSURED Accelerated Learning Solutions, Inc. 2636 Elm Hill Pike. Suite 500 Nashville, TN 37214	INSURER A: Arch Insurance Company	NAIC # 11150-001
	INSURER B: Travelers Property Casualty Company of Am	25674-005
	INSURER C: Employers Insurance Company of Wausau	21458-013
	INSURER D: National Union Fire Insurance Company	19445-000
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER: 16430971

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADD'L INSRD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY			NCPKG0187800	9/1/2013	9/1/2014	EACH OCCURRENCE \$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person) \$ 5,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 3,000,000
							PRODUCTS - COMP/OP AGG \$ 1,000,000
B	AUTOMOBILE LIABILITY			BA9085N45211CAG	9/1/2013	9/1/2014	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS	<input type="checkbox"/> SCHEDULED AUTOS					BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS	<input checked="" type="checkbox"/> NON-OWNED AUTOS					PROPERTY DAMAGE (Per accident) \$
							\$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	EXCESS LIAB						AGGREGATE \$
	DED		RETENTION \$				\$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			WCCZ91452613011	9/1/2013	9/1/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	<input type="checkbox"/> Y/N	N/A				E.L. EACH ACCIDENT \$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Directors & Officers			029401171	9/1/2013	9/1/2014	\$7,000,000 Aggregate
	Professional Liability			NCPKG0187800	9/1/2013	9/1/2014	\$1,000,000 Ea Occurrence \$3,000,000 Aggregate \$ 100,000 SIR

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach Acord 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

For Information Purposes Only : :	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 