

Charter School A (Broward County)
8/01/2013 CSA Application

Paramount Charter School

**2013 Charter School Application
Submitted By:**

Florida Advancement and Education of Scholars

August 1, 2013

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

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

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

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

Projected School Opening: 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-6	1088	
Second Year	K-7	1396	
Third Year	K-8	1594	
Fourth Year	K-8	1594	
Fifth Year	K-8	1594	

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

Constance Brown
Printed Name

Secretary

08-01-2013

Date

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I. EDUCATIONAL PLAN

Section I: Mission, Guiding Principles and Principles and Purpose

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

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

The mission of the School, which is a performing arts and sports and fitness school, is to educate student's kindergarten (age 5 before September 1st) through 8th grade (14 years old), to the highest academic and personal standards necessary for responsible, effective citizenship, and for the successful pursuit of higher education. The School will emphasize personal integrity and respect for others. The guiding philosophy is to: implement a rigorous research based, college preparatory school with single sex core classes. The School will have a two-hour extended day featuring a performing arts program and sports and fitness program along with enrichment classes for extending learning. This will create an outstanding school with high achieving students. This approach will ensure students have more opportunities to learn, grow, and achieve State Standards. The school will be dedicated to providing a high quality, innovative education to a diverse community where all students are expected to succeed as life-long learners.

The Schools' vision is to inspire, empower, educate, and enrich the lives of our youth. Our school will promote life long learning and 21st century workforce success. We will build resilient and intelligent children to grow and to be successful and productive members of our society. The School will set values based on a peaceful co-existence with others. To make this mission a reality, the school will:

- Be a college preparatory school that provides an extended day with performing arts and sports and fitness program with enrichment classes along with single sex core classes.
- Provide learning opportunities for all students with an emphasis on low performing students and reading.
- Provide an environment that promotes each student's personal and intellectual growth along with a commitment to educational success.
- Educate students uniquely different from a traditional public school and establish bold new innovative ideas to change the way children are educated.
- Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.
- Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.
- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.
- Create learning and working environments with high academic standards.
- Commit to continuous improvement and the willingness to be held accountable for it's financial and educational performance.
- Providing a rigorous educational program that allows for every child's success.
- Deliver a rigorous school curriculum, where emphasis is given to personalization in student mastery of the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) as applicable.
- Allow faculty to construct viable curriculum maps to allow alignment of assessments, contents, and methods across years or grade levels to improve both curriculum delivery and assessments over time.
- Allow faculty to monitor student's progress by implementing the Continuous Improvement Model across all content areas and implement mechanisms to continuously monitor, evaluate, and improve the curriculum to achieve continuous student improvement year to year.
- Provide faculty that is skilled, highly qualified, experienced, and passionate educators, to evaluate student data and navigate curriculum maps. Ensuring that students develop their minds, hearts, and bodies in a nurturing environment.
- Provide faculty that reflects diversity of professional experience and promotes a vigorous teaching culture, one in which an exchange of ideas is welcomed.

- Faculty will immerse students in active study through an engaging, inquiry-based approach that promotes self-confidence and instills in them a love for learning.
- Allow faculty to use technology to enhance learning, innovative teaching, and research based methodologies.
- Provide a character program to instill a set of standards and values to promote kindness and conscience.
- Our faculty will work with families to meet the individual needs of each student, understanding that communication between home and school is critical to their child's success.
- Provide a safe and nurturing environment for students with a passionate and devoted faculty, where learning is supported by a caring administration.
- Promote that education is the joint responsibility of family, school, students, and community partnerships.
- Allowing the parents Association to enhance the school community by sponsoring events, raising funds, and bolstering the School's camaraderie.

The School's education will encourage students to take intellectual risks in an atmosphere that is both challenging and supportive. With the careful guidance of experienced teachers, students will discover their individual passions while learning to value multiple perspectives and work with people who have diverse points of view.

At the School, students will be problem solvers: they will learn to evaluate what they hear, read, or see and in doing so they will take control of the foundation of their learning, becoming both self-confident and competent. The School will provide a diagnostic evaluation, management process, and staff development, which will be constantly monitored and changed when necessary to maximize effective learning and performance. Students who attend the school for a full year will achieve a year's worth and will meet or exceed state and national standards in core subjects as measured by state-required assessments.

The School's carefully planned curriculum engages students and teachers in an intellectual exploration that makes school exciting and creates a warm and welcoming environment. Balancing its unparalleled academic education with travel study, community service, a wide range of opportunities in the visual and performing arts, an extensive sport and fitness program, an extended school day with intensive tutoring, and an ever-expanding selection of student-run clubs and committees. Students will also develop a strong sense of integrity; they will take seriously their responsibility to engage with the world in productive and principled ways.

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

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

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

The School will meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system by providing an education of excellence that meets each student's interest, abilities, and needs aligning with Next Generation Sunshine Standards/Common Core State Standards and educational requirements of "Elementary and Secondary Education Act" (formerly "No Child Left Behind"). Measurable progress from consistent data will ensure that each student meets high standards of achievement. The School is committed to the study of liberal arts, science, sports and fitness, enrichment classes, and performing arts, while offering single sex core classes. The development of high standards and character is considered as important as achievement in academic areas. The School integrates performing arts and sports and fitness both within its academic

program and as extracurricular activities. The school will provide a well-rounded education for all students' abilities including ELL and ESE students.

The school will meet high standards of student achievement:

- Through the delivery of a rigorous academic curriculum.
- Tailoring the curriculum to address individual learning styles.
- Focusing on student's strengths and viewing differences as opportunities for growth rather than liabilities.
- Incorporating the best educational practices into the class and the curriculum.
- Implementing multi-age learning environments that allow children to learn and progress at their individual pace.
- Parental involvement opportunities.
- Focusing on the total growth of the developing child.

The School will provide flexibility to choose among diverse educational opportunities within the state's public school system by the school providing a thorough examination of the curriculum, expectations, and what is required by the school. This information will be produced in various ways: open houses, published information, print advertisement, and the school's website. Once the student is enrolled. Parents will have continued flexibility to monitor their child's progress through the school's continuous improvement model. This model is a continuous process in which data analysis will be given through online access via a password, giving information to the parent about their child's progress from class work, test grades, and daily progress towards Next Generation Sunshine State Standards/Common Core State Standards, will determine classroom instruction and academic success. Parents will also be informed about their child's progress from scheduled conferences.

The establishment of this School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an aggressive, non-discriminatory marketing plan as detailed in this application, the School will make sure to inform parents in the community of the educational opportunity available for their children, thus providing them with additional choices within the state's public school system.

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

The School's Governing Board will have control over the budget and approval of expenditures. The Board will be responsible for the results produced in the School. The Governing Board will be responsible and accountable for each student's academic success along with achieving financial sustainability. The Board will be presented with the school's AYP, State Standardized assessments, and FAIR scores. This will be used to evaluate student's academic success and financial efficiency, along with an independent annual audit reporting, financial statements, checks and balances, and internal audit reviews.

Every year, the school will have a clear budget and a Business Administrator to monitor financial expenditures of the school. Financial controls will be implemented and will include an annual financial audit and a report of financial statements submitted to the board on a monthly basis as a method to guard the school's finances and ensure sound financial practices. The practices detailed herein, and any future activities deemed necessary and appropriate, will be diligently enacted to promote academic success and financial efficiency. The Board will be responsible for envisioning the future of the charter school. The School's Improvement Plan will establish a strategic and continuous plan that focuses on quality education, high levels of student achievement, and fiscal efficiency. The school will collect and analyze specific data to determine improvement priorities, make decisions about what goals are going to be achieved, and continuously measure progress towards achievement of goals. The Board will implement a budget and appropriation system based on the ongoing analysis of student assessment to ensure the budget is effective

in supporting improved achievement for all students. The Board will continuously analyze the relationship between expenditures and outcomes to make sure funds are being used appropriately, on a monthly basis. The School Improvement Plan along with financial safeguards will promote enhanced continuous academic success and financial efficiency by aligning responsibility and accountability. These measures will secure the academic and financial health of the School.

-Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

Communication is vital to the overall educational growth of each child. The School feels it is very important to provide on-going communication regarding student's academic progress. The School will provide parents with sufficient information on whether their child is reading at grade level through various assessments. All students will be assessed including interviews, observation testing, and record reviews. Assessments will begin in Kindergarten with the Florida Kindergarten Reading Screening or the Florida Oral Reading Fluency (FOFF). The school will also use screenings, progress monitoring, and diagnostic measures to inform the teacher and parents about the students reading achievement. Students will also be assessed using the Florida Assessment for Instruction in Reading (FAIR). If the student is not reading on grade level the teacher will modify the students instruction or reading program. The School will seek to provide the information classified below:

- Identify and classify students who are reading below grade level as well as those who are at grade level and those who are above grade level.
- Clearly locate students who are not adequately demonstrating competencies toward the State Standards in order to diagnose causes and seek to apply a course of action for improvement.

The School will provide sufficient information on whether each child gains at least a year's worth of learning for every year spent in the Charter School through documentation of the students learning gains and assessments. The school will communicate with parents for them to keep track of their child's learning and achievement through class work and participation, homework, attendance, benchmark results, parent conferences, and our weekly folder system of parent-teacher communication. Students will be given report cards quarterly. Each child will be given a Narrative Report Card, which will provide information to parents regarding their child's level of proficiency with respect to particular skills and knowledge in each content area toward attaining mastery of the Next Generation Sunshine State Standards/Common Core State Standards. The student's report card will show a grade in each content area indicating the level of student mastery along with giving detailed information of the student's mastery of the Next Generation Sunshine State Standards/Common Core State Standards. At the end of the year, the School will analyze student's scores on state standard assessments and Report Cards along with results from diagnostic assessment to determine whether a child has gained a year's worth of learning. Other such methods of communication may include sharing or discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans as applicable. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

Each year the School's progress will be measured by the AYP report. The report will communicate to parents the percentage of students that performed on grade level on state standardized assessments. The School will provide parents with a confidential report on their child's test results. This report will help the parent and teacher determine how well the child is learning and whether additional help is needed. Students will demonstrate a year's worth learning from their scores on state standardized assessments that will include results from both performance based assessments and end of the year assessment components.

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

In accordance with the law charter schools shall fulfill the following:

-Improve student learning and academic achievement.

Students will learn to think for themselves and challenge assumption. From kindergarten on, they will relish the work of sifting the proliferation of information available to them in order to create new knowledge, and they will rejoice in the life of the mind. The collective product of a highly skilled faculty will be guided by the belief that preparation for the demands of the future is based on a strong foundation of a performance based education aligned with the Next Generation Sunshine State Standards/Common Core State Standards and a thematic approach to core subject areas. The School will utilize varied and effective assessment tools, the school will successfully identify low-performing students to implement innovative strategies, as well as other strategies that have been proven successful toward consistently increasing learning outcomes.

The school will also participate in state level assessment programs and utilize published data in order to closely monitor progress and better meet the needs of all students. Specifically, measures will be used to:

1. Identify low-performing students not reading at grade level.
2. Identify students with shortcomings toward mastering the State Standards.
3. Set goals and learning objectives across the curriculum in the core subject areas.
4. Implement a comprehensive reading program based on research.
5. Implement a remediation program.
6. Provide supplemental programs for student advancement and remediation.

To improve student learning and academic achievement the school will focus on the development and effectiveness of the staff, including investment in its teachers. The school will hire teachers who are highly committed, communicate clear and high standards, make multiple innovative changes, have strong leadership, and work collaboratively with teams. The school will hold its students and staff accountable for meeting their individual goals and state standards. The school will participate in the Florida Accountability System, including implementing a research-based curriculum and various assessments. The school will use student assessments to form data as a tool to improve student learning and academic achievement. The school will develop a database and a curriculum map for each student, which will help diagnose and make positive changes to improve student achievement and each child's academic progress. With this data teachers will be able to pinpoint students strength and weaknesses and alter their teaching to accommodate to an individual student or an entire class's needs, including students with Educational Plans. The School will implement unique and innovative strategies aimed at student achievement and provide strategies to be successful with all student populations, including English Language Learners (ELL) and ESE. These results on standardized exams are learning gains, especially in mathematics, have proven its success.

The School's innovative and positive learning will be created in the classroom to improve student learning. Assessment-centered and community-centered environments will impact student learning. The school will create a positive and friendly learning environment that encourages interaction between various learning communities. The school will develop and deliver a well-rounded and rigorous education along with activities, programs, and services of high quality that impact student learning and foster social interaction. Our teachers will be encouraged to explore and create several different learning environments to meet the needs of their students and promote active learning.

Project based learning will increase students achievement and their feeling of responsibility for the control over their learning. Students will be allowed to define their own learning goals and will become more

engaged in learning. Students engaged in this process involve teachers helping them create their project assignment or project checklist. These project activities will give students valuable experience in planning and setting their own goals and standards of excellence.

The school is also committed to improving student learning and outcomes by providing rigorous and relevant educational solutions to advance teaching and learning for the 21st century through inquiry based learning and technology. The school will incorporate inquiry-based learning in the curriculum to turn information into useful knowledge. The curriculum will stress skill development and nurture the development of good habits of the mind. The school will empower teachers with on-going professional development opportunities, tools, and resources to support the successful integration of technology and 21st Century skill development into standards-based curriculum and classroom practice to improve student's learning and academic achievement.

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

One of the Schools focus is to increase learning opportunities for all students, including a special emphasis on low performing students and reading F.S. 1002.33 (2)(b)(c). The main focus of the curriculum is the implementation of the Sponsor's Comprehensive Research-Based Reading Plan (CRRP), which, will be implemented with integrity. The curriculum will be performance based in correlating with Next Generation Sunshine State Standards/Common Core State Standards. The faculty will work together to create an interdisciplinary course load that reinforces and builds upon a sequential academic experience. Strong reading skills are developed through various sequential and structured reading programs and exposure to classic literature. The School will implement a balanced reading program aligned with the Next Generation Sunshine State Standards/Common Core State Standards, which include the development of phonemic awareness, strong decoding skills, vocabulary, comprehension strategies, and the attainment of fluency. Students will be taught to be critical, purposeful, and careful readers. These objectives from Florida's Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Lead by School-Site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-Wide Priority
- 2.2 In-Service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Students Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Sets of Assessment Practices
- 3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Align with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The School will provide innovative research-based strategies for helping to improve low performing students by providing all students with rigorous curricula. Teachers will improve instruction, increase time on task, and provide support to low performing students. Low performing students will be placed in smaller units and will be assisted with increased parental involvement. The school will establish strong, yet fair, accountability using components of the Florida State Accountability system as required by Florida Statue. The school will promote professional development to continuously expand their initial and comprehensive knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers will meet with students individually and in small groups to accelerate learning,

All students including low performing students will benefit from the schools high quality extended school day, before and afterschool programs, summer camps, home school connection, and extending learning time initiatives. These programs enhance the social and emotional well being of students and it has positive impact on students' grades, academic achievement, and self-esteem. The program will also increase academic achievement.

Reading is a requisite skill for student's success in all subject areas and predominately remains as a requisite skill throughout a lifetime. Our administrators will be committed to reading as a school-wide priority. Effective reading instruction makes maximum use of all time devoted to reading, increasing the duration of time devoted to instruction for these students who can profit from additional skills, practice, and intensified instructional strategies for students who are unable to progress at a satisfactory rate.

To implement an effective reading program, the reading knowledge base of the teachers are critical to its effectiveness and, consequently, in the successful reading outcomes of students. With student reading acquisition dependent upon the reading expertise of teachers, the School's teachers will have comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. To positively impact student learning gains in reading throughout all of the grades, the teachers will become proficient in the appropriate application, and orchestration of comprehensive instructional strategies and instructional materials.

The school will use assessments following the Districts Early Identification Plan and implement an early intervention program. The school will focus on the five essential reading components and diagnostic and instructional assessment to problem solve, inform instruction, intervention, and monitor progress continuously. The school's delivery system is consistent with the recommendations and State and District standards. High quality reading instruction will be a dynamic system in the classroom.

The table below describes the School's progressive plan to increase instructional time in reading to ensure students achieve mastery of grade level expectations.

Elementary School (K-5) Reading Instructional Time		
On grade level Instructional Plan	Strategic Instructional Plan	Intensive Instructional Plan
90 minute uninterrupted reading block	90 minute uninterrupted reading block	90 minute uninterrupted reading block
30 minute language arts block	30 minute language arts block	30 minute language arts block
	30 minute intervention session 3x per week	30 minute intervention session daily
		60 minute tutoring session

Middle School (6-8) Reading Instructional Time		
Instructional Plan	Strategic Instructional Plan	Intensive Instructional Plan
60 minute language arts class	60 minute language arts class	60 minute language arts class
	60 minute reading class	60 minute reading class
	30 minute intervention session 3x	30 minute intervention session

	per week	daily
		60 minute tutoring session

-Encourage the use of innovative learning methods.

The School will use innovative learning methods within every class and in every grade. The Schools inquiry base learning methods will challenge students to collaborate with their peers and find original solutions to complex and current problems. Students will be able to develop individualized student goals along with personalized learning plans. They will be encouraged to use critical thinking skills that are essential with student achievement in today's world. Our innovative learning methods will inspire children to use their minds, think beyond the page and confidently articulate their ideas to make a life long impact in the world. The school will encourage the use of innovative learning methods through:

Guaranteed and Viable Curriculum

A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content.

The School's Educational Model

The School's educational model is to understand and improve student learning. The more the School knows about what knowledge, skill, and attributes the students enter the class with, how students are tackling the learning in the course area, and what knowledge, skills, and attitudes they have at the end of the year, the more effectively and efficiently teachers will teach and students will be learn.

Baseline Assessment

Assessments will be an on-going process whose goal is to improve student learning. The more that is known about students and their experiences during the learning process, the better their learning needs will be met and a positive learning environment will be established. This assessment will allow us to gather enough information to improve learning, adjust the curriculum, and increase effectiveness of teaching to each individual child. The benefits for doing assessments are increased discourse over curriculum, increased energy and renewal about teaching, curriculum and program revision, improving faculty-student communication, and improved student satisfaction.

Goal Setting and Lesson Planning:

Lesson Planning

Assessment data will be evaluated for each student and the class to begin goal setting for the classroom to guide teachers in creating lessons based on the best research based instructional strategies.

Goal Setting

Data will be analyzed for goal setting from administration and teachers. Goals will be set for both the classroom and each individual student (Personalized Learning Plans).

The School's Goal Setting Process	
Administration	Administration will use data from benchmark data, AYP, and FCAT scores to set the school's goals.
Teacher	Teachers will be able to use data for instructional needs.
Student	Students' personal goals are set through their Personalized Learning Plan.

Personalized Learning Plans

Goals will be identified based on the Next Generation Sunshine State Standards/Common Core Standards for each student along with an action plan, an indication of the resources required, and a way for measuring progress. The student, parent, and teacher all sign off on the plan. The goals are expected to reference benchmark and assessment data. The plan will be reviewed every thirty days.

Instruction

The administration will analyze the baseline data to provide professional development to teachers. Teachers then have the information needed to set instructional strategies to improve student achievement in the classroom to help student's increase learning, meet state standards, and achieve success on rigorous performance assessments. These instructional decisions will improve student achievement on a continuous basis throughout the school year. The School will ensure that four main components are used when planning student instruction.

1. Curriculum Alignment: What are we going to teach?
2. Curriculum Mapping: When are we going to teach it?
3. Curriculum Benchmarking: Did each student learn it?
4. Differentiation: What teaching methods would be best for each student?

The School will also use research based instructional strategies that meets each students needs by adjusting instructional focus when necessary.

These instructional strategies will ensure continuous improvement and increase student achievement.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

Instructional Assessment and Grading

Instructional (Formative) Assessment

This process provides the information needed to adjust teaching and learning while they are happening. Instructional assessment (formative) informs teachers, parents, and students about the students understanding at a point when timely adjustment can be made. These adjustments help ensure students achieve, targeted standard based learning goals within a set time frame.

Grading

Grading provides teachers, parents, and students an evaluation of the students' work; it communicates the students' performance and potential for further success, and is a source of motivation to students for continued learning and improvement. These grades represent the student's specific level of the state standard. Grades are stored in the Student Information System to allow data analysis. The data is analyzed

as a means of organizing a lesson or unit based on specific standards to target each students individual needs and expectations of a specific skill.

Reporting and Decision Making

Reporting

The SIS will report individual student data via online web access to communicate the achievement status of each student to teachers, parents, and students. The reporting will provide information for students' self-evaluation. It will select, identify, or group students for certain educational programs or differentiated instruction. It will offer future year-to-year evaluations along with tracking benchmarks.

Decision Making

The process for each student to gain a particular standard is complete. Administration and teachers will use the data to make decisions based on the individual student data. The instructional needs of all students will be addressed to either move forward to a new standard and begin the process again or revisit the same standard. The data will show how students progressed in relation to each standard and allow students who need remediation because they have not met expectations or acceleration through differentiated instruction.

The most important advantage of this system is its impact on aligning standards, assessment, and instruction with a learner-centered focus. The School will see how well the students progress in relation to each standard and what could be done about those not meeting expectations. The Schools primary emphasis will be what is being taught to what students are learning. The School is able to make clear decisions about what is needed to teach, how and to whom would it be taught to, and how it would be assessed.

Student Information System (SIS)

The school will use this integrated information system to manage student data. The SIS software will provide dedicated access to school office staff, teachers, and parents to keep up to date information on each student and their mastery of the Next Generation Sunshine State Standards/Common Core State Standards along with information to make decisions about differentiating instruction for each student.

Standard Base Progress Report

During the middle of each quarter each student will receive a standard base progress report, which will be aligned with state standards. These standards will describe what a student should know or be able to do in each subject area in each grade level. It will provide consistency in the curriculum. The standards guide the curriculum so the teacher knows what students have learned in order to build upon it and understand the expectations for the future.

Narrative Report Card

At the end of each quarter students will receive narrative report cards. The narrative report card presents both strengths in student learning and areas for improvement. This report card will exhibit on-going observation, assessment, and analysis of each student. The report card will identify the areas of completion and need in the curriculum and instruction for each student.

Project Based Learning

The School will encourage the use of innovative learning methods through project based learning by offering students the possibility of combining theory and practice. Project based learning is a dynamic

approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

Technology Immersion Program and Digital Textbooks

Our (TIP) learning method allows the integration of technology throughout the school, which is a direct reflection of the school's commitment to educating for the future. The School will distribute digital textbooks to students to ensure that students will become technologically astute leaders. Students will learn about technology and increase their computer skills through the Technology Integration Program. Faculty will be trained to make the most of technology in their classrooms, PowerPoint presentations, diagrams, and spreadsheets will be used in curriculum projects.

Single-Sex Classes

The School will offer single-sex core classes. Different areas of the brain develop in a different sequence in girls compared to boys. Research has shown that areas of the brain involved in language and fine motor skills mature about six years earlier in girls than boys and the areas of the brain involved in targeting spatial memory mature about four years earlier in boys than girls. If these differences are understood gender stereotypes can be broken down. Students in single-sex core classes consistently out perform students in co-ed core classes. Students who participate in single sex classes not only have superior academic achievement, but higher educational aspirations, more confidence in their abilities, and a more positive attitude toward learning and academics. Students also have less stereotyped views of what each sex can and cannot do (gender types are broken down). Graduates who have single-sex classes are more likely to go to a prestigious college and more likely to aspire to attend graduate school. Students have more freedom to explore their interest and abilities in single sex-classrooms. Students in single sex classes develop better organizational skills and are involved in school activities. The single-sex format creates opportunities that don't exist in coed classrooms. Teachers can employ strategies in classrooms, which don't work as well in co-ed classes. Student's who participate in single-sex class's feel free to express them self and explore their own strengthens and interest, while not being constrained by gender stereotypes.

Source: National Association for Single Sex Public Education

Performing Arts

The School will develop, refine, and showcase students in drama, dance, vocal, and music while providing them with a rigorous common core based curriculum. Experts emphasize that performing arts is important for learning. Performing Art programs increase a child's ability to observe the world carefully as well as problem solve. Studies have shown that Performing Art's benefit children by:

- Observing the world carefully. Discard preconceptions and envision something, then create it.
- Go beyond just learning a skill to express a personal voice.
- Problem-solve and persist despite frustration and setbacks.
- Reflect on the results and ask what could improve.

Studies have shown that where the arts are prevalent in a school's curriculum, test scores rise. Neuroscientists at seven universities found that musical training improves reading by helping children distinguish the sound structure of words. Acting boosts memory and the ability to articulate ideas. Strong interests in the arts, leads to better attention, memory, reading, and life long learning skills.

Character Education

The School's Character Education Program will foster ethical, responsible, and caring for each other by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by the school to instill in students important core, ethical, and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self-discipline. Character education's long-term solutions address moral, ethical, and academic issues that are of growing concern about our society and the safety of the school. Character Education is effectively integrated into the School's Standard Course of Study and will be used as the underpinning for other critical issues such as poor academic achievement and poor behavior. Character education will also address such critical issues as student absenteeism and discipline.

Sports and Fitness

The foundation of what will make the School special will be its unique utilization of sports-based youth development. Through the active participation in sports and other health and fitness activities, students will gain the skills, motivation, and confidence that will allow them to succeed in the academic environment of the classroom. Researchers from Harvard Medical School have shown that engagement in sports programs that clearly delineated structures and high expectations can have strong carry-over into other aspects of young people's lives.

Sports-based youth development is a methodology that uses sports to provide the support and opportunities youth need to be healthy contributing citizens now and as adults. A sports-based development program will offer students an experience in which they learn and master sports skills along with life and leadership skills in a safe, fun, supportive, and challenging environment. This experience involves caring relationships, facilitated learning, experiential learning, and vigorous physical activity.

Extended School Day

A study of high-performing high schools in Massachusetts found that the entire top performing schools had extended school days (The Rennie Center for Education Research and Policy, 2003). The most important aspect of extending the school day is to ensure that the extra time is spent in academic endeavors, which engage students. The School will lengthen the time students spend learning academic subjects, along with learning French and Mandarin using online or web-based activities and offering enrichment services.

For low-income, low performing, or minority students, these students are less likely than their more affluent peers to have education resources and learning experiences outside of school (Silva, 2007). When extended school days are implemented over an extended period of time and frequently monitored and evaluated, it will provide opportunities to close the achievement gap between students and their wealthier peers. The extended school day will focus on building core academic skills, including language acquisition for English Language Learners and ESE students, and other areas for which there is not enough allotted time during the school day.

-Require the measurement of learning outcomes.

Measuring learning outcomes is a key element to the success of the school to meet the needs of its students to ensure high standards of student achievement is met. Students learning outcomes are the foundation for student achievement and improvement. The school will follow its Educational Model to target success. Progress monitoring will be used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring will be implemented with individual students and the entire class.

The School will also develop annual measurements of learning outcomes to assess each student's achievement through various assessments including but not limited to benchmarks, FAIR data, curriculum mapping, computer-based exams, and required county and state standardized tests. These assessments

will provide information that can be used to improve the curriculum and determine whether student's need review, reinforcement, or remediation.

The School will offer a well-rounded, innovative, and rigorous educational program that holds the School and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida. The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as any other age-appropriate research-based assessments. Using data from the published State Standardized assessments. Reports to measure its own progress in meeting the needs of its student population, the School will annually develop measurable learning objectives over the major subject areas, to target student learning and developmental needs in its annual school improvement plan. Through this process, students not making adequate progress towards mastery of the NGSSS/CCSS will be identified and appropriate measures for remediation will be instituted.

By measuring students learning outcomes the administration and teachers will be able to assess the mastery of each students progress towards the Next Generation Sunshine State Standards/Common Core State Standards, so appropriate measures will be implemented. These goals include students within "AYP" subgroups meeting the requirements of No Child Left Behind. These evaluations will provide feedback and motivation for continued improvement for students and faculty.

- D. Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.
In accordance with the law, charter schools may fulfill the following purposes:

-Create innovative measurement tools.

The School will offer many innovative measurement tools to assist staff in ensuring academic improvement and to meet high standards of student achievement. The tools described below will assist the School in meeting and exceeding the School and state standards.

The School's Educational Model will utilize sound educational approaches. These approaches will be based on the School collecting, storing, and monitoring data to modify practices and instruction for student achievement. The Schools' model will plot progress, plan, and execute instructional interventions, report results, and hold students, teachers, and administrators accountable. The model will drive decisions, target resources, and support instruction. The School will be able to accurately point out problems, identify students needing intervention, and find solutions. Decisions will also be made mid-course to continually improve the academic success of students.

The Schools' Student Information System increases accountability and reporting requirements regarding student academic achievement. In order to meet high standards of student achievement the School will implement a student information system. Students will be assigned a unique identification number. All data will be stored. The School's faculty, parents, and students will use that unique identifier to track student achievement. The use of individual student records will increase the School's capacity to follow a student's progress and respond to the students needs. It will provide better quality data to drive more enlightened decisions resulting in enhanced student achievement.

The School will document student's mastery of specific grade level skills and standards that are available through the SIS. The School will distribute quarterly documentation every nine weeks of student accomplishments using a Narrative Report Card. Each student will receive a Standard base Progress Report in the middle of each quarter. The standard base progress report is designed to reflect the key standards' in each subject and report on student progress towards mastery of these standards. These reports both identify strengths and weakness in the diverse priority areas, topics, skills, and understandings that make up the subject. Achievement is measured on the student's ability to demonstrate progress towards mastery of state standards and subject areas.

These innovative measurement tools ensure that all students are successful at meeting Next Generation Sunshine State Standards/Common Core State Standards. These evaluations will provide feedback and motivation for continued improvement for students and faculty. The school will also participate in the Florida State Accountability system, required by Florida Statute. Student's test scores will determine if the school is meeting the needs of its students. The School's Improvement Plan will emphasize measurable learning goals and target student's learning and developmental needs.

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

The School will provide rigorous competition within public schools by being a partner to the public school district. The School will promote accountability by exercising oversight for an educationally sound and fiscally responsible charter school as a means of improving academic achievement and strengthening school choice options in the School District, along with continual improvement in all public schools. The School is a model to improve public education through its innovative learning methods and measurement tools, allowing increase-learning opportunities for all students to master academic achievement. The School's innovative Educational Model serves as a model for high academic performance and proficiency resulting as a model for the public school district. The School stimulates continual improvement in all public schools by being committed to providing a technological innovative education of excellence, along with its Student Information System, Standard Based Progress Reports, and required parental volunteer service hours. The School meets each student's interest, abilities, and needs within a common core curriculum framework. The School reflects and promotes an understanding of an appreciation for, the performing arts sports and fitness, extended school days, and single sex core classes, as an integral part of school life. The School will provide students with a choice to be challenged and to develop intellectual independence, creativity and curiosity, and a sense of respect and responsibility toward others both within the School and community at large. The school will educate student's to be active participants in society and leaders for the twenty first century.

-Expand the capacity of the public school system.

The School seeks to expand the capacity of the public school system by offering a high academic promising and unique alternative designed to stimulate the enhancement of the public School system through the creation of a single sex core academic program featuring an extended day with performing art and sports and fitness classes.

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

The School seeks to mitigate the educational impact created by development of new residential dwellings units by offering an high academic innovative educational alternative to the neighboring communities. Chief economist expect future population growth, which in turn the School District will grow due to the increasing population in the surrounding area. The School will be located in an area that has easy access for students, thus potentially helping to mitigate the educational impact of a growing target population. The School will provide the area will a high quality K-8 grade School to complement the area's elementary and middle schools.

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

The School will create new professional opportunities for teachers by allowing them to incorporate the wealth of new information into their curriculum and implanting new methods of teaching and learning. Teachers will be able to exhibit their dynamism and creativity while creating a clear passion for the love of learning and curiosity of the mind. Faculty members will continuously receive training and support to increase the School's success developed through the school improvement plan along with training in the

School's Educational Model. These trainings will enhance and differentiate instructional strategies to engage students in a rigorous and relevant curriculum. The curriculum will be based on state and district educational standards, goals, and initiatives. It will increase opportunities to provide meaningful relationships between teachers and students. These professional opportunities will assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and participate as active learners. It will prepare students for success at subsequent educational levels and the workforce. It will also provide continuous support for all educational professionals as well as temporary intervention for educational professionals that need improvement in knowledge, skills, and performance.

The School's professional development program increases student achievement, enhance classroom instructional strategies that promote rigorous and relevance throughout the curriculum and prepare students for continuing education and the workforce. These programs will align to the standards adopted by the state and support the framework for standards adopted and delivered by the National Staff Development Council, Florida DOE, The Florida Center for Reading Research, Just Read Florida, and the district. The School will partner and work with universities for professional development opportunities including internships and educational research. The Schools' staff has the opportunity to lead students to emerge as well-rounded, highly educated young adults who are more than ready to handle any challenge they may meet in college and beyond.

Section 2: Target Population and Student Body

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

The School will serve children in Kindergarten (age 5 before September 1st) through 8th grade (age 14) that would qualify to attend a traditional public school. In accordance with federal and state laws anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section §1000.05(2)(a) the school will not discriminate on the basis of race, gender, religion, national or ethnic origin, disability, and marital status against a student in it's admission policy at all grade levels. All students are entitled to a "Free and Appropriate Public Education" in accordance to Federal and State law. All applicants will have an equal chance of being admitted through a random selection process. Students may withdraw from the school at any time and enroll in another school in accordance with district policy. The school will also serve an ethnic and racial population along with English language Learners (ELL) and Exceptional Education student population with equal opportunity for enrollment and will be representative to surrounding schools in the local community. To assure the school is available to serve the residents of the neighborhood in which the school is located, the school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Florida Statue §1002.33(10)(c). The school's anticipated target population and student body shall consist of the following:

- Pursuant to F.S. 1002.33(10)(a), the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of

Projected Student Enrollment					
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	162	162	162	162	162
1 st grade	162	162	162	162	162
2 nd Grade	162	162	162	162	162
3 rd Grade	162	162	162	162	162
4 th Grade	154	176	176	176	176
5 th Grade	88	176	176	176	176
6 th Grade	198	198	198	198	198
7 th Grade	0	198	198	198	198
8 th Grade	0	0	198	198	198
Total	1,088	1,396	1,594	1,594	1,594

1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an “undue hardship” will be made by the School to include students with disabilities.

- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) program, shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33(10)(g), students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to F.S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.
- Preference of enrollment shall be granted to any sibling of a student enrolled in the school and children of an employee of the charter and children of a member of the governing board.

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.

The following table below blueprints the projected student enrollment and school maturity progress plan. The chart below reflects student enrollment for each year of the charter. The school shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, relating to charter schools. The School’s staffing model and enrollment projections are created to achieve compliance relating to charter schools. The School’s design shall be modified including staffing and enrollment along with these projections to follow federal, state, and district laws. The School will change compliance only if the requirements for charter schools change over time. Student-to teacher ration shall be consistent with those required by Florida Law as applied to charter schools. The School is mandated to comply with class size at the school wide range.

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

According to the County Public School website, the projections are based on students attending school in grades K-8.

Section 3: Education Program Design

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

The instructional day at the School is expected to commence at 8:00 am and end at 4:00 pm each day. The school will follow the annual calendar set by the School District, offering a minimum of 180 days of instruction per calendar year in accordance with Florida Statute 1011.60(2) and a minimum of 360 minutes

daily of instructional time per day, as per Florida Statute. The instructional day and course coding will be aligned with the FLDOE requirements, the local school district requirements and Next Generation Sunshine State Standards/Common Core State Standards.

Daily Schedule:

Students will receive instruction in the areas of Language Arts, Science, Mathematics, Social Studies, Foreign Language, and Physical Education. Students will receive additional instruction in Art, Music, Media, Computer Education, and Character Development. Students will also receive instruction in our Performing Arts and Sports and Fitness Program. The daily schedule of minutes and credits required for instruction will meet the State of Florida requirements.

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

The School will aim to achieve a balance between each child's talents and the needs of the growing community. Our educational program is implemented for continuous improvement to tailor to each student's needs, measure their learning gains, interests, and abilities, promote independent learning, and enhance student's social skills and sense of responsibility toward others. The School's research-based educational program is based on Robert J. Marzano's research. It allows children to be presented with opportunities to make educational choices about their learning and in the process discover how to identify their interests and take responsibility for pursuing them. Students will learn how to take responsibility for their own education. Students will be well prepared for higher education, including at risk learners. Students will be taught how to budget their time, seek out faculty, and take control of their own educational destinies. The School's educational program will hold a reputation as one of Florida's most innovative and successful public charter school.

The School's Educational Model outlined in Section I will lead to improved student performance for the school's population along with high standards for student learning and academic achievement. It allows students to progress at their own pace through their own personalized learning plans. The model puts student achievement across all content areas in the forefront. It ensures that effective teaching will consistently help students grow. The model provides a process to set clear learning goals for students and monitor their progress toward the goals, achieving student success. The model creates a standard based system organized around engaging students in 21st century skills.

The School's educational program provides professional development in the areas of standards, curriculum, instruction, assessment, grading, record keeping, literacy development, and leadership. The program offers professionals with current research to improve student learning and achievement, along with helping low-performing students.

The School values all dimensions of each child's intellectual, social, emotional, aesthetic, and physical growth. It will cultivate values of respect, integrity, compassion, and justice to encourage community responsibility, combat prejudice and engage students as participants in a global community. It will develop intellectual independence and risk-taking through inquiry-based, direct experience, and collaboration. The School will value all disciplines including the arts, sports and fitness, mathematics, language arts, social studies, sciences, humanities and physical development in a comprehensive interdisciplinary curriculum aligned with Next Generation Sunshine State Standards/Common Core State Standards with an emphasis on single sex core classes. The School's educational program will improve student's academic achievement by enhancing the learning gains of all students to meet Next Generation Sunshine State Standards/Common Core State Standards.

The School will be committed to educating students with an innovative rigorous research based curriculum, which will be aligned with Next Generation Sunshine State Standards/Common Core State Standards. This unique philosophy of education, along with fine facilities and a highly educated and dedicated faculty who delight in the high level of intellectual work, will participate together to meet high

standards of student achievement. Teachers will fully engage their students in learning and giving them the confidence to pursue knowledge independently. In a supportive educationally stimulating environment, students will feel free to express themselves and to develop their individual voices. Students at the School will know that they are a vital part of the community and that they have the power to accomplish and achieve their goals.

The School's faculty will work in a cooperative and collaborative learning community to meet each student's individual needs. Teachers at the School will be skilled, experienced, and passionate educators, ensuring that their students develop their minds and hearts in a nurturing environment. They will possess a strong knowledge of the curriculum and an understanding of how children learn, meshed with a deep caring for students. All students will continually be assessed, evaluated, and monitored, so teachers will be able to determine the student's educational route so they will gain a year worth of knowledge. The faculty will work closely with families to meet the individual needs of each student using innovative and differentiated instruction, understanding that communication between home and school is critical to their success. The faculty will reflect the diverse nature of the student body; they will bring their own points of view to each classroom, along with recognizing and celebrating the experience and thoughts of their students.

One of the overall goals for each student is to see themselves as a citizen of the School community and later of the larger world they live in. Students learn best in a stimulating and supportive atmosphere, one where each student is encouraged to be an active and responsible participant in the classroom and the School. The School exposes students to research-based hands-on experiences in all subjects. Students will learn to use their natural sense of discovery, to become active learners to connect one idea to another, so they will grow and develop into more abstract thinkers.

The School's educational program will also feature:

- Assessment measurements annually to reflect learning gains of each student toward achieving Next Generation Sunshine State Standards/Common Core State Standards appropriate for the student's grade level.
- Parental and community involvement.
- Design and delivery of curriculum via multimedia and technology.
- Faculty will adapt a specially designed instruction, pertaining to adapting content, methodology, or delivery of instruction to meet each student's needs.
- Students and faculty will accomplish the high expectations the School sets.
- The school will provide character development to create a safe single sex core classroom climate and learning environment.
- Differentiated instruction will connect with each individual student's learning goals.
- Students will have the option to enhance their education and academic success with the School's state of the art, performing arts and sports and fitness program, along with enrichment classes, which will improve the overall performance of the school.

Supporting Tools of the School's Educational Model

I: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain will ensure that the school as a unified whole as well as individual teachers have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of the school's administrative actions and behaviors constitute this domain:

1. The school leader will ensure that clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
2. The school leader will ensure that clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
3. The school leader will ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
4. The school leader will ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
5. The school leader will ensure that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II: Continuous Improvement of Instruction

The actions and behaviors in this domain will help ensure that the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of the school's administrative actions and behaviors constitute this domain:

1. The school leader will provide a clear vision as to how instruction should be addressed in the school.
2. The school leader will effectively support and retain teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
3. The school leader will be aware of predominant instructional practices throughout the school.
4. The school leader will ensure that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
5. The school leader will ensure that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

III: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain will help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of the school's administrative actions and behaviors constitute this domain:

1. The school leader will ensure that the school curriculum and accompanying assessments adhere to state and district standards.
2. The school leader will ensure that the school curriculum is focused enough that it will be adequately addressed in the time available to teachers.
3. The school leader will ensure that all students have the opportunity to learn the critical content of the curriculum.

IV: Cooperation and Collaboration

The actions and behaviors in this domain will help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of the school's administrative actions and behaviors constitute this domain:

1. The school leader will ensure that teachers have opportunities to observe and discuss effective teaching.

2. The school leader will ensure that teachers have formal roles in the decision-making process regarding school initiatives.
3. The school leader will ensure that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
4. The school leader will ensure that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
5. The school leader will ensure that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

V: School Climate

The actions and behaviors in this domain will help ensure that all constituents perceive the school as positive and well functioning. Six specific categories of the school's administrative actions and behaviors constitute this domain:

1. The school leader will be recognized as the leader of the school who continually improves their professional practice.
2. The school leader will have the trust of the faculty and staff that their actions are guided by what is best for all student populations.
3. The school leader will ensure that faculty and staff perceive the school environment as safe and orderly.
4. The school leader will ensure that students, parents, and community perceive the school environment as safe and orderly.
5. The school leader will manage the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
6. The school leader will acknowledge the success of the whole school, as well as individuals within the school.

Tools used within the Educational Program

Guaranteed and Viable Curriculum

Guaranteed, Viable Curriculum consist of Florida State Standards that fully outline the content, concepts, and skills that are essential within an academic discipline and at each grade level to ensure all students have achieved proficiency. The Guaranteed Viable Curriculum provides clarity and guidance to principals, teachers, students, and parents about the core curriculum and it's essential content and skills. The School's educational program will reflect the assessments from specific learning expectations at each grade level, including benchmark grade levels, that students' learning is progressing along a continuum based on the state and district standards.

Student Information System

The School's Student Information System (SIS) provides a solid internal infrastructure that enables the management and sharing of student information. The easy to use SIS will ensure that staff will feel supported with advanced technology. Parents and students will have 24 hours access to view assessments, grades, assignments, and schedules. The School's staff can shift their focus to interacting with students and parents, allowing information to be shared. It enables parents and students to track and be responsible for the student's progress- conveniently from home.

Technology

Each year the School will fundraise for a permanent technology improvement fund.

Apple I Pad

The School will implement a one-to-one learning environment, using Apple's I Pad, to improve reading, math, and science skills. The School will offer Wi-Fi Internet and office applications. It will tap into educational applications featuring interactive periodic tables, handwriting, number and letter recognition, and the Beautiful Planet, which is a visually stunning photographic tour of 160 different countries.

The School's technology will empower and uplift students in their learning, to maximize effectiveness. The School will provide an education in the 21st century that is active, engaging, and customized. Students will have universal access to technology that will enable critical thinking, differentiation, and problem solving. Students are more engaged and motivated to learn when they use technology and research shows that academic performance improves.

Digital Textbooks

Digital textbooks will be available on a variety of platforms. The advantage is clear; they are more cost effective, easier to carry around, and will incorporate interactive features such as videos or social media to make learning more enjoyable for students.

Interactive White Board

Smart Boards will help teachers bring more collaboration and interactivity in the classroom. Teachers will be able to incorporate them into their teaching to transform student learning and increase engagement. The SMART Board enhances instruction and student learning.

Student Response System

With the push of a button on their wireless remote, students will instantly tell how much they know. Teachers will know how well each student is doing and adapt lessons based on test results or how students respond to classroom questions.

Innovative Researched Based Strategies to Focus on Student Effectiveness

The School will implement researched based practices to improve instruction and student effectiveness, aligning student instruction with Next Generation Sunshine State Standards/Common Core State Standards. These key research based strategies listed below will impact student achievement along with helping all students attain their learning goals.

Thematic Instruction

Students learn better from thematic, interdisciplinary instruction. Themes are a way of understanding new concepts and provide mental organizing scheme.

Identifying Similarities and Differences

Learning to classify and discern differences and similarities prepares students for employing metaphor, analogy, and higher order thinking skills.

Summarizing and Note Taking

Effective summarizing requires analysis that leads to deeper understanding. Students will benefit from taking notes in both linguistic and visual forms.

Reinforcing Effort

Student attitudes and beliefs have a significant effect on success in school. Achievement will increase when teachers show the connection between effort and success.

Homework and Practice

Homework will increase student understanding when assignments provide the opportunities needed to practice and apply new learning.

Nonlinguistic Representation

Knowledge will be stored in two forms: linguistic and nonlinguistic. The more students use both systems, the better they are able to think about and recall knowledge.

Cooperative Grouping

Grouping will promote student learning and build interpersonal skills, when supportive structures are in place.

Setting Objectives

Teachers communicate learning goals to students every day. Students will be focused on meeting these goals and greatly improve their chances of success.

Providing Feedback

The criteria for success and specific, timely feedback will help increase students understanding and improve learning.

Generating and Testing Hypotheses

Students will be able to generate hypotheses and apply knowledge when testing. Technology tools add authenticity to the learning experience.

Cues, Questions, and Advance Organizers

Students increase readiness for learning with cues and questions that connect new ideas to existing knowledge.

Simulations and Games

Simulation will offer unique opportunities to enhance learning and allow students to test knowledge, gain experience, and practice skills.

Effective Teachers and On Going Professional Development

Effective teachers are a dominant factor in student learning and are key to student success. Marzano (2009) has noted that a teacher who is classified as “most effective” will be expected to produce student achievement that is 54 percentile points higher than the achievement produced by a teacher who is classified as “least effective”. An effective teacher is one who is able to use instructional strategies in order to achieve student-learning results. To guarantee student success the School will hire effective faculty by recognizing and identifying variations in teacher performance and align teacher needs with student learning needs through effective professional development focused on student learning. Teachers will receive professional development as they receive feedback regarding effectiveness from multiple sources of data

such as self –assessments, peer and mentor observations, student surveys, and frequent and regular feedback from walkthroughs, observations, and instructional rounds. This professional development will be targeted, aligned, and differentiated to meet the various needs of teachers. The School will provide a professional development system that follows the State of Florida’s protocol for professional development. The School and State of Florida’s standards serve to identify and recognize best practices. The system ensures every educator engages in effective professional learning every day so every student achieves. Therefore the School will use ongoing, sustained, and result driven professional learning experiences for teachers.

The School will connect faculty growth to student achievement as a coherent and aligned approach to support and monitor the development of highly effective faculty and teachers in every classroom. Using monitoring and evaluating tools along with support will systematically improve classroom instruction as evidenced by gains in student achievement.

School Monitoring and Evaluations

School observations will be conducted in the classroom and on school grounds during school hours with one or more students and with teachers and staff. The observations will ensure the School is following the educational plan. Recommendations will be compiled and delivered to the School’s faculty for continual school improvement.

C. Describe the research base for the educational program.

The School’s researched based educational program and curriculum is based on Robert J. Marzano’s research on effective schooling, in conjunction with other research based practices that positively affect ongoing student achievement, that will be aligned with Next Generation Sunshine State Standards/Common Core State Standards. The School has also implemented various research-based approaches to assist in the School’s educational mission therefore guaranteeing that students receive a highly academic education. Research based approaches are the foundation for the School’s educational program and curriculum approach.

Research Base for The School’s Educational Program

Domain I: A Data-Driven Focus on Student Achievement

The school leader will ensure clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level. Student and school progress will be geared towards meeting the School’s standards for all students. Faculty and staff will eliminate differences in achievement for students of differing ethnicities; eliminate differences in achievement for students at different socioeconomic levels, English Language Learners, and students with disabilities. When asked, faculty and staff will describe the school-wide achievement goals.

- The school leader will ensure adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
- The school leader will ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement that are established at the school level and regularly monitors that everyone has understanding of the goals.

The school leader will ensure clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school. Goals are established for each student in terms of their performance on state assessments, benchmark assessments, or common

assessments.

- The school leader will ensure adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.
- The school leader will ensure each student has written achievement goals that are clear, measurable, and focused on appropriate needs and regularly monitors teachers' and their students' understanding of individual student goals.

The school leader will ensure that data is analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

- The school leader will ensure that data is analyzed in a variety of ways to provide the most useful information and refine achievement goals or the tracking process as achievement data accrues.
- The school leader will ensure that data is available for tracking overall student achievement and monitor the extent to which student data is used to track progress toward goals.

The school leader will ensure that data is analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

- The school leader will ensure that data is analyzed in a variety of ways to provide the most useful information and refine individual achievement goals or the tracking process as achievement data accrues.
- The school leader will ensure that data is available for individual student achievement and monitor the extent to which data is used to track progress toward individual student goals.

The school leader will ensure that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

- The school leader will continually examine and expand the options for individual students to make adequate progress.
- The school leader will ensure that programs and practices are in place for individual students who are not making adequate progress and monitors whether students are successfully completing the programs.

II: Continuous Improvement of Instruction

The actions and behaviors in this domain will help ensure that the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrative actions and behaviors constitute this domain:

The school leader will provide a clear vision as to how instruction should be addressed in the school.

The school leader will continually examine and make adjustments so that all faculty and staff understand the nuances of the instructional model and integrate new instructional initiatives into the school instructional model.

The school leader will ensure that a school-wide language or model of instruction is in place and monitor

the extent to which the faculty and staff understand the instructional model.

The school leader will effectively support and retain teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

- The school leader will regularly intervene with and support teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.
- The school leader will ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, and monitors the extent to which teachers achieve their growth goals.

The school leader will always be aware of predominant instructional practices throughout the school.

- The school leader will regularly intervene to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.
- The school leader will ensure that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, and monitors the extent to which the information is used to identify effective and ineffective practices.

The school leader will ensure that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

- The school leader will ensure that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.
- The school leader will ensure that specific evaluation data is collected on each teacher regarding their pedagogical strengths and weaknesses and that this data is gathered from multiple sources and monitors the extent to which teacher evaluations are consistent with student achievement data.

The school leader will ensure that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

- The school leader will continually re-evaluate the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.
- The school leader will ensure that job-embedded professional development is provided to teachers that are directly related to their instructional growth goals and monitor the extent to which teachers improve their instructional practices.

III: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain will help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrative actions and behaviors constitute this domain:

The school leader will ensure that the school curriculum and accompanying assessments adhere to state and district standards.

- The school leader will ensure that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.
- The school leader will ensure that both the written curriculum and accompanying assessments adhere to state and district standards and monitor the extent to which the curriculum is delivered and the assessments are properly administered.

The school leader will ensure that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers. The learning environment of the school will prepare students to contribute to society and be part of the global community.

- The school leader will ensure that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.
- The school leader will ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified and monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.

The school leader will ensure that all students have the opportunity to learn the critical content of the curriculum.

- The school leader will intervene with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.
- The school leader will ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum and monitor the extent to which those courses and classes utilize instructional strategies that most strongly increase the chances of learning the essential elements.

IV: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrative actions and behaviors constitute this domain:

1. The school leader will ensure that teachers have opportunities to observe and discuss effective teaching.
2. The school leader will ensure that teachers have formal roles in the decision-making process regarding school initiatives.
3. The school leader will ensure that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
4. The school leader will ensure that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegate responsibilities appropriately.
5. The school leader will ensure that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

The school leader will ensure that teachers have formal roles in the decision-making process regarding school initiatives.

- The school leader will continually seek new venues for teacher input regarding important decisions.

- For specific types of decisions, the school leader will ensure that formal processes are in place to collect data from all teachers regarding their preferences and monitor the extent to which the data is used to make decisions and the transparency of the decisions.

The school leader will ensure that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

- The school leader will ensure that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervene and support teacher teams whose goals do not adequately address the achievement of all students.
- The school leader will ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction and monitor the extent to which these goals are designed to enhance the achievement of all students.

The school leader will ensure that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegate responsibilities appropriately.

- The school leader will intervene and provide support when delegation of authority and teacher input is not working to optimize the function of the school.
- The school leader will ensure that input is regularly collected from teachers and staff, appropriately delegate responsibilities, and monitor the extent to which the inputs and delegations are contributing to the optional function of the school.

The school leader will ensure that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

- The school leader will intervene and provide support when students, parents, and community input are not working to optimize the function of the school.

School Climate

The school principal and administration will be recognized as the leader of the school who will continually improve the professional practice.

- The school leader will actively seek expertise/mentors for validation and feedback to confirm or improve leadership skills.
- The school leader will continually engage in activities to improve the professional practices and monitor the extent to which these activities enhance personal leadership skills and the staff's confidence about the ability to lead.

The school leader will have the trust of the faculty and staff that their actions are guided by what is best for all student populations.

- The school leader will actively seek expertise/mentors for validation and feedback to confirm or improve how they perform or are perceived.
- The school leader will perform with integrity and the best interest of all students and monitor the extent to which faculty and staff perceive them as an individual who will follow through with

initiatives and whose actions are guided by the desire to help all students learn.

The school leader will ensure that the faculty and staff perceive the school environment as safe and orderly.

- The school leader will ensure that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
- The school leader will ensure that well-defined routines and procedures are in place that lead to safe and orderly conduct and monitor the extent to which faculty and staff share the perception that the school environment is safe and orderly.

The school leader will ensure that students, parents, and the community perceive the school environment as safe and orderly.

- The school leader will ensure that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.
- The school leader will ensure that well-defined routines and procedures are in place that lead to orderly conduct and monitor the extent to which students, parents, and the community share the perception that the school environment is safe and orderly.

The school leader will help manage the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

The school leader will actively seek and procure extra resources to enhance instruction and the achievement of all students.

The school leader will manage the fiscal, operational, and technological resources necessary to support effective teaching and monitor the extent to which the resources and efficiencies enhance instruction and the achievement of all students.

(6): The school leader will acknowledge the success of the whole school, as well as individuals within the school.

- The school leader will actively seek a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.
- The school leader will acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school and monitor the extent to which people feel honored for their contributions.

Research-Based Factors that influence Student Performance

(from various books by Robert Marzano)

School Factors

- Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Collegiality and Professionalism

Teacher Factors

Instructional Strategies

(Based on: The Art and Science of Teaching; Classroom Instruction That Works; Classroom Instruction That Works with English Language Learners; Classroom Instruction That Works with Technology; Building Academic Background Knowledge with Wide Area Reading and Vocabulary Instruction)

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

Classroom Management Strategies

(Based on: The Art and Science of Teaching; Classroom Management That Works)

- Establishing and Enforcing Rules and Procedures
- Carrying out Disciplinary Actions
- Maintaining Effective Teacher and Student Relationships
- Maintaining an Appropriate Mental Set for Management

Classroom Curriculum Design

- Identify Specific Types of Knowledge Required
- Structure Tasks to Facilitate Construction of Meaning
- Plan Multiple Exposure to and Complex Interactions with knowledge

Inquiry Based Instruction

The School recognizes that inquiry based learning is an important aspect in students education. Students will be able to construct much of their understanding of the natural and human-designed worlds. The School's inquiry based instruction features the following:

- Teaches problem-solving, critical thinking skills, and disciplinary content.
- Promotes the transfer of concepts to new questions.
- Teaches students how to learn and builds self-directed learning skills.
- Develops student ownership of their inquiry and enhances student interest in the subject matter.

Project Based Instruction

The School recognizes the importance of moving away from rote learning and memorization to providing more challenging, complex work. The School will have an interdisciplinary, rather than departmentalized focus and encourage cooperative learning (Anderman& Midgley, 1998, Lumsden, 1994). Project-based instruction incorporates these principles. Learning activities that are interdisciplinary, long term, and student centered are emphasized, rather than short, isolated lessons (Challenge 2000 Multimedia Project, 1999). Over 20 years of research indicate that engagement and motivation lead to high achievement

(Brewster and Fager, 2000). Project-based instruction will build students individual strengths and allow them to explore their interests in the framework of a defined curriculum. Particular benefits of project-based instruction include:

- Preparing children for the workplace-Children are exposed to a wide range of skills and competencies such as collaboration, project planning, decision-making, and time management (Blank, 1997; Dickinson et al, 1998).
- Increasing motivation-Teachers offer note improvement in attendance, more class participation, and greater willingness to do homework (Bottoms & Webb, 1998; Moursund, Bielefeldt, & Underwood, 1997).
- Connecting learning at school with reality-Students retain more knowledge and skills when they are engaged in stimulating knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world (Blank , 1997).
- Increasing social and communication skills.
- Increasing problem-solving skills (Moursund, Bielefeldt, & Underwood, 1997).

Curriculum Mapping

Curriculum mapping will allow teachers to focus on fewer goals and teach concepts in depth. Mapping will eliminate wasted review and expand teaching time. It vertically shows curriculum steps. Educational research has shown the benefits of curriculum mapping are:

- Documenting how the curriculum is linked to Next Generation Sunshine Standards/Common Core State Standards.
- Allow teachers to check curriculum for overlaps, gaps, and inconsistencies.
- Help to identify opportunities for integration with other subjects.
- Provide a review of assessment methods and resources.
- Identifies what students are learning and allows teachers to build upon prior knowledge.

Single Sex Core Classes

Research has shown that there are benefits for single sex classes. There are three major advantages with single sex classes: letting the child be themselves, the teaching style and what's being taught, and the socialization of students.

- Let them be themselves- Boys tend to soften their competitive edge and become more collaborative in a single sex setting. They can just be boys and not worry about what girls think. Boys are able to enjoy and participate in certain instruction like poetry. Girls drop their shyness and begin to take risks in a single sex setting. They become more competitive.
- Academics- Teachers will know how to teach each sex. Therefore they will quickly feel comfortable exploring non-traditional subjects. Girls will enjoy mathematics, advanced sciences, and computers and technology. Boys will enjoy English, reading, and poetry instruction.
- Children will break out of their stereotypical roles and behavior.

In a recent report on NBC Nightly News, Professor Kathy Piechura-Couture of Stetson University, reported that over the four years of the pilot study, **55%** of students in the coed classrooms scored proficient on the FCAT, compared with **85%** of students in single sex classes. Same class size. Same curriculum. Same demographics.

Single sex classes do not just make better students but more well rounded citizens.

The benefits of single-sex classes are not only academic. Just as importantly, single-sex education has been shown to broaden students' horizons, to allow them to feel free to explore their own strengths and interests, not constrained by gender stereotypes. A British researcher compared the attitudes of 13 and 14 year-old pupils toward different subjects. Students at coed schools tended to have gender-typical subject preferences: boys at coed schools liked math and science and did NOT like drama or languages, whereas boys at single-sex schools were more interested in drama, biology, and languages. Likewise, girls at girls-only schools were more interested in math and science than were girls at coed schools.

Source: A. Stables. Differences between Pupils from Mixed and Single-Sex Schools in their Enjoyment of School Subjects and in their Attitudes to Science and to School. Educational Review, 42(3):221-230, 1990.

Performing Arts

Numerous studies have demonstrated a correlation between performing arts involvement and academic achievement. In addition to having higher standardized test scores than their peers who do not experience the arts, students who participate in performing arts often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in school than their non-arts counterparts. Schools with art-integrated programs, even in low-income areas and lower performing, at risk students, report higher academic achievement. Professional dancers from the community including Miami Heat dancers and Miami Dolphin Cheerleaders will aid in teaching the performing arts program to students. Positive effects of a performing arts education are listed below:

- Students involved in performing arts coursework or experience outscored non-arts students on the 2005 SAT by an average of 65 points in the verbal component and 34 points in the math component.
- Performing art activities improve school attendance and reduce dropout rates.
- A 2005 Harris poll revealed that 93% of the public believes that arts, including theatre, are vital to a well-rounded education.
- Performing Arts can improve skills and academic performance in children and youth with learning disabilities.

Sport and Fitness

The School will utilize and capitalize on what has made a handful of existing schools successful, and combine this with an award winning approach to student development that will serve as a model for the School. The School believes that sports, defined as the actual physical engagement in a sports activity, is one of the few activities that has the power to engage even the most disconnected students. The School will use the power of sports to bring students to a healthy, positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and developing the job skills and career interests necessary to build successful futures. Former professional athletes including current and former NBA, NFL, and MLB including Miami Dolphin, Miami Marlins, Fort Lauderdale Strikers, and Miami Heat players will aid in teaching the Sports and Fitness Program to students.

In 2001, research that linked sports participation with academic success was conducted by Gary Overton, at the School of Education at East Carolina University, in collaboration with the North Carolina High

School Athletic Association. The study tracked the academic performance of school student-athletes in North Carolina and revealed significant differences between athletes and non-athletes. Contrary to some popular misperceptions some of the major findings in the study include:

- Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
- Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
- Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
- Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
- Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

Same Sex Groupings

Students will participate in same sex teams both for sports and core academic classes. Research has shown that in sports and academics, students benefit from same sex environments.

In the sports arena, this is especially true as so much of the success young athletes have comes from their self-esteem and confidence in themselves. Young women develop both of these traits far more strongly in single-sex environments. Leadership skills are also diminished among young women when in co-ed environments. Gender bias and social norms reduce opportunities for students to take leadership roles in co-ed environments, reinforcing negative stereotypes from others and from within themselves. Single sex environments have also been shown to break down stereotypes that might hinder students from choosing to pursue coursework and activities (such as sports for girls and the arts for boys).

Extended School Day

To further personalize learning, the School will boost student learning by creating an intensive tutoring program along with its performing arts and sports and fitness program. These programs will take place during the extended school day five days a week from 2:00 p.m. to 4:00 p.m. All students will receive tutoring, regardless of ability. This will allow all students to benefit by building upon academic strengths, remediating weaknesses, and provide customized instruction commensurate with ability, while removing any potential negative stigma attached to tutoring.

The School's extended school day will allow students to participate in performing arts and/or sports and fitness along with an intensive tutoring program. The School will create a physically and emotionally safe environment conducive to learning while improving language arts, reading, writing, math, science, foreign language, and social studies skills through its intensive tutoring program. Students will learn French and Mandarin using The Rosetta Stone on-line program. The School will provide a strong student development focus, including performing arts, sports and fitness, life skills, positive communication, conflict resolution, goal setting and decision making

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

The School's educational program aligns with the school's mission to provide parents, students, and the community with a framework for continuous educational improvement along with a balanced; common core based, and thematic, curriculum with a firm grounding in the fundamentals of clear thinking, expression with emphasis on individual development and high academic achievement. Students are grounded in the core of each major discipline using project based, inquiry based, and a research-based curriculum. The School's educational program allows students with special talents and/or well-developed interests to specialize in an area of strength or passion. Students have the opportunity to be successful in both worlds; students are able to pursue their goals in performing arts and sports and fitness, while being fully prepared to enter higher level learning institutions through its intensive tutoring/enrichment program. The school will implement high performing single sex core classrooms. The expectation at the School is that students as well as faculty and staff energetically devote significant time and energy to the pursuit of learning.

The School's researched based, education program aligns with the school's mission is clear in the school's educational blueprint, which include:

- **A Clear and Common Focus:**
The School's administration, teachers, students, and parents will share and commit to clearly articulated and understood common goals based on the fundamental belief that all students can learn and improve their performance.
- **High Standards and Expectations:**
The School will employ teachers that believe "all students can learn and I can teach them." Staff members will be dedicated to helping every student achieve challenging state and local standards. All students will be engaged in an appropriately ambitious and rigorous course of study through its educational model in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. This will result in all students being prepared for success in the workplace, postsecondary education, and civic responsibilities.
- **Strong Leadership:**
School leadership will be focused on enhancing the skills, knowledge, and motivation of the staff and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership will foster a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.
- **Supportive, Personalized, and Relevant Learning:**
The school will provide a supportive learning environment and a positive personalized relationship for all students while engaging them in rigorous and relevant learning.
- **Parent/Community Involvement:**

Parents and community members will help develop, understand, and support a clear and common focus on core academic, social, and personal goals contributing to improved student performance and have a meaningful and authentic role in achieving these goals. The school community will work together to actively solve problems and create win-win solutions. Mentoring and outreach programs will provide for two-way learning between students and community/business members.

- **Monitoring, Accountability, and Assessment:**
Teaching and learning will be continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.
- **Curriculum and Instruction:**
The School will align the curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous and challenging learning. The School will deliver an aligned curriculum and implement research-based teaching and learning strategies. Students will actively be involved in their learning through inquiry, in-depth learning, and performance assessments.
- **Professional Development:**
Ongoing professional development will be aligned with the school's common focus and high expectations to improve the performance of all students. The professional development that is offered will be focused and informed by research and school or classroom-based assessments. Appropriate instructional support and resources will be provided to implement approaches and techniques learned through professional development.
- **Time and Structure:**
The School will be flexibly structured to maximize the use of time and accommodate all students, staff, and community in order to improve the performance of all students. The structure of programs extends beyond the traditional school day and year as well as beyond the school building. The program will draw on the entire community's resources to foster student achievement.
- **Academic Achievement:**
The School will offer single sex core classes to educate all students to the highest academic and personal standards necessary for responsible, effective citizenship, and for the successful pursuit of higher education. The School will offer a unique balance of an innovative rigorous academic instruction and intensive instruction in the performing arts, intensive tutoring, and sports and fitness during its extended school day.
- **Educational Environment:**
The School will strive to provide an education that enables and empowers its diverse students to develop their intellectual, spiritual, emotional, and physical gifts; to understand and respect the similarities and differences among themselves and others in their local and world communities;

and to learn the habits of mind and self-discipline necessary to live with integrity and purpose as contributing members of society

- **Supportive and Challenging Staff:**
The School will hire a highly qualified devoted staff that will support and believe in each of their students while providing the gifts of high expectations and of their own passion for what they teach.
- **Promoting Lifelong Learning and Success:**
The Schools highly qualified teachers will provide a complete and comprehensive standard base curriculum aligning with the benchmarks of the Next Generation Sunshine State Standards/Common Core State Standards. Students will be engaged in intellectual exploration that makes school exciting and creates a warm welcoming environment.
- **Student Independence and Integrity:**
The School will educate the mind, body, and conscience. Students will be encouraged to act with professional, academic, and personal integrity and students will be held accountable for their own actions. Students will be provided with the resources and education needed to respect the dignity of others.

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

The School's comprehensive, research, and project based academic program is aligned with Next Generation Sunshine State Standards/Common Core State Standards. These standards will meet or exceed Florida's State Standards that are set forth by the Florida Department of Education and the Educational requirements of the No Child Left Behind Act. The School will meet high academic standards of student achievement with an emphasis on performing arts, sports and fitness, and intensive tutoring, to provide local parental flexibility and diverse educational opportunities. The School will enhance academic success through its educational model that provides a strong and rigorous educational foundation that enables students to become competent, independent, and creative thinkers. Students are expected to be active participants in the learning process, constructing their own learning through exploration of the world, inquiry based, and the process of discovery. An innovative, interdisciplinary approach to learning helps students discover and understand the relevance of all subject areas. The strength of each program lies in the development of higher order thinking skills. Students will be expected to analyze, criticize, evaluate, and make important connections with the concepts they learn. The Schools services will provide the target population a comprehensive research based curriculum that will meet and exceed the Next Generation Sunshine State Standards/Common Core State Standards, which are outlined in Section I. Our curriculum's framework is based on Next Generation Sunshine State Standards/Common Core State Standards and benchmarks that will meet and exceed Florida State Standards. Students will take baseline assessments, have data driven instruction, assessments, grading and reporting, and decision making, along with continual evaluations and monitoring of their success and achievements of the State standards. Differentiated instruction will be implemented for identified students to be mediated. Students will focus on problem solving that requires reasoning, thinking, calculating, and evaluating. The curriculum framework is also project based along with students being accountable of their own learning. This approach to education fosters the development of each student to improve in his or her educational performance and enjoy learning.

All students will be monitored to ensure they are making adequate progress toward the NGSSS/CCSS. In this way, students who are struggling and/or below level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including but not limited to state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her potential. As deemed necessary according to student need, the School will employ Reading and/or Math coaches and ELL and ESE

personnel to service students. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the NGSSS/CCSS as required.

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

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in Section 5 below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. In years two and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards and/or Common Core State Standards, as adopted.

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

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

Section 4: Curriculum Plan

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

The School's Common Core academic curriculum meets and exceeds the Next Generation Sunshine State/Common Core Standards. Our goal is to provide each student with a program of study that is challenging and effective. The nine-week instructional program is characterized by a strong balanced core curriculum with an emphasis on an extended school day featuring enrichment/tutoring classes and a performing arts and sports and fitness program. Our students will be provided with an education to enable them to meet and exceed the Next Generation Sunshine State/Common Core Standards in core areas. Our curriculum's course guide directory is carefully aligned in order to exceed the State of Florida Curriculum Standards, from grades K-8, as well as comply with the federal mandate specified in No Child Left Behind. Our curriculum aims to provide teachers with various resources and training to support professional development. The School will implement up-to-date textbooks and materials, published

ancillary resources, and Internet learning sites that will challenge students and make real world connections to instruction.

Our curriculum guide's expectations are grade level specific to ensure the school produces exceptionally well-prepared and rounded students. The School will offer common core classes in each grade level (Reading, Language Arts, Science, Mathematics, and Social Studies) along with our enrichment classes/specials (Music, Foreign Language, Health/P.E., Art, Character Development and Library/Media). Students will participate in our extended school day featuring our performance art and sports and fitness program, along with our tutoring/enrichment classes. The school will also create a nurturing classroom culture and environment that is conducive to learning. The School will foster a positive school and community environment where each student's education flourishes.

The School's curriculum is spiral-based, with children building up their skills, practice, knowledge, and experience from year to year. Teachers will focus on student achievement, assessment, and professional development. The school will use textbooks following Next Generation Sunshine State/Common Core Standards, including content standards, learning expectations, accomplishments, and benchmarks will serve as the primary program for the schools curriculum. The dedicated academic support staff will offer individualized concentrated academic support. The team will consist of Reading, Math and Science coaches and include a Reporting Specialist and Data Analyst. The Differentiated Accountability Model will be used. The school will have the following processes in place to support the delivery of the curriculum:

- Continuous review of curriculum to ensure a year's worth of learning of all state benchmarks.
- Research-based instructional practices (i.e., Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, and Coalition of Essential School's Principles).
- Principal evaluation through weekly classroom walkthroughs (principal is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity).
- The School Improvement Plan will be used as a quality assurance tool to ensure that the curriculum goals are being accomplished.
- Assessment data will be implemented to make instructional decisions and plan interventions.
- Weekly grade level and monthly staff meetings.
- Ongoing professional development workshops before and afterschool tutoring for remediation and acceleration.
- Targeted interventions for struggling readers and students performing below grade level.
- Integration of long-term thematic projects across the curriculum.
- Multiple ELL and ESE strategies across the curriculum.
- Focus on differentiated instruction for different learning styles.
- Integration of technology across all major disciplines.

Staff will be guided by the following descriptions and overviews of the research base curriculum for each subject area that will be used for the Charter School, which is listed below:

Reading

The School will implement the Sponsor's state-approved Comprehensive Research-Based Reading Plan (CRRP), as established by the FL-DOE. The School will use the State and Sponsor-approved text as the Comprehensive Core Reading program. Reading is an astoundingly complex cognitive process. Reading is often thought as one singular act, when in fact student's brains are actually engaging in a number of tasks simultaneously each time a student reads a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As students learn to read

they will develop skills in all five of these areas in order to become successful readers. Students will receive effective reading instruction with at least 90 uninterrupted minutes per day, systematic delivery of explicit instruction, scaffolding, differentiation, and intensive intervention in addition to initial instruction. The use of multi-level tests, intensive tutoring, computer programs, and a wide variety of literature will help each child master the skills needed to achieve early independence in reading. Students will further develop the reading habit at an early age as they participate in the “at home” reading program established by the school.

Instilling a lifelong love of reading is another fundamental goal of the School’s reading program. The School will encourage students to become purposeful learners who take pleasure in the reading process, learning to construct meaning by inferring, analyzing, and predicting outcomes. Using an eclectic approach to teaching reading, which includes a word analysis as well as a whole word sight recognition approach, students are exposed to a range of literacy genres and experience literature from many cultures. The School strongly believes that a literature based program that reflects diverse traditions effectively supports instruction. When skills are taught and reinforced within such a meaningful, contextual framework, understanding is deepened. In addition, specific strategies are introduced to bolster comprehension and assess progress, resulting in increased independence and mastery.

The kindergarten through fifth grade will be implemented with the following reading big ideas:

BIG IDEA: READING PROCESS

Standard: Phonics/Word Analysis- Students will be able to demonstrate knowledge of the alphabetic principle and apply grade level phonics skills to read text.

Standard: Fluency- Students will be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression.

Standard: Vocabulary Development- Students will be able to use multiple strategies to develop grade appropriate vocabulary.

Standard: Reading Comprehension Students will be able to use a variety of strategies to comprehend grade level text.

BIG IDEA: LITERARY ANALYSIS

Standard: Fiction Students will be able to identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

Standard: Nonfiction Students will be able to identify, analyze, and apply knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BIG IDEA: COMMUNICATION

Standard: Penmanship Students will be able to engage in the writing process & write to communicate ideas and experiences.

Standard: Listening and Speaking Students will be able to effectively apply listening and speaking strategies.

BIG IDEA: INFORMATION & MEDIA LITERACY

Standard: Informational Text Students will be able to comprehend the wide array of informational text that is part of our day-to-day experiences.

Standard: Research Process Students will be able to use a systematic process for the collection, processing, and presentation of information. **Standard: Media Literacy** Students will be able to develop and

demonstrate an understanding of media literacy as a life skill that is integral to informed decision-making.
Standard: Technology Students will be able to develop the essential technology skills for using & understanding conventional & current tools, materials, & processes.

Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections that create words. Without phonics, words are simply a bunch of squiggles and lines on a page. Learning to make the connection between the individual sounds that each letter represents and then putting those together is essential.

There are a number of ways that phonics will be taught because there is a variety of ways to apply this aspect when reading. Each approach will allow students to use phonics to read and learn new words in a different way. Synthetic phonics will build words from the ground up. In this approach students will be taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics approaches will build words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics will teach parts of words to discover new words. Finally, phonics through spelling will focus on connecting sounds with letters in writing. All of these approaches will be taught and used independently or in combination to help students learn to identify new words.

Phonemic Awareness

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness will be taught and used in a number of ways. Phoneme isolation will involve the students parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation will ask the student to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on each student's general knowledge of phonemes. Students will also be taught phoneme blending, which requires the student to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

Vocabulary

In order to read words students must first know them. As the students become stronger, more advanced readers they will learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they also will strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that will continue throughout the students “reading life”.

The School will provide to students two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves the student being told how a word is pronounced and what it’s meaning is. Context clues will provide students another method for discovering new words. They include other words in a sentence or paragraph, text features (i.e. bold print and italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

Fluency

Fluency is intimately tied to comprehension. Students will be taught to move quickly enough through text to develop meaning. Fluency is a student’s ability to read with speed, accuracy, and expression. Thus it requires students to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. The ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates fluency.

Reading Comprehension

Students will be taught reading comprehension, which is an understanding of what the text is about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When students are actively engaged with text, they ask and answer questions about the story and summarizing what has been read. Like vocabulary, students reading comprehension skills will develop and improve over time through instruction and practice. At the completion of the year, students will have achieved a year’s worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Reading.

Reading Fundamental Skills

Kindergarten

- [CCSS.ELA-Literacy.RF.K.1](#)
- [CCSS.ELA-Literacy.RF.K.2](#)
- [CCSS.ELA-Literacy.RF.K.3](#)
- [CCSS.ELA-Literacy.RF.K.4](#)

Grade 1

- [CCSS.ELA-Literacy.RF.1.1](#)
- [CCSS.ELA-Literacy.RF.1.2](#)
- [CCSS.ELA-Literacy.RF.1.3](#)
- [CCSS.ELA-Literacy.RF.1.4](#)

Grade 2

- [CCSS.ELA-Literacy.RF.2.3](#)
- [CCSS.ELA-Literacy.RF.2.4](#)

Grade 3

- [CCSS.ELA-Literacy.RF.3.3](#)
- [CCSS.ELA-Literacy.RF.3.4](#)

Grade 4

- [CCSS.ELA-Literacy.RF.4.3](#)
- [CCSS.ELA-Literacy.RF.4.4](#)

Grade 5

- [CCSS.ELA-Literacy.RF.5.3](#)
- [CCSS.ELA-Literacy.RF.5.4](#)

Reading information Text

Kindergarten

- [CCSS.ELA-Literacy.RI.K.1](#)
- [CCSS.ELA-Literacy.RI.K.2](#)
- [CCSS.ELA-Literacy.RI.K.3](#)
- [CCSS.ELA-Literacy.RI.K.4](#)
- [CCSS.ELA-Literacy.RI.K.5](#)
- [CCSS.ELA-Literacy.RI.K.6](#)
- [CCSS.ELA-Literacy.RI.K.7](#)
- [CCSS.ELA-Literacy.RI.K.8](#)

- [CCSS.ELA-Literacy.RI.K.9](#)
- [CCSS.ELA-Literacy.RI.K.10](#)

Grade 1

- [CCSS.ELA-Literacy.RI.1.1](#)
- [CCSS.ELA-Literacy.RI.1.2](#)
- [CCSS.ELA-Literacy.RI.1.3](#)
- [CCSS.ELA-Literacy.RI.1.4](#)
- [CCSS.ELA-Literacy.RI.1.5](#)
- [CCSS.ELA-Literacy.RI.1.6](#)
- [CCSS.ELA-Literacy.RI.1.7](#)
- [CCSS.ELA-Literacy.RI.1.8](#)
- [CCSS.ELA-Literacy.RI.1.9](#)
- [CCSS.ELA-Literacy.RI.1.10](#)

Grade 2

- [CCSS.ELA-Literacy.RI.2.1](#)
- [CCSS.ELA-Literacy.RI.2.2](#)
- [CCSS.ELA-Literacy.RI.2.3](#)
- [CCSS.ELA-Literacy.RI.2.4](#)
- [CCSS.ELA-Literacy.RI.2.5](#)
- [CCSS.ELA-Literacy.RI.2.6](#)
- [CCSS.ELA-Literacy.RI.2.7](#)
- [CCSS.ELA-Literacy.RI.2.8](#)
- [CCSS.ELA-Literacy.RI.2.9](#)
- [CCSS.ELA-Literacy.RI.2.10](#)

Grade 3

- [CCSS.ELA-Literacy.RI.3.1](#)
- [CCSS.ELA-Literacy.RI.3.2](#)
- [CCSS.ELA-Literacy.RI.3.3](#)
- [CCSS.ELA-Literacy.RI.3.4](#)
- [CCSS.ELA-Literacy.RI.3.5](#)
- [CCSS.ELA-Literacy.RI.3.6](#)
- [CCSS.ELA-Literacy.RI.3.7](#)
- [CCSS.ELA-Literacy.RI.3.8](#)
- [CCSS.ELA-Literacy.RI.3.9](#)
- [CCSS.ELA-Literacy.RI.3.10](#)

Grade 4

- [CCSS.ELA-Literacy.RI.4.1](#)
- [CCSS.ELA-Literacy.RI.4.2](#)
- [CCSS.ELA-Literacy.RI.4.3](#)
- [CCSS.ELA-Literacy.RI.4.4](#)
- [CCSS.ELA-Literacy.RI.4.5](#)
- [CCSS.ELA-Literacy.RI.4.6](#)
- [CCSS.ELA-Literacy.RI.4.7](#)
- [CCSS.ELA-Literacy.RI.4.8](#)
- [CCSS.ELA-Literacy.RI.4.9](#)
- [CCSS.ELA-Literacy.RI.4.10](#)

Grade 5

- [CCSS.ELA-Literacy.RI.5.1](#)
- [CCSS.ELA-Literacy.RI.5.2](#)
- [CCSS.ELA-Literacy.RI.5.3](#)
- [CCSS.ELA-Literacy.RI.5.4](#)
- [CCSS.ELA-Literacy.RI.5.5](#)
- [CCSS.ELA-Literacy.RI.5.6](#)
- [CCSS.ELA-Literacy.RI.5.7](#)
- [CCSS.ELA-Literacy.RI.5.8](#)
- [CCSS.ELA-Literacy.RI.5.9](#)
- [CCSS.ELA-Literacy.RI.5.10](#)

Reading Literature

Kindergarten

- [CCSS.ELA-Literacy.RL.K.1](#)
- [CCSS.ELA-Literacy.RL.K.2](#)
- [CCSS.ELA-Literacy.RL.K.3](#)
- [CCSS.ELA-Literacy.RL.K.4](#)
- [CCSS.ELA-Literacy.RL.K.5](#)
- [CCSS.ELA-Literacy.RL.K.6](#)
- [CCSS.ELA-Literacy.RL.K.7](#)
- [CCSS.ELA-Literacy.RL.K.9](#)
- [CCSS.ELA-Literacy.RL.K.10](#)

Grade 1

- [CCSS.ELA-Literacy.RL.1.1](#)
- [CCSS.ELA-Literacy.RL.1.2](#)
- [CCSS.ELA-Literacy.RL.1.3](#)
- [CCSS.ELA-Literacy.RL.1.4](#)
- [CCSS.ELA-Literacy.RL.1.5](#)
- [CCSS.ELA-Literacy.RL.1.6](#)
- [CCSS.ELA-Literacy.RL.1.7](#)
- [CCSS.ELA-Literacy.RL.1.9](#)
- [CCSS.ELA-Literacy.RL.1.10](#)

Grade 2

- [CCSS.ELA-Literacy.RL.2.1](#)
- [CCSS.ELA-Literacy.RL.2.2](#)
- [CCSS.ELA-Literacy.RL.2.3](#)
- [CCSS.ELA-Literacy.RL.2.4](#)
- [CCSS.ELA-Literacy.RL.2.5](#)
- [CCSS.ELA-Literacy.RL.2.6](#)
- [CCSS.ELA-Literacy.RL.2.7](#)
- [CCSS.ELA-Literacy.RL.2.9](#)
- [CCSS.ELA-Literacy.RL.2.10](#)

Grade 3

- [CCSS.ELA-Literacy.RL.3.1](#)
- [CCSS.ELA-Literacy.RL.3.2](#)
- [CCSS.ELA-Literacy.RL.3.3](#)
- [CCSS.ELA-Literacy.RL.3.4](#)
- [CCSS.ELA-Literacy.RL.3.5](#)
- [CCSS.ELA-Literacy.RL.3.6](#)
- [CCSS.ELA-Literacy.RL.3.7](#)
- [CCSS.ELA-Literacy.RL.3.9](#)
- [CCSS.ELA-Literacy.RL.3.10](#)

Grade 4

- [CCSS.ELA-Literacy.RL.4.1](#)
- [CCSS.ELA-Literacy.RL.4.2](#)
- [CCSS.ELA-Literacy.RL.4.3](#)
- [CCSS.ELA-Literacy.RL.4.4](#)

- [CCSS.ELA-Literacy.RL.4.5](#)
- [CCSS.ELA-Literacy.RL.4.6](#)
- [CCSS.ELA-Literacy.RL.4.7](#)
- [CCSS.ELA-Literacy.RL.4.9](#)
- [CCSS.ELA-Literacy.RL.4.10](#)

Grade 5

- [CCSS.ELA-Literacy.RL.5.1](#)
- [CCSS.ELA-Literacy.RL.5.2](#)
- [CCSS.ELA-Literacy.RL.5.3](#)
- [CCSS.ELA-Literacy.RL.5.4](#)
- [CCSS.ELA-Literacy.RL.5.5](#)
- [CCSS.ELA-Literacy.RL.5.6](#)
- [CCSS.ELA-Literacy.RL.5.7](#)
- [CCSS.ELA-Literacy.RL.5.9](#)
- [CCSS.ELA-Literacy.RL.5.10](#)

Language Arts

The School's language arts program will be based on Sponsor and State approved textbooks that align with NGSSS/CCSS. The program will offer students daily opportunities for developing skills in writing, speaking, and listening. The primary goal of the language arts program is to build students understanding of the mechanics and structure of English language. Students learn these skills sequentially, each grade building upon the last, from kindergarten through grade 8. Students are exposed to writing through a variety of multisensory activities. The program is geared to the individual needs of the students. Teachers use a variety of methods and materials to support students, as they become independent thinkers. Writing opportunities are abundant and students are encouraged to generate and develop their own ideas. In small groups, they receive support to organize and craft stories. Opinions and ideas are shared in variety of group settings.

The School's Language Arts curriculum helps students develop the necessary skills effectively by communicating their ideas, opinions, and experiences in oral and written form, and for appreciating the oral and written expression of others. The ongoing writing strategies such as Prewriting (LA.5.3.1), Drafting (LA.5.3.2), Revising (LA.5.3.3), Editing for Language Conventions (LA.5.3.4) and Publishing (LA.5.3.5.1) will help develop effective writers and enhance student performance on District and State writing assessments. Therefore development of literacy is a primary goal. The School's language art's program ensures that children will use language to gain information and to develop critical thinking and comprehension skills. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. The curriculum supports all other content areas and includes instruction in speaking and listening, writing, spelling, grammar, and handwriting.

Through ongoing observation and assessment, appropriate instructional strategies are developed that match and support students learning styles. The program's aim is to maximize each child's potential. Students give expression to their ideas, thoughts, and feelings through different formats, including journals, handmade books that contain detailed stories and poems, social studies and science research reports, written representations of mathematical concepts, and technology based projects. The School's curriculum

will incorporate interdisciplinary connections, differentiated instruction, scaffolding, inquiry based learning, information processing strategies, and accountability. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Reading and Language Arts.

Language Arts

Kindergarten

- [CCSS.ELA-Literacy.L.K.1](#)
- [CCSS.ELA-Literacy.L.K.2](#)
- [CCSS.ELA-Literacy.L.K.4](#)
- [CCSS.ELA-Literacy.L.K.5](#)
- [CCSS.ELA-Literacy.L.K.6](#)

Grade 1

- [CCSS.ELA-Literacy.L.1.1](#)
- [CCSS.ELA-Literacy.L.1.2](#)
- [CCSS.ELA-Literacy.L.1.4](#)
- [CCSS.ELA-Literacy.L.1.5](#)
- [CCSS.ELA-Literacy.L.1.6](#)

Grade 2

- [CCSS.ELA-Literacy.L.2.1](#)
- [CCSS.ELA-Literacy.L.2.2](#)
- [CCSS.ELA-Literacy.L.2.3](#)
- [CCSS.ELA-Literacy.L.2.4](#)
- [CCSS.ELA-Literacy.L.2.5](#)
- [CCSS.ELA-Literacy.L.2.6](#)

Grade 3

- [CCSS.ELA-Literacy.L.3](#)
- [CCSS.ELA-Literacy.L.3.2](#)
- [CCSS.ELA-Literacy.L.3.3](#)
- [CCSS.ELA-Literacy.L.3.4](#)
- [CCSS.ELA-Literacy.L.3.5](#)
- [CCSS.ELA-Literacy.L.3.6](#)

Grade 4

- [CCSS.ELA-Literacy.L.4.1](#)
- [CCSS.ELA-Literacy.L.4.2](#)

- [CCSS.ELA-Literacy.L.4.3](#)
- [CCSS.ELA-Literacy.L.4.4](#)
- [CCSS.ELA-Literacy.L.4.5](#)
- [CCSS.ELA-Literacy.L.4.6](#)

Grade 5

- [CCSS.ELA-Literacy.L.5.1](#)
- [CCSS.ELA-Literacy.L.5.2](#)
- [CCSS.ELA-Literacy.L.5.3](#)
- [CCSS.ELA-Literacy.L.5.4](#)
- [CCSS.ELA-Literacy.L.5.5](#)
- [CCSS.ELA-Literacy.L.5.6](#)

Overview

The School's language arts curriculum will help students develop the necessary skills for effectively communicating their ideas, opinions, and experiences in oral and written form, and for appreciating the oral and written expression of others. The development of literacy is a primary goal. The language arts program ensures that students will use language to gain information and to develop critical thinking and comprehension skills. The curriculum will support all other content areas and includes instruction in speaking, listening, reading and writing, spelling and handwriting.

Through ongoing observation and assessment, appropriate instructional strategies will be developed that match and support students' learning styles. Students are taught to develop strategies using both phonemic awareness and syntactic cues. The program's aim is to maximize each child's potential. Students will give expression to their ideas, thoughts, and feelings through different formats including handmade books that contain detailed stories and poems, social studies and science research reports, written representations of mathematical concepts, and technology based projects.

Speaking and Listening

Developing students' will understand the spoken word and expanding their oral vocabularies are fundamental goals of our language arts program. Students will learn to express themselves effectively in a variety of speaking and listening situations, with particular attention given to matching the style to audience and purpose. Active listening and inquiry-based learning will sensitize children to a variety of points of view.

Language Arts

Kindergarten

- [CCSS.ELA-Literacy.SL.K.1](#)
- [CCSS.ELA-Literacy.SL.K.2](#)
- [CCSS.ELA-Literacy.SL.K.3](#)
- [CCSS.ELA-Literacy.SL.K.4](#)
- [CCSS.ELA-Literacy.SL.K.5](#)
- [CCSS.ELA-Literacy.SL.K.6](#)

Grade 1

- [CCSS.ELA-Literacy.SL.1.1](#)
- [CCSS.ELA-Literacy.SL.1.2](#)
- [CCSS.ELA-Literacy.SL.1.3](#)
- [CCSS.ELA-Literacy.SL.1.4](#)
- [CCSS.ELA-Literacy.SL.1.5](#)
- [CCSS.ELA-Literacy.SL.1.6](#)

Grade 2

- [CCSS.ELA-Literacy.SL.2.1](#)
- [CCSS.ELA-Literacy.SL.2.2](#)
- [CCSS.ELA-Literacy.SL.2.3](#)
- [CCSS.ELA-Literacy.SL.2.4](#)
- [CCSS.ELA-Literacy.SL.2.5](#)
- [CCSS.ELA-Literacy.SL.2.6](#)

Grade 3

- [CCSS.ELA-Literacy.SL.3.1](#)
- [CCSS.ELA-Literacy.SL.3.2](#)
- [CCSS.ELA-Literacy.SL.3.3](#)
- [CCSS.ELA-Literacy.SL.3.4](#)
- [CCSS.ELA-Literacy.SL.3.5](#)
- [CCSS.ELA-Literacy.SL.3.6](#)

Grade 4

- [CCSS.ELA-Literacy.SL.4.1](#)
- [CCSS.ELA-Literacy.SL.4.2](#)
- [CCSS.ELA-Literacy.SL.4.3](#)
- [CCSS.ELA-Literacy.SL.4.4](#)
- [CCSS.ELA-Literacy.SL.4.5](#)
- [CCSS.ELA-Literacy.SL.4.6](#)

Grade 5

- [CCSS.ELA-Literacy.SL.5.1](#)
- [CCSS.ELA-Literacy.SL.5.2](#)
- [CCSS.ELA-Literacy.SL.5.3](#)
- [CCSS.ELA-Literacy.SL.5.4](#)
- [CCSS.ELA-Literacy.SL.5.5](#)

- [CCSS.ELA-Literacy.SL.5.6](#)

Writing Goals

The School's goal is to help students increase their ability to construct and convey meaning through written expression. Through regular participation in a writing process workshop, students will develop their own distinct voices as writers, resulting in a range of expressive possibilities. Starting with our youngest students, children will be encouraged to record their thoughts and ideas using approximate spelling. Systematic word study, practice, and ongoing review will help students gain more accuracy and success as spellers. Careful attention is also given to grammar, punctuation, and syntax. Proper formation of upper and lower case letters is taught in a developmentally appropriate manner, using a variety of strategies. Manuscript writing is taught initially, followed by instruction in cursive handwriting early in the third grade.

Language Arts

Kindergarten

- [CCSS.ELA-Literacy.W.K.1](#)
- [CCSS.ELA-Literacy.W.K.2](#)
- [CCSS.ELA-Literacy.W.K.3](#)
- [CCSS.ELA-Literacy.W.K.5](#)
- [CCSS.ELA-Literacy.W.K.6](#)
- [CCSS.ELA-Literacy.W.K.7](#)
- [CCSS.ELA-Literacy.W.K.8](#)

Grade 1

- [CCSS.ELA-Literacy.W.1.1](#)
- [CCSS.ELA-Literacy.W.1.2](#)
- [CCSS.ELA-Literacy.W.1.3](#)
- [CCSS.ELA-Literacy.W.1.5](#)
- [CCSS.ELA-Literacy.W.1.6](#)
- [CCSS.ELA-Literacy.W.1.7](#)
- [CCSS.ELA-Literacy.W.1.8](#)

Grade 2

- [CCSS.ELA-Literacy.W.2.1](#)
- [CCSS.ELA-Literacy.W.2.2](#)
- [CCSS.ELA-Literacy.W.2.3](#)
- [CCSS.ELA-Literacy.W.2.5](#)
- [CCSS.ELA-Literacy.W.2.6](#)
- [CCSS.ELA-Literacy.W.2.7](#)
- [CCSS.ELA-Literacy.W.2.8](#)

Grade 3

- [CCSS.ELA-Literacy.W.3.1](#)
- [CCSS.ELA-Literacy.W.3.2](#)
- [CCSS.ELA-Literacy.W.3.3](#)
- [CCSS.ELA-Literacy.W.3.4](#)
- [CCSS.ELA-Literacy.W.3.5](#)
- [CCSS.ELA-Literacy.W.3.6](#)
- [CCSS.ELA-Literacy.W.3.7](#)
- [CCSS.ELA-Literacy.W.3.8](#)
- [CCSS.ELA-Literacy.W.3.10](#)

Grade 4

- [CCSS.ELA-Literacy.W.4.1](#)
- [CCSS.ELA-Literacy.W.4.2](#)
- [CCSS.ELA-Literacy.W.4.3](#)
- [CCSS.ELA-Literacy.W.4.4](#)
- [CCSS.ELA-Literacy.W.4.5](#)
- [CCSS.ELA-Literacy.W.4.6](#)
- [CCSS.ELA-Literacy.W.4.7](#)
- [CCSS.ELA-Literacy.W.4.8](#)
- [CCSS.ELA-Literacy.W.4.9](#)
- [CCSS.ELA-Literacy.W.4.10](#)

Grade 5

- [CCSS.ELA-Literacy.W.5.1](#)
- [CCSS.ELA-Literacy.W.5.2](#)
- [CCSS.ELA-Literacy.W.5.3](#)
- [CCSS.ELA-Literacy.W.5.4](#)
- [CCSS.ELA-Literacy.W.5.5](#)
- [CCSS.ELA-Literacy.W.5.6](#)
- [CCSS.ELA-Literacy.W.5.7](#)
- [CCSS.ELA-Literacy.W.5.8](#)
- [CCSS.ELA-Literacy.W.5.9](#)
- [CCSS.ELA-Literacy.W.5.10](#)

The kindergarten through fifth grade will be implemented with the following big ideas:

BIG IDEA: WRITING PROCESS

Standard: Prewriting- Students will be able to use prewriting strategies to generate ideas and formulate a plan.

Standard: Drafting Students will be able to write a draft appropriate to the topic, audience, and purpose.
Standard: Revising Students will be able to revise and refine the draft for clarity and effectiveness.
Standard: Editing for Language Conventions Students will be able to edit and correct the draft for standard language conventions.
Standard: Publishing Students will be able to write a final product for the intended audience.

BIG IDEA: WRITING APPLICATIONS

Standard: Creative Students will be able to develop and demonstrate creative writing.
Standard: Informative Students will be able to develop and demonstrate technical writing that provides information related to real-world tasks. **Standard: Persuasive** Students will be able to develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

BIG IDEA: COMMUNICATION

Standard: Penmanship Students will be able to engage in the writing process & write to communicate ideas and experiences.
Standard: Listening and Speaking Students will be able to effectively apply listening and speaking strategies.

BIG IDEA: INFORMATION & MEDIA LITERACY

Standard: Informational Text Students will be able to comprehend the wide array of informational text that is part of our day-to-day experiences.
Standard: Research Process Students will be able to use a systematic process for the collection, processing, and presentation of information. **Standard: Media Literacy** Students will be able to develop and demonstrate an understanding of media literacy as a life skill that is integral to informed decision-making.
Standard: Technology Students will be able to develop the essential technology skills for using & understanding conventional & current tools, materials, & processes.

Instruction/Support Services for Reading and Language Arts

Literacy instruction will take place daily in all classrooms. Students will work individually, in small groups, or as an entire class. Teachers will be the primary instructors and observers of each student. Students with special needs will be supported both for remedial and enrichment purposes. Students will be seen both individually and in small groups, within the classroom setting or in the language resource classrooms. Programs will be tailored to the specific need of the student and are tightly coordinated with the curriculum of the classroom.

K-5: Mathematics

The School's curriculum is based on Next Generation Sunshine State Standards/Common Core State Standards. It will introduce mathematical concepts using a developmentally appropriate, problem solving approach. Students will be instructed through direct and hands-on experiences that deepen their conceptual understanding to increase their logical thinking skills. Concepts and ideas will be explored using concrete materials and real experiences. The School will use the state and district approved texts for the instruction of Mathematics. The School's text selection will be modified as per the Sponsor's text adoption and modifications throughout the duration of the charter. The Mathematics curriculum will be aligned with Next Generation Sunshine State Standards/Common Core State Standards for Mathematics by grade level (Big Ideas and Supporting Ideas).

The School will provide a learning environment that endorses the interdisciplinary nature of mathematics learning. The students' lives in and out of the classroom will also provide opportunities for applied mathematical thinking.

Students will be given the opportunity to make connections at their own pace and construct meaning as they solve real problems. Teachers will work to support each student's thinking and learning style. Concepts, skills, and activities are designed to provide challenge and to build upon the students' previous experiences. A common mathematical language will ensure continuity and help students articulate their thinking processes. Common goals and common areas of study will provide consistency across grade levels.

The School's philosophy is pedagogy in mathematics instruction. The curriculum consists of a variety of carefully constructed assignments. Teachers will encourage children to problem solve to extend mathematical awareness. Classrooms will be equipped with math materials that help students move from concrete to more abstract thinking. Technology is another tool that will enhance the teaching. In such an environment, children will be able to work cooperatively on similar ideas in different ways.

The enthusiasm for math learning is represented in a variety of ways. Math concepts and ideas will be explored through student's literature. Interactive math bulletin boards will encourage students, parents, and faculty to participate in mathematical discussions. In addition, faculty members will regularly participate in seminars, workshops, and study groups. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/Common Core State Standards for Mathematics.

Standards for Mathematical Practice

Kindergarten

Counting and Cardinality

1. Know number names and the count sequence.
2. Count to tell the number of objects.
3. Compare numbers.

Operations and Algebraic Thinking

1. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

1. Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

1. Describe and compare measurable attributes.
2. Classify objects and count the number of objects in each category.

Geometry

1. Identify and describe shapes.
2. Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Grade 1

Operations and Algebraic Thinking

1. Represent and solve problems involving addition and subtraction.
2. Understand and apply properties of operations and the relationship between addition and subtraction.
3. Add and subtract within 20.
4. Work with addition and subtraction equations.

Number and Operations in Base Ten

1. Extend the counting sequence.
2. Understand place value.
3. Use place value understanding and properties of operations to add and subtract.

Measurement and Data

1. Measure lengths indirectly and by iterating length units.
2. Tell and write time.
3. Represent and interpret data.

Geometry

1. Reason with shapes and their attributes.

Mathematical Practices

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

Grade 2

Operations and Algebraic Thinking

1. Represent and solve problems involving addition and subtraction.
2. Add and subtract within 20.
3. Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

1. Understand place value.
2. Use place value understanding and properties of operations to add and subtract.

Measurement and Data

1. Measure and estimate lengths in standard units.
2. Relate addition and subtraction to length.
3. Work with time and money.
4. Represent and interpret data.

Geometry

1. Reason with shapes and their attributes.

Mathematical Practices

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

Grade 3

Operations and Algebraic Thinking

1. Represent and solve problems involving multiplication and division.
2. Understand properties of multiplication and the relationship between multiplication and division.
3. Multiply and divide within 100.
4. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

1. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

1. Develop understanding of fractions as numbers.

Measurement and Data

1. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Represent and interpret data.

2. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
3. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

1. Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 4

Operations and Algebraic Thinking

1. Use the four operations with whole numbers to solve problems.
2. Gain familiarity with factors and multiples.
3. Generate and analyze patterns.

Number and Operations in Base Ten

1. Generalize place value understanding for multi-digit whole numbers.
2. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

1. Extend understanding of fraction equivalence and ordering.
2. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
3. Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

1. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
2. Represent and interpret data.
3. Geometric measurement: understand concepts of angle and measure angles.

Geometry

1. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

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

Grade 5

Operations and Algebraic Thinking

1. Write and interpret numerical expressions.

2. Analyze patterns and relationships.

Number and Operations in Base Ten

1. Understand the place value system.

2. Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

1. Use equivalent fractions as a strategy to add and subtract fractions.

2. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

1. Convert like measurement units within a given measurement system.

2. Represent and interpret data.

3. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

1. Graph points on the coordinate plane to solve real-world and mathematical problems.

2. Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

COMMON GOALS AND AREAS OF STUDY

The School's primary goal is to enable all students to understand and enjoy mathematics and help them recognize its value in our world. The understanding of mathematical processes enables the students to work independently on their assignments with knowledge, confidence and enjoyment. Students will become active problem solvers, develop increasing confidence in their abilities to reason and communicate mathematically. Students will be engaged and excited by their explorations. The School will offer a variety of cooperative learning opportunities to support students in their ability and to work constructively with others. Common areas of study include Patterns and Algebraic Relationships, Number Sense and Operations, Statistics and Probability, Geometry, Spatial Sense, and Measurement.

Mathematical content for each grade level is aligned to the big ideas listed below:

Grade Kindergarten

Big Idea 1 – Represent, compare, and order whole numbers and joint and separate sets

Big Idea 2 – Describe shapes and space

Big Idea 3 – Order objects by measurable attributes

Supporting Ideas – Algebra
Supporting Ideas – Geometry and Measurement

Grade 1

Big Idea 1 – Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts

Big Idea 2 – Develop an understanding of whole number relationships, including grouping by tens and ones

Big Idea 3 – Compose and decompose two-dimensional and three-dimensional geometric shapes

Supporting Ideas – Algebra

Supporting Ideas – Geometry and Measurement

Supporting Ideas – Number and Operations

Grade 2

Big Idea 1 – Develop an understanding of base-ten numerations system and place-value concepts

Big Idea 2 – Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction

Big Idea 3 – Develop an understanding of linear measurement and facility in measuring lengths

Supporting Ideas – Algebra

Supporting Ideas – Geometry and Measurement

Supporting Ideas – Number and Operations

Grade 3

Big Idea 1 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts

Big Idea 2 – Develop an understanding of fractions and fraction equivalence

Big Idea 3 – Describe and analyze properties of two-dimensional shapes **Supporting Ideas** – Algebra

Supporting Ideas – Geometry and Measurement

Supporting Ideas – Number and Operations

Supporting Ideas – Data Analysis

Grade 4

Big Idea 1 – Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication

Big Idea 2 – Develop an understanding of decimals, including the connection between fractions and decimals

Big Idea 3 – Develop an understanding of area and determine the area of two-dimensional shapes

Supporting Ideas – Algebra

Supporting Ideas – Geometry and Measurement

Supporting Ideas – Number and Operations

Grade 5

Big Idea 1 – Develop an understanding of and fluency with division of whole numbers

Big Idea 2 – Develop an understanding of and fluency with addition and subtraction of fractions and decimals

Big Idea 3 – Describe three-dimensional shapes and analyze their properties, including volume and surface area

Supporting Ideas – Algebra
Supporting Ideas – Geometry and Measurement
Supporting Ideas – Number and Operations
Supporting Ideas – Data Analysis

INSTRUCTION/SUPPORT SERVICES

Mathematics instruction occurs individually, in small groups and with the entire class. Students will be further supported with the Schools' Math Resource Room. The Math Resource Room will provide additional materials, ideas, and ongoing staff development opportunities for our faculty and students. Additional support is given to individuals, small groups, and whole groups for the purposes of remediation and enrichment.

Science

The School will use the State and Sponsor approved texts, digital software, and multimedia for the instruction of Science. The Science curriculum will prepare students to achieve the NGSSS/CCSS by incorporating an inquiry based approach to the learning of central science theme including matter and energy, force and motion, earth and space, processes of life, and the scientific method. The science program emphasizes the importance of experimentation and inquiry. The students will be encouraged to work as young scientists. Students will engage in active investigation and analytical thinking. They will learn that they are capable of designing and implementing experiments to investigate how their world works. Students will learn how to manipulate scientific tools and expand their science vocabulary. The science curriculum is interdisciplinary in scope and is developmentally appropriate, building upon the students' previous knowledge. The curriculum will help to advance the students' scientific understanding as they develop hypotheses, take risks, learn from their mistakes, and present their results. Science learning will not be limited to the science lab. The program extends into the daily lives of the students as well. At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/Common Core State Standards for Science.

Critical Components of Science Teaching and Learning

- *Standards-Based Teaching and Learning*
- *Emphasis on the Nature of Science*
- *Dynamic Data-Based Instruction*
- *Focus on Big Ideas*
- *Integration of Science Content and Science Process*
- *Targeting Misconceptions*
- *The Language and History of Science*
- *Early Development of Science Knowledge and Skills*
- *Integration of Technology Skills and Tools*
- *Focus on Understanding Concepts*

The Kindergarten through fifth grade science curriculum implements the following big ideas:

Grade K

Big Idea 1 – The Practice of Science
Big Idea 5 – Earth in Space and Time
Big Idea 8 – Properties of Matter
Big Idea 9 – Changes in Matter
Big Idea 10 – Forms of Energy

Big Idea 12 – Motion of Objects
Big Idea 13 – Forces and Changes in Motion
Big Idea 14 – Organization and Development of Living Organisms

Grade 1

Big Idea 1 – The Practice of Science
Big Idea 5 – Earth in Space and Time
Big Idea 6 – Earth Structure
Big Idea 8 – Properties of Matter
Big Idea 12 – Motion of Objects
Big Idea 13 – Forces and Changes in Motion
Big Idea 14 – Organization and Development of Living Organisms
Big Idea 16 – Heredity and Reproduction
Big Idea 17 – Interdependence

Grade 2

Big Idea 1 – The Practice of Science
Big Idea 6 – Earth Structures
Big Idea 7 – Earth Systems and Patterns
Big Idea 8 – Properties of Matter
Big Idea 9 – Changes in Matter
Big Idea 10 – Forms of Energy
Big Idea 13 – Forces and Changes in Motion
Big Idea 14 – Organization and Development of Living Organisms
Big Idea 16 – Heredity and Reproduction
Big Idea 17 – Interdependence

Grade 3

Big Idea 1 – The Practice of Science
Big Idea 3 – The Role of Theories, Laws, Hypotheses, and Models
Big Idea 5 – Earth in Space and Time
Big Idea 6 – Earth Structures
Big Idea 8 – Properties of Matter
Big Idea 9 – Changes in Matter **Big Idea 10** – Forms of Energy
Big Idea 11 – Energy Transfer and Transformations
Big Idea 14 – Organization and Development of Living Organisms
Big Idea 15 – Diversity and Evolution of Living Organisms
Big Idea 17 – Interdependence

Grade 4

Big Idea 1 – The Practice of Science
Big Idea 2 – The Characteristics of Scientific Knowledge
Big Idea 3 – The Role of Theories, Laws, Hypotheses, and Models
Big Idea 5 – Earth in Space and Time
Big Idea 6 – Earth Structures
Big Idea 8 – Properties of Matter
Big Idea 9 – Changes in Matter
Big Idea 10 – Forms of Energy
Big Idea 11 – Energy Transfer and Transformations
Big Idea 12 – Motion of Objects

Big Idea 16 – Heredity and Reproduction
Big Idea 17 – Interdependence

Grade 5

Big Idea 1 – The Practice of Science
Big Idea 2 – The Characteristics of Scientific Knowledge
Big Idea 5 – Earth in Space and Time
Big Idea 7 – Earth Systems and Patterns
Big Idea 8 – Properties of Matter
Big Idea 9 – Changes in Matter
Big Idea 10 – Forms of Energy
Big Idea 11 – Energy Transfer and Transformations
Big Idea 13 – Forces and Changes in Motion
Big Idea 14 – Organization and Development of Living Organisms
Big Idea 15 – Diversity and Evolution of Living Organisms
Big Idea 17 – Interdependence

Social Studies

The social studies curriculum provides a conceptual framework for studying the relationship of individuals to the wider community, including the state of Florida. The School will follow NGSSS/CCSS for Literacy in History/Social Studies. The concept of culture, a system of acquired beliefs, provides a unifying structure for the program. The curriculum also broadens understanding and appreciation for the cultural diversity that exists in the world.

Respect and responsibility will be shared values that are modeled within each classroom community. Students will gain self-esteem and become sensitive to the needs of others through discussions, cooperative problem solving activities, and by developing conflict resolution strategies. Reflecting the School's commitment to this philosophy, all students will be involved in community service projects. This establishes a tradition that continues throughout their years at the School.

SOCIAL STUDIES OBJECTIVES

The School will use the State and Sponsor text for the instruction of Social Studies. Thematic units will be designed to integrate the various subjects and address key areas of social studies in alignment with NGSSS/CCSS. The social studies program integrates many topics of study, linking language arts, mathematics, science, technology, and the arts. Teachers will provide a wide range of educational experiences for students with varied interests and learning styles. Children learn to observe, record, infer, and report.

The program will make use of extensive library resources, technology resources, and specialists in archaeology and anthropology, and museum studies. Field trips will be taken to a variety of settings further reinforce the value of experiential learning. The teachers will provide direct access to the collections and personnel of local museums fostering relationships with these institutions that are unique within the school community.

STUDENT OUTCOMES/SKILLS

The social studies curriculum employs a variety of methods of inquiry to encourage the development of higher-level thinking and processing skills. The following areas will be emphasized in developmentally appropriate ways throughout the School's curriculum.

- Cognitive Skills

- Critical Thinking
- Visual Literacy
- Affective Thinking/ Perspective Taking
- Creativity
- Communication
- Research Skills
- Cooperative Learning Skills

Students will observe, classify, compare, contrast, and infer based on observations. These observations allow students to construct and interpret maps, measure, graph, formulate, and test hypotheses. Students will develop the ability to distinguish fact from opinion, identify problems, and develop appropriate strategies for solutions. Students will learn to recognize patterns and are introduced to spatial analysis and visual comprehension.

Students will begin to acquire a greater understanding of the variety of cultural perspectives and points of view, which exist throughout the world. They learn that facts can be shaped and influenced depending on the specific perspective being represented. Students are encouraged to be original, imaginative, curious, and flexible in their approach to take risks in problem solving.

Students acquire the skills to gather information and communicate their understanding through oral, visual, and written responses. Students will develop the ability to collect and organize information based on both observations and text, interpret data, and make generalizations. Technology is used as a tool with which to construct data and retrieve on-line information. Students will discover the advantages of problem solving in a collaborative manner and in an atmosphere created to support this process. Students will assume the various roles necessary to conduct effective research and to problem-solve, e.g. information gathering, processing, recording, and reporting. This cooperative process increases individual self-esteem and creates a heightened respect for the group. At the completion of the course, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Social Studies.

Specific literary tasks for social studies include, but are not limited to:

- Sequencing and making connections between historical events.
- Understanding informational text structures and features.
- Understanding content specific as well as general academic vocabulary.
- Evaluating sources.
- Recognizing issues and trends in context.
- Engaging in reflective inquiry through reading and writing.
- Recognizing and writing about cause-and-effect relationships.
- Distinguishing between and writing about, fact versus opinion.
- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences.
- Reflect a clear commitment to democratic beliefs and values.
- Encourage civic responsibility and active participation.
- Promote high expectations for all students.
- Incorporate a multicultural perspective.
- Reinforce the development of a global perspective.
- Promote understanding of social, political, and economic institutions.
- Encourage student involvement in community service.
- Focus on the identification of the potential solutions to local, national, and world problems.
- Involve students in their learning by using a variety of teaching strategies and instructional materials.
- Promote an interdisciplinary approach to learning.

Language Arts and Reading

Grade 6-8:

The School will implement the Sponsor and State approved text as the Comprehensive Core Reading and Language Arts program. The School's language Arts program will be aligned to the NGSSS/CCSS. The goal for our English program is to have the students strengthen their textual analysis of literature and apply that analytic ability to essays and other writings. At this grade level, our students will be expected to write clear, along with accurate grammatical structure and to form articulate thesis statements. Attainment of these expectations by our students will be possible because of the sequential work done in grades kindergarten through fifth in reading, writing, and literary analysis.

Students will further learn to utilize textual evidence to support their more general assertions. They will work on making the leap from summary to literary analysis and develop and execute original projects that illuminate the texts studied in class. The writing program concentrates on a text-based analysis of literature. Students will be encouraged to ask and form questions about their reading. These questions, in turn, will form the basis for paper topics and ideas. All papers will be done in at least two drafts. Student editors, as well as the teacher, will read and comment on the essays. As a result of the editing process, students will choose stronger topics for their papers, learn to define a thesis, gain a clear willingness to edit and revise, and learn to criticize each other's work

In addition to literature, there is a comprehensive skills program that focuses on strengthening the students' vocabulary, grammar, and spelling. The skills program will be integrated into the students' study of the literature and helps to solidify understanding and comprehension. Students will be expected to be reading a steady selection of books outside of the classroom.

Grammar is taught both individually through writing conferences and through direct class instruction on specific topics. Vocabulary is generated from the literature. Students will learn to master the skills of working in groups, to negotiate, and set deadlines, and to discuss the literature in preparation for full-class discussions. Students will also work on independent projects focusing on outside reading. There will be an expectation that students will sustain through outside reading on a steady basis.

In our effort to integrate the various disciplines throughout our curriculum, the English program will run parallel to the social studies curriculum. The literature read in English class will inform and enrich the students' understanding of the history they are studying. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Reading and Language Arts. Students will read from a variety of genres including fiction, non-fiction, poetry, short story, and drama.

Grade 6-8: English language Arts

Text Types and Purposes

- [CCSS.ELA-Literacy.WHST.6-8.1](#)
- [CCSS.ELA-Literacy.WHST.6-8.1a](#)
- [CCSS.ELA-Literacy.WHST.6-8.1b](#)
- [CCSS.ELA-Literacy.WHST.6-8.1c](#)
- [CCSS.ELA-Literacy.WHST.6-8.1d](#)
- [CCSS.ELA-Literacy.WHST.6-8.1e](#)

- [CCSS.ELA-Literacy.WHST.6-8.2](#)
- [CCSS.ELA-Literacy.WHST.6-8.2a](#)
- [CCSS.ELA-Literacy.WHST.6-8.2b](#)
- [CCSS.ELA-Literacy.WHST.6-8.2c](#)
- [CCSS.ELA-Literacy.WHST.6-8.2d](#)
- [CCSS.ELA-Literacy.WHST.6-8.2e](#)
- [CCSS.ELA-Literacy.WHST.6-8.2f](#)

Production and Distribution of Writing

- [CCSS.ELA-Literacy.WHST.6-8.4](#)
- [CCSS.ELA-Literacy.WHST.6-8.5](#)
- [CCSS.ELA-Literacy.WHST.6-8.6](#)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.WHST.6-8.7](#)
- [CCSS.ELA-Literacy.WHST.6-8.8](#)
- [CCSS.ELA-Literacy.WHST.6-8.9](#)

Range of Writing

- [CCSS.ELA-Literacy.WHST.6-8.10](#)

Students in grades 6–8 will apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes the subgenres of adventure stories, historical fiction,	Includes one-act and multi-act plays, both in	Includes the subgenres of narrative poems, lyrical poems, free	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches,

mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	written form and on film	verse poems, sonnets, odes, ballads, and epics	opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
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Literature: Stories, Drama, Poetry		Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
6-8	<p><i>Little Women</i> by Louisa May Alcott (1869)</p> <p><i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</p> <p>“The Road Not Taken” by Robert Frost (1915)</p> <p><i>The Dark Is Rising</i> by Susan Cooper (1973)</p> <p><i>Dragonwings</i> by Laurence Yep (1975)</p> <p><i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</p>	<p>“Letter on Thomas Jefferson” by John Adams (1776)</p> <p><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</p> <p>“Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</p> <p><i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</p> <p><i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</p>

Grade 6: Reading

Reading Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.6.1](#)
- [CCSS.ELA-Literacy.RL.6.2](#)
- [CCSS.ELA-Literacy.RL.6.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RL.6.4](#)
- [CCSS.ELA-Literacy.RL.6.5](#)
- [CCSS.ELA-Literacy.RL.6.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.6.7](#)
- [CCSS.ELA-Literacy.RL.6.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RL.6.10](#)

Reading: Informational Text

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.6.1](#)
- [CCSS.ELA-Literacy.RI.6.2](#)
- [CCSS.ELA-Literacy.RI.6.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RI.6.4](#)
- [CCSS.ELA-Literacy.RI.6.5](#)
- [CCSS.ELA-Literacy.RI.6.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.6.7](#)
- [CCSS.ELA-Literacy.RI.6.8](#)
- [CCSS.ELA-Literacy.RI.6.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RI.6.10](#)

Writing

Text Types and Purposes

- [CCSS.ELA-Literacy.W.6.1](#)
- [CCSS.ELA-Literacy.W.6.1a](#)
- [CCSS.ELA-Literacy.W.6.1b](#)
- [CCSS.ELA-Literacy.W.6.1c](#)
- [CCSS.ELA-Literacy.W.6.1d](#)
- [CCSS.ELA-Literacy.W.6.1e](#)
- [CCSS.ELA-Literacy.W.6.2](#)
- [CCSS.ELA-Literacy.W.6.2a](#)
- [CCSS.ELA-Literacy.W.6.2b](#)
- [CCSS.ELA-Literacy.W.6.2c](#)
- [CCSS.ELA-Literacy.W.6.2d](#)
- [CCSS.ELA-Literacy.W.6.2e](#)
- [CCSS.ELA-Literacy.W.6.2f](#)
- [CCSS.ELA-Literacy.W.6.3](#)
- [CCSS.ELA-Literacy.W.6.3a](#)
- [CCSS.ELA-Literacy.W.6.3b](#)
- [CCSS.ELA-Literacy.W.6.3c](#)
- [CCSS.ELA-Literacy.W.6.3d](#)
- [CCSS.ELA-Literacy.W.6.3e](#)

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.6.4](#)
- [CCSS.ELA-Literacy.W.6.5](#)
- [CCSS.ELA-Literacy.W.6.6](#)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.6.7](#)
- [CCSS.ELA-Literacy.W.6.8](#)
- [CCSS.ELA-Literacy.W.6.9](#)
- [CCSS.ELA-Literacy.W.6.9a](#)
- [CCSS.ELA-Literacy.W.6.9b](#)

Range of Writing

- [CCSS.ELA-Literacy.W.6.10](#)

Speaking and Listening

Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.6.1](#)
- [CCSS.ELA-Literacy.SL.6.1a](#)
- [CCSS.ELA-Literacy.SL.6.1b](#)
- [CCSS.ELA-Literacy.SL.6.1c](#)
- [CCSS.ELA-Literacy.SL.6.1d](#)
- [CCSS.ELA-Literacy.SL.6.2](#)
- [CCSS.ELA-Literacy.SL.6.3](#)

Presentation of Knowledge and Ideas

- [CCSS.ELA-Literacy.SL.6.4](#)
- [CCSS.ELA-Literacy.SL.6.5](#)
- [CCSS.ELA-Literacy.SL.6.6](#)

Language Arts

Conventions of Standard English

- [CCSS.ELA-Literacy.L.6.1](#)
- [CCSS.ELA-Literacy.L.6.1a](#)
- [CCSS.ELA-Literacy.L.6.1b](#)

- [CCSS.ELA-Literacy.L.6.1c](#)
- [CCSS.ELA-Literacy.L.6.1d](#)
- [CCSS.ELA-Literacy.L.6.1e](#)
- [CCSS.ELA-Literacy.L.6.2](#)
- [CCSS.ELA-Literacy.L.6.2a](#)
- [CCSS.ELA-Literacy.L.6.2b](#)

Knowledge of Language

- [CCSS.ELA-Literacy.L.6.3](#)
- [CCSS.ELA-Literacy.L.6.3a](#)
- [CCSS.ELA-Literacy.L.6.3b](#)

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.6.4](#)
 - [CCSS.ELA-Literacy.L.6.4a](#)
 - [CCSS.ELA-Literacy.L.6.4b](#)
 - [CCSS.ELA-Literacy.L.6.4c](#)
 - [CCSS.ELA-Literacy.L.6.4d](#)
- [CCSS.ELA-Literacy.L.6.5](#)
 - [CCSS.ELA-Literacy.L.6.5a](#)
 - [CCSS.ELA-Literacy.L.6.5b](#)
 - [CCSS.ELA-Literacy.L.6.5c](#)
- [CCSS.ELA-Literacy.L.6.6](#)

Grade 7: Reading and Language Arts

Reading Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.7.1](#)
 - [CCSS.ELA-Literacy.RL.7.2](#)
 - [CCSS.ELA-Literacy.RL.7.3](#)
-

Craft and Structure

- [CCSS.ELA-Literacy.RL.7.4](#)
 - [CCSS.ELA-Literacy.RL.7.5](#)
 - [CCSS.ELA-Literacy.RL.7.6](#)
-

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.7.7](#)
- [CCSS.ELA-Literacy.RL.7.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RL.7.10](#)

Reading: Informational Text

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.7.1](#)
- [CCSS.ELA-Literacy.RI.7.2](#)
- [CCSS.ELA-Literacy.RI.7.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RI.7.4](#)
- [CCSS.ELA-Literacy.RI.7.5](#)
- [CCSS.ELA-Literacy.RI.7.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.7.7](#)
 - [CCSS.ELA-Literacy.RI.7.8](#)
 - [CCSS.ELA-Literacy.RI.7.9](#)
-

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RI.7.10](#)

Writing

Text Types and Purposes

- [CCSS.ELA-Literacy.W.7.1](#)
- [CCSS.ELA-Literacy.W.7.1a](#)
- [CCSS.ELA-Literacy.W.7.1b](#)
- [CCSS.ELA-Literacy.W.7.1c](#)
- [CCSS.ELA-Literacy.W.7.1d](#)
- [CCSS.ELA-Literacy.W.7.1e](#)
- [CCSS.ELA-Literacy.W.7.2](#)
- [CCSS.ELA-Literacy.W.7.2a](#)
- [CCSS.ELA-Literacy.W.7.2b](#)
- [CCSS.ELA-Literacy.W.7.2c](#)
- [CCSS.ELA-Literacy.W.7.2d](#)
- [CCSS.ELA-Literacy.W.7.2e](#)
- [CCSS.ELA-Literacy.W.7.2f](#)
- [CCSS.ELA-Literacy.W.7.3](#)
- [CCSS.ELA-Literacy.W.7.3a](#)
- [CCSS.ELA-Literacy.W.7.3b](#)
- [CCSS.ELA-Literacy.W.7.3c](#)
- [CCSS.ELA-Literacy.W.7.3d](#)
- [CCSS.ELA-Literacy.W.7.3e](#)

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.7.4](#)
- [CCSS.ELA-Literacy.W.7.5](#)
- [CCSS.ELA-Literacy.W.7.6](#)

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.7.7](#)
- [CCSS.ELA-Literacy.W.7.8](#)
- [CCSS.ELA-Literacy.W.7.9](#)

- [CCSS.ELA-Literacy.W.7.9a](#)
- [CCSS.ELA-Literacy.W.7.9b](#)

Range of Writing

- [CCSS.ELA-Literacy.W.7.10](#)

Speaking and Listening

Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.7.1](#)
- [CCSS.ELA-Literacy.SL.7.1a](#)
- [CCSS.ELA-Literacy.SL.7.1b](#)
- [CCSS.ELA-Literacy.SL.7.1c](#)
- [CCSS.ELA-Literacy.SL.7.1d](#)
- [CCSS.ELA-Literacy.SL.7.2](#)
- [CCSS.ELA-Literacy.SL.7.3](#)

Presentation of Knowledge and Ideas

- [CCSS.ELA-Literacy.SL.7.4](#)
- [CCSS.ELA-Literacy.SL.7.5](#)
- [CCSS.ELA-Literacy.SL.7.6](#)

Conventions of Standard English

- [CCSS.ELA-Literacy.L.7.1](#)
- [CCSS.ELA-Literacy.L.7.1a](#)
- [CCSS.ELA-Literacy.L.7.1b](#)
- [CCSS.ELA-Literacy.L.7.1c](#)
- [CCSS.ELA-Literacy.L.7.2](#)
- [CCSS.ELA-Literacy.L.7.2a](#)
- [CCSS.ELA-Literacy.L.7.2b](#)

Knowledge of Language

-
- [CCSS.ELA-Literacy.L.7.3](#)

- [CCSS.ELA-Literacy.L.7.3a](#)

Vocabulary Acquisition and Use

-
- [CCSS.ELA-Literacy.L.7.4](#)
- [CCSS.ELA-Literacy.L.7.4a](#)
- [CCSS.ELA-Literacy.L.7.4b](#)
- [CCSS.ELA-Literacy.L.7.4c](#)
- [CCSS.ELA-Literacy.L.7.4d](#)
- [CCSS.ELA-Literacy.L.7.5](#)
- [CCSS.ELA-Literacy.L.7.5a](#)
- [CCSS.ELA-Literacy.L.7.5b](#)
- [CCSS.ELA-Literacy.L.7.5c](#)
- [CCSS.ELA-Literacy.L.7.6](#)

Grade 8 Reading and Language Arts

Reading: Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.8.1](#)
- [CCSS.ELA-Literacy.RL.8.2](#)
- [CCSS.ELA-Literacy.RL.8.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RL.8.4](#)
- [CCSS.ELA-Literacy.RL.8.5](#)
- [CCSS.ELA-Literacy.RL.8.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.8.7](#)
- [CCSS.ELA-Literacy.RL.8.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RL.8.10](#)

Reading: Informational text

Key Ideas and Details

- [CCSS.ELA-Literacy.RI.8.1](#)
- [CCSS.ELA-Literacy.RI.8.2](#)
- [CCSS.ELA-Literacy.RI.8.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RI.8.4](#)
- [CCSS.ELA-Literacy.RI.8.5](#)
- [CCSS.ELA-Literacy.RI.8.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RI.8.7](#)
- [CCSS.ELA-Literacy.RI.8.8](#)
- [CCSS.ELA-Literacy.RI.8.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RI.8.10](#)

Writing

Text Types and Purposes

- [CCSS.ELA-Literacy.W.8.1](#)
- [CCSS.ELA-Literacy.W.8.1a](#)
- [CCSS.ELA-Literacy.W.8.1b](#)
- [CCSS.ELA-Literacy.W.8.1c](#)
- [CCSS.ELA-Literacy.W.8.1d](#)
- [CCSS.ELA-Literacy.W.8.1e](#)

- [CCSS.ELA-Literacy.W.8.2](#)
- [CCSS.ELA-Literacy.W.8.2a](#)
- [CCSS.ELA-Literacy.W.8.2b](#)
- [CCSS.ELA-Literacy.W.8.2c](#)
- [CCSS.ELA-Literacy.W.8.2d](#)
- [CCSS.ELA-Literacy.W.8.2e](#)
- [CCSS.ELA-Literacy.W.8.2f](#)
- [CCSS.ELA-Literacy.W.8.3](#)
- [CCSS.ELA-Literacy.W.8.3a](#)
- [CCSS.ELA-Literacy.W.8.3b](#)
- [CCSS.ELA-Literacy.W.8.3c](#)
- [CCSS.ELA-Literacy.W.8.3d](#)
- [CCSS.ELA-Literacy.W.8.3e](#)

Production and Distribution of Writing

- [CCSS.ELA-Literacy.W.8.4](#)
- [CCSS.ELA-Literacy.W.8.5](#)
- [CCSS.ELA-Literacy.W.8.6](#)
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.W.8.7](#)
- [CCSS.ELA-Literacy.W.8.8](#)
- [CCSS.ELA-Literacy.W.8.9](#)
- [CCSS.ELA-Literacy.W.8.9a](#)
- [CCSS.ELA-Literacy.W.8.9b](#)

Range of Writing

- [CCSS.ELA-Literacy.W.8.10](#)

Speaking and Listening

Comprehension and Collaboration

- [CCSS.ELA-Literacy.SL.8.1](#)
- [CCSS.ELA-Literacy.SL.8.1a](#)
- [CCSS.ELA-Literacy.SL.8.1b](#)
- [CCSS.ELA-Literacy.SL.8.1c](#)
- [CCSS.ELA-Literacy.SL.8.1d](#)
- [CCSS.ELA-Literacy.SL.8.2](#)
- [CCSS.ELA-Literacy.SL.8.3](#)

Presentation of Knowledge and Ideas

- [CCSS.ELA-Literacy.SL.8.4](#)
- [CCSS.ELA-Literacy.SL.8.5](#)
- [CCSS.ELA-Literacy.SL.8.6](#)

Language Arts

Conventions of Standard English

- [CCSS.ELA-Literacy.L.8.1](#)
- [CCSS.ELA-Literacy.L.8.1a](#)
- [CCSS.ELA-Literacy.L.8.1b](#)
- [CCSS.ELA-Literacy.L.8.1c](#)
- [CCSS.ELA-Literacy.L.8.1d](#)
- [CCSS.ELA-Literacy.L.8.2](#)
- [CCSS.ELA-Literacy.L.8.2a](#)
- [CCSS.ELA-Literacy.L.8.2b](#)
- [CCSS.ELA-Literacy.L.8.2c](#)

Knowledge of Language

- [CCSS.ELA-Literacy.L.8.3](#)
- [CCSS.ELA-Literacy.L.8.3a](#)

Vocabulary Acquisition and Use

- [CCSS.ELA-Literacy.L.8.4](#)
- [CCSS.ELA-Literacy.L.8.4a](#)
- [CCSS.ELA-Literacy.L.8.4b](#)
- [CCSS.ELA-Literacy.L.8.4c](#)
- [CCSS.ELA-Literacy.L.8.4d](#)
- [CCSS.ELA-Literacy.L.8.5](#)
- [CCSS.ELA-Literacy.L.8.5a](#)
- [CCSS.ELA-Literacy.L.8.5b](#)
- [CCSS.ELA-Literacy.L.8.5c](#)
- [CCSS.ELA-Literacy.L.8.6](#)

Mathematics

The School will use the state and district-approved text in the instruction of Mathematics. The School's text selection will be modified as per the Sponsor's and State's text adoption and modifications throughout the duration of the charter. Throughout the year, students will be given the opportunity to apply their knowledge of mathematical properties and their mathematical reasoning to multidisciplinary projects, thus strengthening the learned concepts. They will incorporate technology into their work by combining the Excel graphing program into their study of data collection and display. Concurrent with the social studies unit of the Greek world, students in math class will research and build Greek temples to scale. In addition, the students will utilize mathematical concepts and reasoning in real life situations including the simulation of buying and selling stocks and using the Internet to research jobs, locate places to live, and establish a budget.

In order to maintain continuity and consistency in mathematics from grade six through grade eight, the seventh-grade math curriculum will build on the pre-algebra curriculum of the sixth grade. This is in preparation for a student's formal study of Algebra I. Students are given the opportunity to complete each level of mathematic assignments and have the option to work on the advanced extension material. Meeting grade level expectations is defined as demonstrating basic competency with these advanced pre-algebra skills and concepts.

Our eighth-grade algebra program represents an extension of and a carefully constructed sequential step in the work the students explored in the seventh grade. Students learn the material by analyzing and studying statements, illustrations, and examples. Students will have active engagement in the material that helps to secure the students' understanding of the concepts. In addition, the topics covered in eighth-grade mathematics support and are integrated into the subjects studied in the eighth-grade science classes. At the completion of the year, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Mathematics.

Mathematics: Grade 6

Ratios and Proportional Relationships:

- [CCSS.Math.Content.6.RP.A.1](#)
- [CCSS.Math.Content.6.RP.A.2](#)
- [CCSS.Math.Content.6.RP.A.3](#)

The Number System

CCSS.Math.Content.6.NS.A.1
CCSS.Math.Content.6.NS.B.4
CCSS.Math.Content.6.NS.C.7
CCSS.Math.Content.6.NS.B.2
CCSS.Math.Content.6.NS.C.5
CCSS.Math.Content.6.NS.C.8
CCSS.Math.Content.6.NS.B.3
CCSS.Math.Content.6.NS.C.6

Expressions and Equations

CCSS.Math.Content.6.EE.A.1
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.A.3
CCSS.Math.Content.6.EE.A.4
CCSS.Math.Content.6.EE.B.5
CCSS.Math.Content.6.EE.B.6
CCSS.Math.Content.6.EE.B.7
CCSS.Math.Content.6.EE.B.8
CCSS.Math.Content.6.EE.C.9

Geometry

CCSS.Math.Content.6.G.A.1
CCSS.Math.Content.6.G.A.2
CCSS.Math.Content.6.G.A.3
CCSS.Math.Content.6.G.A.4

Statistics and Probability

CCSS.Math.Content.6.SP.A.1
CCSS.Math.Content.6.SP.A.2
CCSS.Math.Content.6.SP.A.3
CCSS.Math.Content.6.SP.B.4
CCSS.Math.Content.6.SP.B.5

Grade 7: Mathematics

Ratios and Proportional Relationships

CCSS.Math.Content.7.RP.A.1
CCSS.Math.Content.7.RP.A.2
CCSS.Math.Content.7.RP.A.3

The Number System

CCSS.Math.Content.7.NS.A.1

CCSS.Math.Content.7.NS.A.2

CCSS.Math.Content.7.NS.A.3

Expressions and Equations

CCSS.Math.Content.7.EE.A.1

CCSS.Math.Content.7.EE.A.2

CCSS.Math.Content.7.EE.B.3

CCSS.Math.Content.7.EE.B.4

Geometry

CCSS.Math.Content.7.G.A.1

CCSS.Math.Content.7.G.A.2

CCSS.Math.Content.7.G.A.3

CCSS.Math.Content.7.G.B.4

CCSS.Math.Content.7.G.B.5

CCSS.Math.Content.7.G.B.6

Statistics and Probability

CCSS.Math.Content.7.SP.A.1

CCSS.Math.Content.7.SP.A.2

CCSS.Math.Content.7.SP.B.3

CCSS.Math.Content.7.SP.B.4

CCSS.Math.Content.7.SP.C.5

CCSS.Math.Content.7.SP.C.6

CCSS.Math.Content.7.SP.C.7

CCSS.Math.Content.7.SP.C.8

Grade 8: Mathematics

The Number System

CCSS.Math.Content.8.NS.A.1

CCSS.Math.Content.8.NS.A.2

Expressions and Equations

CCSS.Math.Content.8.EE.A.1

CCSS.Math.Content.8.EE.A.2

CCSS.Math.Content.8.EE.A.3

CCSS.Math.Content.8.EE.A.4

CCSS.Math.Content.8.EE.B.5

CCSS.Math.Content.8.EE.B.6
CCSS.Math.Content.8.EE.C.7
CCSS.Math.Content.8.EE.C.8

Functions

CCSS.Math.Content.8.F.A.1
CCSS.Math.Content.8.F.A.2
CCSS.Math.Content.8.F.A.3
CCSS.Math.Content.8.F.B.4
CCSS.Math.Content.8.F.B.5

Geometry

CCSS.Math.Content.8.G.A.1
CCSS.Math.Content.8.G.A.2
CCSS.Math.Content.8.G.A.3
CCSS.Math.Content.8.G.A.4
CCSS.Math.Content.8.G.A.5
CCSS.Math.Content.8.G.B.6
CCSS.Math.Content.8.G.B.7
CCSS.Math.Content.8.G.B.8
CCSS.Math.Content.8.G.C.9

Statistics and Probability

CCSS.Math.Content.8.SP.A.1
CCSS.Math.Content.8.SP.A.2
CCSS.Math.Content.8.SP.A.3
CCSS.Math.Content.8.SP.A.4

Algebra

Seeing Structure in Expressions

CCSS.Math.Content.HSA-SSE.A.1
CCSS.Math.Content.HSA-SSE.A.2
CCSS.Math.Content.HSA-SSE.B.3
CCSS.Math.Content.HSA-SSE.B.4

Arithmetic with Polynomial and Rational Expressions

CCSS.Math.Content.HSA-APR.A.1
CCSS.Math.Content.HSA-APR.B.2
CCSS.Math.Content.HSA-APR.B.3
CCSS.Math.Content.HSA-APR.C.4

[CCSS.Math.Content.HSA-APR.C.5](#)
[CCSS.Math.Content.HSA-APR.D.6](#)
[CCSS.Math.Content.HSA-APR.D.7](#)

Creating Equations

[CCSS.Math.Content.HSA-CED.A.1](#)
[CCSS.Math.Content.HSA-CED.A.2](#)
[CCSS.Math.Content.HSA-CED.A.3](#)
[CCSS.Math.Content.HSA-CED.A.4](#)

Reasoning with Equations and Inequalities

[CCSS.Math.Content.HSA-REI.A.1](#)
[CCSS.Math.Content.HSA-REI.A.2](#)
[CCSS.Math.Content.HSA-REI.B.3](#)
[CCSS.Math.Content.HSA-REI.B.4](#)
[CCSS.Math.Content.HSA-REI.C.5](#)
[CCSS.Math.Content.HSA-REI.C.6](#)
[CCSS.Math.Content.HSA-REI.C.7](#)
[CCSS.Math.Content.HSA-REI.C.8](#)
[CCSS.Math.Content.HSA-REI.C.9](#)
[CCSS.Math.Content.HSA-REI.D.10](#)
[CCSS.Math.Content.HSA-REI.D.11](#)
[CCSS.Math.Content.HSA-REI.D.12](#)

Grade 6-8: Social Studies

The School will use the State and Sponsored approved text in the instruction of Social Studies. The middle school social studies curriculum could easily be called “The Student as Historian” it will revolve around teaching the students the nature of historical inquiry and enabling them to take on the role of an historian. Below is an overview of the School’s English Language Arts Standards for History/Social Studies. At the completion of the course, students will have achieved a year’s worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Social Studies.

Key Ideas and Details

- [CCSS.ELA-Literacy.RH.6-8.1](#)
- [CCSS.ELA-Literacy.RH.6-8.2](#)
- [CCSS.ELA-Literacy.RH.6-8.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RH.6-8.4](#)
- [CCSS.ELA-Literacy.RH.6-8.5](#)
- [CCSS.ELA-Literacy.RH.6-8.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RH.6-8.7](#) |
- [CCSS.ELA-Literacy.RH.6-8.8](#)
- [CCSS.ELA-Literacy.RH.6-8.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RH.6-8.10](#)

Grade 6-8 Science

The School will use the Sponsor and State-approved textbooks, alongside their digital software and multimedia for the instruction of Science. The Science curriculum will prepare students to achieve the NGSSS/CCSS. The School's middle school science program will advance student's study of the scientific method and the principles of scientific methodology. The program is founded on the Investigation Method. Students will research carefully chosen materials and processes and arrive at an understanding of fundamental scientific phenomena through experiment and discussion.

In this paradigm, the teacher acts primarily as a guide and advisor, continuing to train students in the use of the scientific method and in the necessary skills for success. Students will be encouraged to take on increasing responsibility for their learning. They will engage in trial and error and observation and raise questions requiring answers that can be found through their experiments and discussions.

In a typical investigation, students will first carry out an activity, recording what they observe. They then will discuss their observations and formulate hypotheses and propose how these hypotheses might be tested. The students will use simple abstract models, such as Kinetic Theory, to construct their hypotheses. Further experiments, will be followed by more analysis and discussion, allowing the students to develop cogent explanations for what they have observed. Through this process, their excitement for learning is maximized, and they will continue to approximate the thinking of a scientist.

The program will include numerous activities, experiments, computer simulations, and demonstrations that engage students in the learning process. All of these activities and the discussions they engender, will help advance students from making intuitive observations to formulating formal scientific descriptions and explanations. Students will continuously train in the practice of the scientific method and the skills that are needed to support that practice. They will write lab reports, carry out independent investigations, and complete regular homework as a part of each assignment.

Students will complete at least three supplementary projects during the year. These projects offer them the opportunity to explore, in more detail, topics studied in class or to investigate related topics. Students will be encouraged to think for themselves and to pursue their individual questions to resolution. The projects are worked on at home and presented in class. At the completion of the course, students will have

achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/Common Core State Standards for Science.

Grade 6-8: English Language Arts Standards for Science

Key Ideas and Details

- [CCSS.ELA-Literacy.RST.6-8.1](#)
- [CCSS.ELA-Literacy.RST.6-8.2](#)
- [CCSS.ELA-Literacy.RST.6-8.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RST.6-8.4](#)
- [CCSS.ELA-Literacy.RST.6-8.5](#)
- [CCSS.ELA-Literacy.RST.6-8.6](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RST.6-8.7](#)
- [CCSS.ELA-Literacy.RST.6-8.8](#)
- [CCSS.ELA-Literacy.RST.6-8.9](#)

Range of Reading and Level of Text Complexity

- [CCSS.ELA-Literacy.RST.6-8.10](#)

Middle School Career and Education planning Course

As part of the requirements for middle grades promotion, each student will be enrolled in a career and education-planning course in sixth, seventh or eighth grade. The course will include career exploration using CHOICES or a comparable cost effective program and education planning using the ePersonal Education Planner (ePEP) available online at www.FACTS.org.

Per section 1003.4156, Florida Statutes, the Career and Education Planning course will result in a completed personalized academic and career plan for the students. It will emphasize technology or the application of technology in career fields and will provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. The school will use approved courses to meet this requirement. The courses offered at the School will be consistent with the courses made available by the FLDOE via CPALMS Course Description Search: <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>

COMPETENCIES STUDENTS WILL GAIN:

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self-Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities and interests. 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

Goal Setting and Decision-Making

- 15.0 Identify and demonstrate use of steps to make career decisions.
- 16.0 Identify and demonstrate processes for making short and long-term goals.

Workplace Skills

- 17.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 18.0 Demonstrate skills to interact positively with others.
- 19.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 20.0 Explain the relationship between educational achievement and career success.
- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behavior that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

Student Interventions

Educating children is about laying the foundation for a lifetime of learning. The School will prepare students to achieve the State Standards by requiring an immense respect for each student as an individual and a learner. It also will maintain respect for the different learning styles of each student. The School will implement programs that will include, dedicated instructional time, use of technology, small group pullout instruction, and an after school tutoring and academic enrichment program.

Teachers will use curriculum mapping to pace each year to ensure that they cover all the standards with each grade level content and subject. Teachers will use curriculum maps as tools to organize teaching. The School's curriculum maps will offer a sequence for delivering content and provide a clear scope for what must be taught to all students, based on the State Standards. Our maps will be aligned horizontally and vertically, organizing content, skills, assessments, and resources over each school year. Each student's curriculum map will also serve as a tool for collecting data about the implemented curriculum in the school and in the district. By mapping what's actually taught and when it's taught, teachers will produce data that will be used with assessment data to make modifications to instruction.

The School will assist in aligning and mapping each student to improve their achievement to bring greater educational success. Teachers will create individual curriculum mapping that identify by calendar month the topic, skills, and assessments that are being addressed. Individual maps will be analyzed through each grade and course to assess vertical articulation and alignment to State academic standards. The School's curriculum mapping will help give students a seamless journey in their K-8 experience. It will allow the School to align between grades and departments to meet all standards. The School will be able to identify gaps in lessons taught across each grade level and identify repetition in lessons. The School will identify potential areas for integration, match assessment with desired outcomes, and review for timeliness to keep maps current. The goal of our mapping will be for teachers to identify gaps, redundancies, and misalignments. The goal of the School is for every child to achieve Comprehensive literacy and the ability to use reading, writing, speaking, listening, technological skills, and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. Listed below are other ways students will achieve State Standards.

Accelerated Learning Academies

Students, who score below the 25th percentile or if they are recommended from a teacher, will be assigned to the Learning Academy. All Learning Academy students will be assessed to determine reading ability and identify deficiencies. The Schools Accelerated Learning Academy (ALA) will feature learning environments that will engage students, reduce discipline issues, and support individualized instruction. The instructional program is based on America's Choice School Design model, which was developed after an extensive study of the best educational practices in the United States and abroad. Students will receive the same curriculum and instruction however they will be taught afterschool at a modified pace and will be monitored closely along with being prepared to achieve at higher levels through:

- A longer school day, giving students more time to learn and more opportunities to study new and different subjects.
- Rigorous coursework and high learning expectations for all students.
- A team approach to finding appropriate resources for students who need specialized support.
- Frequent monitoring of individual student progress toward the standards.
- Frequent teacher-to-student and student-to-student feedback as part of the learning environment.
- Ongoing intensive professional development for staff to improve teaching and learning.

- High level of parent and community involvement facilitated by the Parent Engagement Specialist.

Besides the core reading program, the School will use supplemental materials for students who need more intensive instruction in reading. There are two types of intervention programs -- Comprehensive and Supplemental.

The Comprehensive Intervention Reading Program (CIRP) will be for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills.

The Supplemental Intervention Reading Programs (SIRP) will provide instruction in one or more areas of reading skills. It will be intended for flexible use as part of differentiated instruction or more intensive interventions to meet each student's learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).

This intervention will increase student achievement in the reading program. The School will meet the individual needs of students during the school day through our Supplemental Intervention Reading Program along with the 90 minutes of core reading instruction. Based on reading test scores and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90 minute reading block in times, including before and after school, content area integration, and other available opportunities so students can achieve their individual learning goals. The School will utilize some research-based programs. Some of the programs are listed below:

- Accelerated Reader
- Ladders to Success

The School will implement a variety of interventions to support the goal of meeting student's academic needs and increasing student achievement. Students will be targeted for supplemental and comprehensive intervention. Students who perform at a low level on State Standardized Assessments and other benchmarks will receive intense instruction. The School will ensure adequate academic progress and success for every student, parent, educator, and administrator by continually reviewing its Progress Monitoring data. The School will follow the Response to Intervention guidelines set forth by the No Child Left Behind Act. The School is also committed to hiring teachers who have met the Highly Qualified Teacher Standards. Listed below are ways students will achieve State Standards and curriculum tools that may be implemented at the school for intervention.

Resources from the state adopted textbooks, which are designed for intensive instruction will be utilized. In addition, we will utilize supplemental materials. Computerized programs and instructional software (e.g. Study Island and Destination Learning), in addition to Internet instructional web sites will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students who consistently demonstrate non-mastery may be required to participate in tutorial sessions before or after school. Resources that support the Schools reading and math program are below:

Grades K-5

Reading Mastery Signature Edition

The School's educational program will help students develop into fluent, independent, and highly skilled readers with the Reading Mastery Signature Edition. The School will use the Direct Instruction reading intervention program. Reading Mastery has been a successful reading intervention program with a wide range of students, including significantly at-risk populations, for more than 35 years. Flexible and comprehensive, the Signature Edition greatly expands and refines instruction found in previous editions, this program will be used as a supplemental intervention program or a comprehensive core reading program.

Students will be able to master the NGSSS/CCSS with the Common Core Connection Kit. The kit provides extended learning for the Reading Mastery Signature Edition program, which is listed below:

- Provides targeted instruction related to the skills and information presented in Reading Mastery Signature Edition and Corrective Reading Decoding.
- Helps students meet the rigorous NGSSS/CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice.
- Core Lesson Connections books offer leveled informational and narrative text reading opportunities to develop vocabulary and comprehension.
- SRA 2Inform makes collecting and interpreting student data easy so teachers can effectively respond to students needs.

Early Interventions in Reading, SRA

This program will help prevent failure, promote literacy, and promise success. Solid research is at the heart of SRA Early Interventions in Reading. The program is designed to work comfortably with the School's core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. SRA Early Interventions in Reading helps identify struggling readers and provides them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension. The features to transform struggling readers into skilled readers are listed below:

- Prevention level targeting phonemic awareness, print concepts, and decoding.
- Integrated technology to save you preparation time.
- Vocabulary and concept instruction for English and early language learners.
- Professional development videos modeling best instructional practices.
- Visuals to build background and conceptual understanding.
- SRA 2Inform makes collecting and interpreting student data easy so teachers can effectively respond to student needs.

Grades 6-8

Fusion Reading

The School's educational program is geared to close the achievement gap for struggling readers in grades 6-8, through Fusion Reading.

Students in past Fusion Reading have made statistically significant gains in reading scores. Students will learn the skills and strategies necessary to become better readers, both in their reading classes as well as their other academic classes. Jamestown's popular non-fiction texts provide the high-interest reading selections to support this program.

The program provides instruction using age-appropriate leveled text to effectively teach reading skills and strategies and engage students.

It will increase student engagement and reading outcomes supporting 1 ½ year to 2 years of growth in one year of instruction. It will adapt to various instructional settings and easily adapts to multiple block schedule formats.

Flex Literacy

The School will also implement the SRA FLEX Literacy for students who are struggling, which is a comprehensive Reading and Language Arts Intervention System for struggling readers, in Tier 2, 3, or beyond.

- Students are engaged through high-interest interactive tools and rich text selections.
- Teachers are empowered to tailor instruction through ongoing assessment that provides true differentiated instruction.
- Administrators are equipped with the tools they need for critical decision-making.
- SRA FLEX Literacy is built on a research-based instructional model to reach students of various reading levels, as low as Beginning Reading.

Corrective Reading

Grade Levels 3 - Adult

The School will offer Intensive Direct Instruction-based reading intervention for students struggling with decoding and comprehension.

The Corrective Reading program will provide intensive direct instruction based reading intervention for students in Grades 3–8 who are reading below grade level. This Direct Instruction reading intervention program will deliver tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers, and better learners. Four levels for decoding plus four for Comprehension addresses the varied reading deficits and skill levels found among older students.

Students will be able to master the NGSSSS/CCSS with the new Common Core Connection Kit, which provides extended learning for the Corrective Reading program, which is listed below:

- Provides targeted instruction related to the skills and information presented in Reading Mastery Signature Edition and Corrective Reading Decoding.
- Helps students meet the rigorous CCSS in vocabulary, writing, and comprehension through explicit instruction, modeling, guided practice, and independent practice.
- Core Resource Book offers leveled informational and narrative text reading opportunities to develop vocabulary and comprehension.
- SRA 2Inform makes collecting and interpreting student data easy so teachers can effectively respond to each student's needs.

SRA Connecting Math Concepts

For students struggling in math the Comprehensive Edition has been revised. This program will give students who are at-risk of falling behind or who have already fallen behind the chance to catch up and learn significant mathematics.

SRA Connecting Math Concepts: The Comprehensive Edition has proven field results for Tier 1 to Tier 3 at-risk students. The program provides explicit, systematic, and intensive instruction to:

- Introduce key concepts clearly and carefully to accelerate student progress.
- Teach students to connect skills and “big idea” concepts.
- Monitor each student's progress daily to differentiate instruction.
- Offer online activities to reinforce students' mastery.
- Use explicit strategies that incorporate oral and written responses.
- SRA 2Inform makes collecting and interpreting student data easy so teachers can effectively respond to student needs.

The Effectiveness of the Schools' Education Program

The School will use problem solving and Response to Intervention (RTI), which is a multi-tier approach to the early identification and support of students with learning and behavior needs. This model is aligned with all Federal and State of Florida laws. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on each individual student's response to instruction. The School's RTI model is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student's outcome data. The School's RTI model is a three-tier model that supports the use of research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students will be screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or district wide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions will be provided in small-group settings in addition to instruction in the general curriculum. Interventions will be usually in the areas of reading and math. A longer period of time will be required for this tier. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions will then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The student will be referred to the Response to Intervention/School Leadership Team (RtI/SLT), which will begin by reviewing the data collected as part of Tier 1 and Tier 2 interventions and then establishes new interventions that are agreed upon by the team consisting of teacher(s), parent(s), and the student. At this point in time if the implementation of all interventions are not successful, a psychologist may be added to the team to determine the appropriateness for distributing the Exceptional Student Education packet and to administer formal psychological evaluations when given parental consent. The EP or IEP Committee will determine a student’s eligibility for ESE services based on the results of the psychologist’s formal assessment. Placement of the student in ESE services is designed in the least restrictive environment.

Research clearly connects the School along with family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are productive, globally competitive citizens. A student with a recognized disability who is eligible for accommodations under Section 504 is eligible for the McKay Scholarship Program for Students with Disabilities. To participate in this scholarship program, the student must meet the eligibility criteria described in s. 1002.39, F.S. A notice to parents will be required within 10 days of the development of a Section 504 plan, alerting them of the option of accessing the McKay Scholarship.

In accordance with the No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Act (IDEA) require the use of evidence-based practices to ensure that all students receive appropriate

instruction as a contingency requirement for eligibility for special education programs. Therefore, it is both necessary and worthwhile to apply the principles of problem solving (PS)/RtI to the School's academic and behavioral access and acceleration efforts. This plan provides that the Response to Instruction requirement of Individuals with Disabilities in Education Act 2004, which requires the school to identify whether appropriate instruction in reading is offered through the use of the State Standards and practices. All screening data is reviewed by the School's Student Response to Intervention and School's Leadership Team (RtI/SLT).

For the School's RTI implementation to work well, the following essential components will be implemented with fidelity and in a rigorous manner:

- High-quality, scientifically based classroom instruction: All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment: Universal screening and progress monitoring provide information about the student's learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- Tiered instruction: A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement: Schools implementing RTI provide parents information about their child's progress, the instruction, and interventions used, the staff that are delivering the instruction and the academic or behavioral goals for the child.

The School's RtI Student Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The school-based RtI Leadership Team will refer the identified students.

The team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventions (e.g., teacher or guidance counselor) and report back on all data collected for further discussion at future meetings.

The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. The interventions will be established and implemented, along with an evaluation as to whether the student is responding to the interventions. This will occur in Tier 3 in the RtI model, where intensive academic interventions are implemented. Documentation of the interventions will be reviewed to evaluate if the strategies were successful. If the strategies were successful, then monitoring would continue on an as needed basis. If the student does not respond to instruction in this level or the interventions were not successful and sufficient evidence has been gathered that shows that a disability may be the primary cause of the student's learning or behavior problems, then an IEP team likely will be referred for full and individual evaluation under IDEA. After a signed, informed parental consent has been obtained, a

comprehensive evaluation is conducted by a multidisciplinary team.

The data gathered on the student's response to interventions in Tiers 1, 2, and 3 become part of the information available during the evaluation process and afterwards, when a determination must be made as to the disability and the student's possible eligibility for special education and related services. The amount of data collected in an RTI approach, the information that will be available will help the team of individuals involved in evaluating the student and determining their eligibility for special education services. At any point in the multileveled process, the student may be referred for evaluation under IDEA to determine if they are a "child with a disability" as IDEA 2004's regulation defines. Becoming involved in RTI does not mean that a student has to complete a level, or all levels, of an RTI approach before they may be evaluated for eligibility for special education and related services. RTI will not be used as a means of delaying or refusing to conduct such an evaluation if the School suspects that the child has a disability or if the parent request that the school system evaluates the child.

The School's data management system will be used to summarize tiered data, as follow:

Baseline Data: Progress Monitoring and Reporting Network, Florida Assessments for Instruction in Reading, State Standardized Assessments, other Benchmark Assessments

Midyear: FAIR and other Benchmark Assessments

End of year: FAIR, State Standardized Assessment Ongoing Progress Monitoring: PMRN, FAIR, and other Curriculum Based Assessments,

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

The School's research based educational program is specifically designed to improve the academic performance of all students, including at-risk students. The school will focus on student's strengths and set high expectations. These expectations will be customary for all members of the school, creating a culture of success. The School's rigorous curriculum will be inquiry, research, and project based, with single sex core classes that are enhanced by a performing arts and sports and fitness program, along with an extended school day. The School's research based curriculum is based upon Next Generations Sunshine State Standards/Common Core State Standards, which is the foundation for the School's curriculum. The School will also use the research of Robert J Marzano (2003) on effective schooling as the basis for the educational program. This research provides clear guidance to the steps that are needed for the School to be highly effective in enhancing student achievement. The School's Educational Model is a framework for continuous improvement: therefore research is continually evaluated for its use within the school environment.

C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically based reading research. Information on reading requirements may be accessed at:
www.justreadflorida.com/docs.readning_programs.pdf

Improving student achievement and ensuring students receive a high academic education is the School's top priorities therefore: reading is the primary focus of the School. The primacy of language use and the

reading writing connection are integral to each strand of the State Standards. This reflects the School's adherence to more rigorous expectations for all students. Students' communication expertise will be taken to a higher level across the disciplines, highlighting the close connection between comprehension of text, and acquisition of knowledge (Coleman and Pimentel, 2011). To assist in efficiently using the time dedicated to making reading the primary focus of the curriculum, the following objectives from Florida's Reading Program Specifications will be practices implemented at the School:

- 3.2.1. Significant instructional time is dedicated to reading instruction.
- 3.2.2. Explicit systemic approach to instruction through skill scaffolding and monitoring of student learning gains.
- 3.2.3. Students actively engage in learning during instructional time.
- 3.3.3 Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress.

The school principal will clearly articulate the vision, mission, and expectations that all children can read and establish that reading is the primary priority. All students are expected to read a specific number of books at their independent level throughout the year. To afford our students the greatest opportunity for success in reading and writing, students will have oral language skills to present and receive information effectively. They will be able to express their thoughts and ideas with precision in all areas of speech. Students will be able to think critically and reflectively while communicating face to face in formal and informal situations. This ability involves acute listening skills as well as those of speaking. Oral language development will include a variety of classroom speaking and listening activities. Students' critical thinking will be honed through instructionally, planned classroom opportunities for reflection and discussion about what is read, written, and studied. The renewed emphasis on speaking and listening skills within the NGSSS/Common Core Standards' reiterates the latest research that students' cognitive abilities will focus and organize ideas that are first engendered through their oral language activities (Lemke, 1989). Speaking and listening comprehension and collaboration are two focal points of the School's vision. Beginning in Grade 4, the emphasis on skillful presentation of knowledge, as well as the sharing of precise, accurate ideas will be the forefront of student speaking and listening. The School will support the Just Read, Florida! Initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the County Comprehensive Research Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The School's text selection will be modified as per the Sponsor's selection of state or district adopted texts and modifications throughout the duration of the charter.

Reading on grade level or higher-level text is another way students will increase their knowledge. Research strongly indicates that failure to learn to read on grade level is the most compelling reason that children are retained, assigned to special education, or given long-term intervention services. The vision of the School's reading instruction is to ensure that all children learn to read well and that all children are successful readers of both fiction and nonfiction texts.

The number of informational texts that students are required to read will be considerably higher. Short stories, poetry, fairy tales, and fables will make up 50 percent of text for young readers, while informational and opinion selections will make up the remaining 50 percent. Reading nonfiction text, including recognizing and evaluating logical reasoning and persuasive, or opinion details will reflect one aspect of the higher level of reading comprehension that will be expected of students. Another comprehension skill expected at earlier grades, particularly grades three through five, is understanding the validity and reliability of information presented in nonfiction text. Students will be taught how the careful recognition and understanding of a writer's sources and credentials will increase their understanding of the text.

Students are also expected to read high quality fiction and informational text. Such exposure will provide students with text exemplars from which to model their writing practice. It is through reading excellent informational, opinion, and creative selections that students will gain not only new knowledge and ideas,

but also new ways of crafting ideas, using language, and choosing conventions.

Reading strategies will be taught in combination and grow out of the specific features of the text (especially more challenging sections), not a “strategy of the week” approach. The introduction of appropriate strategies, word study, and questions about the text will follow the initial reading as much as possible. All students will have substantial practice in the reading of grade level text, even if some students require additional scaffolding and support such as vocabulary support, more time with grade level text, or practice with some lower-leveled text. Materials will provide opportunities for frequent and easily implemented formative and summative assessment, including systems for record keeping and follow-up. Reading selections especially K-2 will contain sufficient repetitions of high frequency words and spelling sound correspondences. Such material will provide enough opportunity for repetition to insure that all students can transfer knowledge of spelling and sound patterns to words.

Materials in each grade will provide appropriate and systematic opportunities to review and reinforce standards as needed from the previous grade and from earlier learning, especially requiring students to understand more complex ideas, including making greater connections among ideas and between texts, as well as becoming more proficient in discerning logical thinking from that which is inconsistent or illogical. Teachers will be directed to read aloud materials to students as a first option rather than listening along with their students to the text read by a recorded voice.

Intervention programs will be designed to accelerate students rapidly towards independent reading of grade level text. Materials for student’s independent reading within and outside of school will include texts at student’s own reading level, but students will also be challenged to read individual selections higher in complexity for their growth to grade-level text.

Materials for intervention will ensure that students whose decoding ability develops at a slower rate are not deprived of the same opportunities to develop vocabulary, world and word knowledge, and to think as deeply about text as other students. Students needing additional instructional time will not miss out on essential practice and instruction their classmates are learning. Therefore, remedial materials will be flexible and straightforward enough to be used in alternative settings or time frames.

The reading component of the English language arts series will support student development and competency in phonological awareness, phonics, fluency, vocabulary, and comprehension. The material will incorporate valid evidence-based approaches for appropriate and strategic use across grade levels and major reading components. Both the characteristics and proportion of instruction in each of the decoding components (phonemic awareness, phonics, fluency) across grades will reflect the developmental stages of student decoding development. The lessons, assignments, and coordinated text used for phonemic awareness, phonics, and fluency instruction will be systematic and incremental, building from simple to more complex decoding concepts as well as accommodating student needs for ample review and decoding practice. These materials need to include writing, speaking, and listening as a means of student learning in these major reading components as well as a means of teacher assessment.

The English language arts instruction will include equitable emphasis on vocabulary development and comprehension attainment as students of all age groups have ongoing needs to develop:

- Oral language in conversational English, general academic language, and discipline-specific language. Word awareness with such skills as morphemic analysis and contextual analysis, along with general and content-area concepts.
- Textual understandings that range from concept of print to understandings of literary story grammar and expository text structures. Skills such as summarizing, questioning, and the linking of critical thinking and reading.
- The design of both vocabulary development and comprehension instruction will be cohesive so that

it consistently builds upon and develops each of these ongoing student applications across grade levels. Consequently, the textual selections used to expand student development in vocabulary and comprehension will complement the specific word skills and academic vocabulary introduced at each grade-level.

The School curriculum will provide explicit, systematic instruction, assessment, and intervention that advocate reading, writing, speaking, listening, and language use proficiency for all students throughout each developmental stage of reading, writing, speaking, listening, and language use acquisition. The core English language arts series will explain and clarify the language, listening, speaking, reading, and writing acquisition processes for effective delivery of instruction. The instruction will be directed toward student competency in phonological awareness, phonics, fluency, vocabulary, comprehension, listening and speaking collaboratively and formally, and the application of writing for the purposes of providing opinions, informing, and writing fiction, as well as writing to support text understanding through the use of textual detail and textual knowledge acquisition. Also, text selections will align with grade-level appropriate, specific word skill, and academic vocabulary study.

It is expected that all students will be provided equitable access to the standard requirements of the K-8 English language arts program. Universal design elements of instructional materials will ensure this equity is achieved. The School will not have a separate call for Reading for special education students. The School will incorporate strategies, materials, activities, etc., that consider the special needs of these students. In providing for students with special needs, the School evaluators will be guided by the research reported in the document, *Universal Design for Curriculum Access*.

Students will learn to use every one of the Schools' language art program- speaking, listening, reading, writing, and language, especially concentrating on the following:

- Ability to read and comprehend a range of sufficiently complex texts independently.
- Ability to write effectively when analyzing sources.
- Ability to conduct research on a substantive issue or problem.
- Ability to comprehend and present ideas verbally and in a collaborative manner.

The reading program will cover the Florida's Formula for Reading Success 6 + 4 + ii + iii. Through the rigorous study and practice of listening, speaking, reading, writing, and language use, students will develop the competencies needed for entering the workforce, attending higher institutions of learning, and achieving lifelong learning experiences. The assessments used include screening, progress monitoring, diagnosis, and outcome measures. This incorporates six instructional components of effective reading instruction into a comprehensive and cohesive design. The School will use assessment data to plan for and provide instruction including all students using differentiated instruction, explicit instructional strategies, coordinated instructional sequences, print-rich instruction, and whole group or small group instruction.

Below describes a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Elementary School Reading Instructional Minutes Grades: K-5

On grade level Instructional Plan

90 minute uninterrupted reading block

30 minute language arts block

Strategic Instructional Plan

90 minute uninterrupted reading block

30 minute language arts block

30 minute intervention session 3x per week

Intensive Instructional Plan

90 minute uninterrupted reading block
30 minute language arts block until deficiency is remedied
30 minute intervention session daily until deficiency is remedied
60 minute tutoring session (one-on-one or small group)

Elementary School Reading Instructional Minutes Grades: 6-8

Instructional Plan

60 minute language arts class

Strategic Instructional Plan

60 minute language arts class
60 minute reading class
30 minute intervention session 3x per week

Intensive Instructional Plan

60 minute language arts class
60 minute reading class
30 minute intervention session 3x per week
30 minute intervention session daily until deficiency is remedied
60 minute tutoring session (one-on-one or small group)

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-Site Expertise

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Students Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Sets of Assessment Practices
- 3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

Common Core Reading Program (CCSS and NGSSS)

The School's core educational program is the beginning step to effective reading instruction. Assessments will be used to monitor student progress in reading as well as mathematics, science, and state standards. The School will also provide teachers with classroom assessment tools that will provide student-level benchmarks and provide students and parents with information on their progress on specific benchmarks. The School will compile progress-monitoring data and will disaggregate the results. Classroom instruction will be designed to address deficiencies shown by data and progress monitoring to measure effectiveness.

The programs benchmark testing and progress monitoring of students to determine instructional needs includes FAIR assessment or any assessment mandated by the Sponsor along with ongoing professional development. This session will guide the school to optimize the core program's (Tier I) effectiveness. Teachers will increase student engagement, use assessments to plan grouping, incorporate whole group and small group instruction options, explicitly teach the critical content from the core program, and use practical classroom enhancement strategies when students require more explicit teaching or more opportunities for practice. The School will focus on six essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension). Our Tier I instruction will allow all students to participate in a daily block of uninterrupted reading instruction. Implementing high quality initial instruction is the school's first goal in creating reading success for all students. Our core program will provide explicit lessons for whole group instruction that include introduction of skills and concepts, teacher modeling, systematic instruction, independent and guided application, and review of skills and strategies. Daily lessons for small group differentiated instruction revolve around using leveled materials to provide numerous practice opportunities for mastery of skills and strategies. Activities are organized to meet the needs of on-level students, advanced students, below-level students, and English Language students.

The School will offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes duration. The schools reading curriculum framework focuses on the Next Generation Sunshine State Standards/ Common Core Reading Program (CCSS), which is based on scientific evidence found in the National Reading and No Child Left Behind legislation. The intended use of the CCSS is to provide the foundation for whole group and differentiated instruction within a balanced literacy framework to ensure students receive high quality and systematic reading instruction, as well as meaningful experiences using quality literature and informational text. Teachers will focus on specific instructional needs of each student. The classroom teacher, special education teacher, or reading resource teacher will provide daily immediate intensive intervention to students as determined by progress monitoring and other forms of assessments.

The Core Reading Program is the Schools initial instructional tool used to guide high quality instruction. The CCSS correlates to all Reading and Language Arts for Common Core State Standards. The CCSS contains instructional design components including explicit instructional strategies, coordinated instruction and sequences, ample practice opportunities, and aligned student materials. The Common Core Research-Based Reading Plan will include:

- State or district adopted text.
- Reading stations, word walls, silent reading, and a print rich environment.
- Highly qualified reading coaches.
- Professional development for teachers in scientifically based reading.
- Instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.
- Summer reading camps for students who score below grade level on reading assessment.
- Supplemental instructional materials that are grounded in scientifically based reading research and intensive interventions for students reading below grade level.

The School's curriculum will meet requirements for the State of Florida Objectives designed from the CCSS. The school is determined to produce better reading outcomes for its students. The School will increase the quality and consistency of instruction in the classroom so it reflects the instructional principles

derived from scientifically based research in reading. The school will use information obtained from early reading assessments so struggling readers can be identified and provided additional instruction in an appropriate and timely manner. The school will also establish procedures to provide struggling readers with intensive interventions to supplement the instruction they receive in the regular classroom. The Schools Comprehensive Research-Based Reading Plan ensures that:

- Leadership at the school level is guiding and supporting the initiative.
- The analysis of the data drives all decision-making.
- Professional development is systematic throughout the School and is targeted at individual teacher needs as determined by analysis of student performance data.
- Measurable student achievement goals are established and clearly described.
- Appropriate research-based instructional materials and strategies are used to address specific student needs.

The school will ensure that every classroom will provide systematic, high quality instruction. The school will also be committed to using the three important types of assessment to guide reading instruction (screening, diagnostic, and progress monitoring). The initial instruction will be grounded in scientifically based reading research and aligned with the Sunshine State Standards for reading. For students that require immediate Intensive Intervention to make adequate progress in learning to read, the school will assist teachers in the development of expertise in these areas.

In order to make reading a “primary focus,” all objectives from Florida’s Reading Program Specifications will be implemented at the School:

Supplemental Intervention Reading Programs (SIRP)

The School’s Supplemental Intervention Reading Program will provide flexible use as part of differentiated instruction or intensive interventions to meet student-learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension).

The School will implement instruction in one or more areas of reading skill. It is intended for flexible use as part of differentiated instruction or more intensive interventions to meet student-learning needs in specific areas. It will be used with almost all students in the class due to the program not providing enough instruction and practice in a given area for the majority of the students in the class or to provide targeted instruction designed to fill in gaps in student knowledge or skill. The program will be used to provide additional instruction, additional practice, or both.

Comprehensive Intervention Reading Program (CIRP)

The School’s Comprehensive Intervention Reading Program will provide students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through this program will accelerate growth in reading with the goal of grade level proficiency. The CIRP includes instructional content based on the five essential components of reading instruction. The CIRP also provides more frequent assessments of student’s progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

The School will implement a stand-alone program to provide instruction in multiple areas of reading. The instruction will accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies that are taught will align with Florida State Standards for Reading at the appropriate grade level, specifically benchmarks. Middle school students will be required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. High level thinking skills will require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For students in grades 6-8, success in subject area courses is contingent upon intensive reading interventions geared at increasing knowledge of content, vocabulary, and concepts.

Requirement of Grades K-8 Common Core Professional Development

The School will provide a *Professional Development Plan* for use with its Common Core reading and language arts program. The School will offer professional development that provides adequate time for teachers to learn new concepts and practice what they learn. The professional development will be customized to meet the needs of teachers, principals, and reading/literacy coaches. The School coaches, mentors, peers, and outside experts will provide feedback to teachers and to follow up with assistance as new concepts are put into practice. After initial professional development, ongoing professional development will be offered to provide support and a deeper level of reading knowledge. The Professional Development will also provide support (*e.g., principal checklists, follow-up in class modeling, a CD for teachers to view model lessons*) to facilitate application of content.

The overall instructional design will include the following:

The School will clearly state the learning goals and objectives. The resources available will help the teacher understand the rationale for the instructional approach and strategies utilized in the intervention. It will include explicit and systematic instruction and a coherent instructional design. All five components of reading will be taught in an integrated approach in each lesson, which include, instruction in spelling, writing, oral language, and listening comprehension, along with consistent teacher friendly instructional routines, including teacher-led presentations, explanations, demonstrations, and correction procedures. Students will participate in frequent reading of text, text discussions, and writing in response to reading. Lessons will be highly detailed to ensure effective implementation. Student materials will be aligned with instruction and have logical organization to the materials and ample student practice opportunities. Reading activities (*e.g., centers, stations*) will be connected and delivered in a cohesive manner. Activities in the lessons will reflect the corresponding objectives and prompts the teacher to provide immediate feedback. Specific scaffolding instruction will be a prominent part of the lessons. Software programs will be selected which will be able to adjust the pace and level of the skill practice based on individual student performance. Differentiated instruction will be prominent, with specific instructions for differentiating, along with guidelines and materials for flexible grouping. Multiple entry point options will be included in the program based on student abilities and instruction will be provided for English Language Learners (ELL).

Assessment

At the beginning of every year, teachers will analyze previous year data and assess each student's reading level through a variety of assessments for each student's instruction for reading. This information will be shared with parents and will be the basis for each student's Personalized Learning Plans. Assessments that teachers will use to guide each student's placement and movement through the program will be included.

Diagnostic and prescriptive in nature

Instructional materials will assure ongoing progress monitoring and diagnosis of reading, writing, and language use, along with difficulties and potential problems with emergent readers, writers, and language users, as well as older students who have shown reading deficiencies. The School will incorporate assessment tools that are aligned to the instructional materials and include intervention strategies, materials, and activities that provide alternatives for specific skills not mastered by individual students. The progress monitoring, diagnosis, intervention, and prescription elements will be a natural extension to ensure that a student's transition through the materials is both comfortable and sequential. Instructional materials will reflect engaging, age-appropriate interests, and provide systematic instruction to address deficient reading skills.

The curriculum will provide explicit, systematic instruction, assessment, and intervention that advocate reading, writing, speaking, listening, and language use proficiency for all students throughout each developmental stage of reading, writing, speaking, listening, and language use acquisition. The core English

language arts series will explain and clarify the language, listening, speaking, reading, and writing acquisition processes for effective delivery of instruction. The instruction will be directed toward student competency in phonological awareness, phonics, fluency, vocabulary, comprehension, listening and speaking collaboratively, and formally, along with the application of writing for the purposes of providing opinions, informing, and writing fiction, as well as writing to support text understanding through the use of textual detail and textual knowledge acquisition. Also, text selections will align with grade-level appropriate, specific word skill, and academic vocabulary study.

Requirement of Grades K-8 Reading Assessment

The School will provide assessments that teachers will use to guide student instruction. The assessment will measure progress in the reading instruction so the results will drive teacher instruction according to the needs of the students. The assessment will identify students who are at risk or are experiencing difficulties reading on grade level. Writing assessment rubrics will center upon focus and topic choice, writing craft strategies, idea development, including the use of textual support, organizational craft techniques, language choices for concrete or creative expression of ideas, and practice using sentence and grammatical structures that enrich and enhance ideas. Also specific craft practice through the modeling of mentor texts.

SUPPLEMENTAL and INTERVENTION READING PROGRAM

The Supplemental and Intervention Reading Program provides instruction in one or more areas of reading skills. It is intended for flexible use as part of differentiated instruction or more intensive interventions to meet each student's learning needs in specific areas. The Supplemental Program will be used with almost all students in the class because the Comprehensive Core Reading Program does not provide enough instruction and practice in a given area for the majority of the students in the class. Interventions will be used to provide targeted, intensive interventions for smaller groups of struggling readers. Whether referred to as Supplemental or Intervention Programs, the School will use these programs will provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs will be used to provide either additional instruction or additional practice, or both.

COMPREHENSIVE INTERVENTION READING PROGRAM

The School's Comprehensive Intervention Reading Program (CIRP) will be intended for students who are reading one or more years below grade level and who are having difficulty with a broad range of reading skills. The Comprehensive Intervention Reading Program includes instructional content based on the reading instruction integrated into a coherent instructional design. A coherent design will include explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. The Comprehensive Intervention Reading Program will provide instruction that is more intensive, explicit, systematic, and more motivating than instruction students will previously receive. The program also will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. The school's Comprehensive Intervention Reading Program will be the instructional tool used to guide high quality immediate intensive intervention in K-8 classrooms.

Response to Intervention (RtI)

The School's Comprehensive Research Based Reading Plan is aligned with the most important goals of the Problem Solving Response to intervention (RtI) approach, which is an option from the IDEA to be used as an alternative approach. The School will implement a Response to Intervention Program that provides high quality instruction and intervention aligned with student's needs. This approach involves three key elements. The program will provide strong classroom instruction for all students, administering high quality assessments to monitor progress and identify students in need of more powerful instruction, and design and deliver interventions that are responsive to student needs. Through the implementation of the K-8

Common Core Research-Based Reading Program. The School will provide a quality implementation of the Rtl approach.

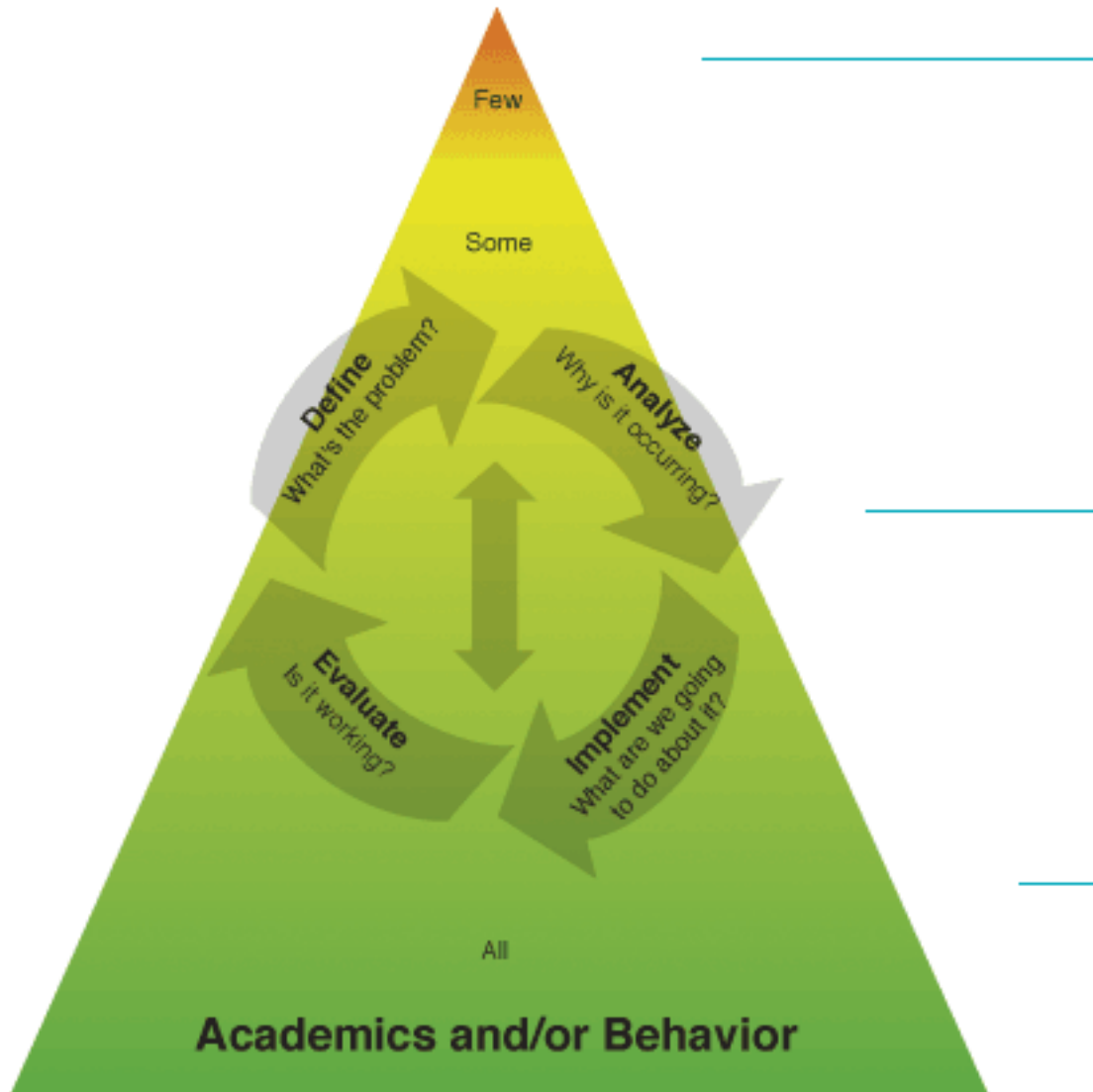
The level on implementation at the school will be monitored through goals of the School improvement Plan, and progress of all students as part of the Response to Intervention (Rtl) model. Data will be collected through classroom walkthroughs, analysis of State Standardized assessments scores, benchmark assessment tests, Florida Assessments for Instruction in Reading data, progress Monitoring Data, and Ongoing Progress Monitoring data, as needed. Teachers acquire scientifically based reading research knowledge consistent with the school's emerging reading culture. Teachers will continue to improve instructional delivery and use assessment data to guide decision-making. The school will use instructional materials and strategies to address all students' needs. Research-based instructional materials will include state or district -approved textbooks series and approved intervention programs.

The School's Response to intervention (Rtl) model will ensure that identified students will receive tiered instruction of increasingly higher intensity, based on student needs. All students are administered a screening at the beginning of the year to determine fluency, and are Progress Monitored three times a year using Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF). Students will then be placed in the appropriate reading intervention groups if needed. The Comprehensive Intensive Reading program, a scientifically based reading program, will be used to deliver high quality, explicit, and systematic instruction.

These intervention programs will be used for students who are reading one or more years below grade level and who are experiencing difficulty with a broad range of reading skills. The instruction provided through these programs will accelerate growth in the goal of moving students to grade level proficiency. The Supplemental and Comprehensive Intervention Reading Programs will provide frequent assessments of student's progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Immediate Intensive Intervention (Tier II and Tier III) involves students receiving instruction in reading that is more intensive than what they have been receiving during their regular block of reading. Immediate Intensive Interventions will be provided in small groups or one-on-one until the deficiency is remedied. Tier II students are identified with marked reading difficulties that have not responded to Tier I efforts. Tier II will focus in selecting research-based intervention programs for use in a Response to Intervention (RIT) and school wide reading model. This tier will focus on making instruction more explicit within the School's Common Core Reading Program to intensify instruction. These students will receive specialized scientifically based reading programs. The supplemental instruction entails small group supplemental instruction in addition to the time allotted for core reading instruction. It includes program strategies and procedures designed and employed to supplement, enhance, and support the child. Progress monitoring twice a month on target skills will ensure adequate progress and learning. Tier III is the most intense, therefore Tier III students who have not responded to Tier I or Tier II efforts, will receive select research based supplemental instruction. They will also receive sustained intensive scientifically based reading programs. They will be monitored and evaluated every two weeks to ensure adequate progress and learning. Tier II and Tier III level of instruction provides services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis of students needs.

These interventions may be offered afterschool and may be provided by classroom teachers, ESOL teachers, and ESE teachers. The instructional design will feature the programs being used with struggling readers, along with an emphasis placed on how to evaluate and identify effective, research-based reading programs for School use. It involves increased time, narrowed focus, and reduced group size.



The School is committed to academic excellence by successfully implementing the Next Generation Sunshine State Standards/Common Core Reading Program. The school will develop a program of excellence through consistent assessment and continual research based innovations with a high focus on reading to meet each child's needs, for student success.

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

All students at the School will engage in and benefit from the curriculum including exceptional students and students who enter the school below grade level. All students entering the School will benefit from the implementation of the Educational Model. The School will provide a free and appropriate public education (FAPE) to all students with disabilities, in accordance with all state and federal guidelines, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to ensure that the educational goals for each student is addressed.

Student performance will be evaluated, assessed, and reviewed each year to determine the appropriate educational setting for each student. Exceptional students, students who enter below grade level, or

students who are not making adequate progress towards the Next Generation Sunshine State Standards/Common Core State Standards will be referred for special services. Teachers will use differentiated instruction; they will modify their instruction to meet individual student readiness levels, preferences, and interests. Adjustments in the classroom environment, curriculum planning, and assessment, will help each teacher accommodate and challenge each member of the class. Students will receive additional extended periods of time to master their skills including afterschool tutoring and summer sessions. Every child eligible for exceptional student education will have an Individual Education Plan (IEP). Parent participation and support will be utilized. Parents will learn their child's educational needs by participating in the IEP process and can work on these areas at home.

Continual assessment, screening, progress monitoring, and diagnostics will be used to ensure students are making progress. Teachers with students not making progress will be offered tutoring and remediation opportunities to overcome learning challenges. Teachers will also implement a PMP (Progress Monitoring Plan), which will help the school and parents determine the extent to which the student benefits.

Exceptional students will receive the same curriculum as non-disabled. The curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. Teachers will use differentiated and specialized instruction to target each student's deficiency skills. Teachers will provide small group instruction designed to address deficits and build skills that promote reading achievement. Small and large group instruction will be used to accelerate students so that they gain competency at higher reading levels. Teachers will use the best teaching practices and strategies to create pathways that respond to the needs of diverse learners. Teachers will use a wide array of teaching practices to accommodate differences in students' learning styles, interest, and abilities. Each student's effectiveness will be measured by report cards and progress reports. Mastery of individual goals will be determined through assessment. The overall approach to help lower level reading students is to assess, provide focused instruction, reassess, remediate as needed, and challenge students toward advance proficiency.

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

Elementary School Grades k-5

Character Education

The CHARACTER COUNTS! approach to character education doesn't exclude anyone. That's why the program and materials are based on six ethical values that everyone can agree on — values that are not political, religious, or culturally biased. The points below will help young people understand the Six Pillars.

Trustworthiness ***Be honest***

- Don't deceive, cheat, or steal
- Be reliable — do what you say you'll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule

- Be tolerant and accepting of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults, and disagreements

Responsibility

Do what you are supposed to do

- Plan ahead
- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act — consider the consequences
- Be accountable for your words, actions, and attitudes
- Set a good example for others

Fairness

Play by the rules

- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly
- Treat all people fairly

Caring

Be kind

- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

Citizenship

Do your share to make your school and community better

- Cooperate
- Get involved in community affairs

- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment
- Volunteer

Foreign Language

We believe in the importance of preparing children to grow, live, study and work in a society that is more global, complex, and multilingual than ever. Our language program will offer Spanish to all children starting in Kindergarten.

Students taking Spanish will experience language in a progression that is developmentally appropriate, collaborative, and fun. In classes that are taught almost entirely in the target language, children have plenty of opportunities to develop listening and understanding of familiar messages, acquire everyday vocabulary, develop pronunciation, practice their emergent reading and writing skills, and learn about other traditions and cultural perspectives.

Our language teachers will employ a variety of teaching methodologies, materials, and technologies in order to meet young language learners where they are and help them develop vocabulary and skills at their own pace. Students will experience language in concrete and truly meaningful ways through activities such as learning a song in the target language, listening to a book read in Spanish doing an interactive language activity on the Smart Board, producing a skit, cooking, drawing from observation or making a traditional craft. Vocabulary and linguistic elements are integrated in a natural and spontaneous way within the activities, projects, and language games.

Throughout the years at the School, students will continue to enjoy the language approach that is concrete, hands-on, and primarily oral. However, they will start doing more writing and guided reading in the target language, have regular homework, and have an informal introduction to grammar as they prepare for the more advanced Spanish class in Middle School.

Library

Library serves as a wonderful support for the School curriculum. Each grade level has a specific library curriculum designed to make good use of this expansive resource. Outstanding examples of award winning literature from various cultural and ethnic sources are read aloud and discussed. Students are introduced to the Dewey Decimal System. By learning about its subject categories and how the library is organized, they become more independent in accessing library resources. Students also receive instruction on developing their research skills. This includes learning the library's automated card catalog system, as well as online resources such as The World Book, Britannica, Grolier's Encyclopedia and Electric Library.

Technology

This program aims to teach students how to use technology effectively as a tool for research, communication, presentation, problem solving, and artist's expression. Technology is a fundamental tool for learning across the disciplines of math, language arts, science, social studies, and modern languages. Students learn to navigate the Internet, use graphing and word processing software and learn keyboarding skills. The use of technology extends beyond computer literacy to incorporate the science of Logo programming. Computer programming allows children to become active creators, not just consumers-of technology, deepening their relationship with the learning process and enabling them to develop greater interest and skills in more analytic activities

This program is designed to foster student's confidence in a lifelong affinity for learning and using new technologies. Students develop digital literacy, with emphasis communicating their ideas clearly, using the most appropriate and compelling medium. Students learn to think critically about Internet content and discern accurate and reliable information.

The School based technology instruction consists of six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5). The student will:

1. Knows the characteristics and uses of computer hardware and operating systems.
2. Know the characteristics and uses of computer software.
3. Understand the relationship among science, technology, society, and the individual.
4. Understand the nature of technological design.
5. Understand the nature of, and operation of systems.
6. Understand the nature and uses of different forms of technology.

Physical Education and Health

The Physical Education program is based on a standard based program with the belief that movement is the cornerstone of a child's early life. The physical education program will consist of a standard based, balanced, sequential, and progressive program-involving moderate to vigorous physical activity during the required 150 minutes per week (as per F.S. 1003.455) As children develop greater motor coordination and athletic proficiency, their body awareness and self esteem increases. Cognitive development is also enhanced. When students began to engage in more competitive activities, the program will strive to promote the importance of cooperation, good sportsmanship, and fair play. Boys and girls will participate equally in all activities. The program encourages healthy attitude toward physical fitness. Fitness exercises are required at the beginning of each class so they will become a natural habit or routine for the future.

Other learning disciplines will be integrated into the program. Activities such as keeping score for games, graphing exercise records on charts, estimating distances or using geometric shapes and patterns, and reinforced math skills. Literacy skills are practical through the creation and documentation of gymnastics routines. Health issues are focused upon through discussion about nutrition, the effects of exercise on the body, and how muscles develop and grow. The School will be designated a "Drug Free School Zone". Science is reinforced when discussing the effect of gravity when participating in throwing and catching exercises, as well as the properties of air pressure when working with the parachute.

Students will be introduced to a wide variety of playground games that can be played alone or with a friend. The program is designed so an individual with special talents in a given area may excel and share their knowledge and experience. The program is flexible to support the participation of all students including students with special needs.

Visual Arts Program

The Visual Arts Program will be an exciting and comfortable place for students, designed so that materials and tools are easily accessible, while implementing the fine arts program outlined in the State Standards. This program nurtures each individual's creativity and inventiveness. Artistic ideas such as line, shape, form, color, texture, pattern, and composition are explored through a variety of media. These include paint, clay, fabric, and wood. Personal imagery will be represented through drawing, painting, collage, printmaking, constructions, and sculpture. Instruction in the use of the tools and materials is modeled at the beginning of each unit.

As the students build upon their art experiences, they become increasingly familiar with each process, gain in their mastery of technical skills, and apply their more advanced knowledge to their individual efforts of creative expression. The goals of the art curriculum are mastery of skills, independence, cultural and environmental awareness, and respect, not only for materials, but also for each other's work.

Music

The School's music curriculum emphasizes the belief that the study of music develops the intellect, the personality, and the emotions. Students will gain a genuine appreciation for music that will be supported by an understanding of the active making of music (singing, playing, and composing), by the skill of listening, and by knowledge of a variety of musical forms and historical periods. The School will also offers students opportunities to take private instrumental lessons, join the School's Orchestra, join choral groups, and to perform in musicales, ensembles, and concerts.

Middle School

Character Education

The CHARACTER COUNTS! approach to character education doesn't exclude anyone. That's why the program and materials are based on six ethical values that everyone can agree on — values that are not political, religious, or culturally biased. The points below will help young people understand the Six Pillars.

Trustworthiness

Be honest

- Don't deceive, cheat, or steal
- Be reliable — do what you say you'll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal — stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule

- Be tolerant and accepting of differences

- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults, and disagreements

Responsibility
Do what you are supposed to do

- Plan ahead
- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act — consider the consequences
- Be accountable for your words, actions, and attitudes
- Set a good example for others

Fairness
Play by the rules

- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly
- Treat all people fairly

Caring
Be kind

- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

Citizenship
Do your share to make your school and community better

- Cooperate
- Get involved in community affairs
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority

- Protect the environment
- Volunteer

Library

Middle School students receive instruction in 21st century informational skills through library research sessions taught in conjunction with research assignments, through online help pages, and individual help.

Students have access to the School's collection of books; online resources, including scholarly databases such as JSTOR and entrance to several South Florida research libraries.

Computer Science and Technology

The Middle School computer science and technology program is designed to foster in students a confidence in and lifelong affinity for learning and using new technologies. The School offers experiences for students to develop digital literacy, with emphasis on communicating their ideas clearly and using the most appropriate and compelling medium. The School's courses present opportunities for students to think critically about Internet content and discern accurate and reliable information from that which is not. Students will complete a project that will be interdisciplinary, completed under the supervision of the computer teacher and a core subject area teacher, and is designed to meet the No Child Left Behind requirement for computer literacy. The study of computer operations and programming is formally introduced in the Middle School.

Physical Education

The Middle School physical education program provides opportunities for students to develop a sense of belonging and unity while pursuing their passion for fitness. The objective at the Middle School level is to gain experience, with the goal of developing self-esteem, confidence, fundamental sport skills, basic strategies, and an understanding of teamwork. The School is committed to the philosophy that achievement and success are found not only in winning but also in striving for victory and giving maximum effort. Students reach higher performance levels as they progress through the Middle School grades. Physical Education/Health Education content will encompass the following big ideas:

- Cognitive Ability
- Lifetime Fitness
- Movement Competency
- Responsible, Behaviors and Values
- Health Literacy: Concepts
- Health Literacy: Promotions
- Health Literacy: Responsible Behavior

Spanish

In this course, students complete the study of the present tense and imperative forms of the major verb groups and of irregular verbs. Students use simple vocabulary and expressions to describe people, ideas, and situations. The curriculum emphasizes the four linguistic skills of

reading, writing, speaking, and listening. Students continue to work on sentence structure, and some class activities include writing short essays, keeping journals, writing and performing dialogues, oral presentations, and asking and answering questions. At this level, most interactions are conducted in Spanish. Cultural information that relates to Spanish-speaking countries around the world is included. Additionally the use of authentic video and audio material and interactive websites expands the student's experience of the language.

Visual Arts Program

The Visual Arts Program will be an exciting and comfortable place for students, designed so that materials and tools are easily accessible, while implementing the fine arts program outlined in the State Standards. This program nurtures each individual's creativity and inventiveness. Artistic ideas such as line, shape, form, color, texture, pattern, and composition are explored through a variety of media. These include paint, clay, fabric, and wood. Personal imagery will be represented through drawing, painting, collage, printmaking, constructions, and sculpture. Instruction in the use of the tools and materials is modeled at the beginning of each unit.

As the students build upon their art experiences, they become increasingly familiar with each process, gain in their mastery of technical skills, and apply their more advanced knowledge to their individual efforts of creative expression. The goals of the art curriculum are mastery of skills, independence, cultural and environmental awareness, and respect, not only for materials, but also for each other's work.

Music

The School's music curriculum emphasizes the belief that the study of music develops the intellect, the personality, and the emotions. Students will gain a genuine appreciation for music that will be supported by an understanding of the active making of music (singing, playing, and composing), by the skill of listening, and by knowledge of a variety of musical forms and historical periods. The School will also offer students opportunities to take private instrumental lessons, join the School's Orchestra, join choral groups, and to perform in musicales, ensembles, and concerts.

Extended Day Program for Grades K-8

Extended Enrichment Day

The School will aim to create an outstanding school with high achieving students. To do this, the school will increase the amount of time spent teaching students, to ensure students have more opportunities to learn and grow. The extended enrichment day will be implemented for the last two hours before dismissal. The School will feature an extended day that features two hours of the School's extracurricular programs. Students will participate in the performing arts program and the sports and fitness program. The extended enrichment day will also include World Languages with the use of Rosetta stone and an enrichment program featuring intensive tutoring.

Enrichment and Individualized Academic Classes

The School will offer an "Enrichment Program." This program will serve students in grade kindergarten through eighth including low performing students, ELL, and ESE students. The focus of the enrichment program is to provide the opportunity for students and their families to continue to learn new skills and

discover new abilities. Students will work on specific standards, skills, and concepts to focus on. These themes will be aligned with the school day curriculum and homework to support student learning and attack the achievement gap by offering additional support including students who are struggling.

World Language

Communication skills will be further developed and encouraged with the goal of promoting fluency, fostering a broader cultural understanding of the world, and encouraging every student to achieve the highest proficiency possible in other languages. In grades kindergarten through 8th Students will continue the study of World languages. Students will participate at least once a week for thirty minutes each in Mandarin and French using Rosetta Stone, a research-based, web-based online program.

The Performing Arts and Sports and Fitness Program

This program emphasizes the belief that the study of performing arts including dance and drama will develop the intellect, the personality, and the emotions.

Dance

The School's dance curriculum aims to develop students' dance skills and kinesthetic awareness in terms of dynamic alignment, balance, articulation, isolation, efficiency, weight transfer, and the initiation of movement in the body. Classes are taught in a supportive environment in which students are encouraged to express themselves creatively, take individual initiative, and experiment with dance forms. The art of choreography is emphasized as student's progress through the program. Students in Grades K through 8 can join performance ensembles that participate in the annual Dance Concert. Former and current Miami Heat Dancers and Miami Dolphins Cheerleaders will aid in the teaching of the dance program.

Drama

The School's drama curriculum will help students establish and develop a foundation of techniques in classroom exercises and presentations that carry them toward performances before an audience in the annual School Play. These concepts are the basis for all acting and drama presentation and they include working with relaxed, focused energy and concentration, developing group cohesion and trust, cultivation of spontaneity and pantomime capability, aptitude for creating character and structuring good dramatic narrative, and ongoing engagement in imaginative problem-solving.

Sport and Fitness

Through sports-based youth development the School will prepare its students for academic success. Through active participation in sports and fitness activities, students will gain the skills, motivation, and confidence that will allow them to succeed in the academic environment of the classroom. Research from Harvard Medical School has shown that engagement in sports programs that clearly delineated structures and high expectation can have strong carry-over into other aspects of student's lives. Sports based youth development is a methodology that uses sports to provide the support and opportunities students need to be healthy contributing citizens now and as adults. Professional current and former NBA, NFL, and MLB players including Miami Dolphin, Miami Marlins, Miami Heat and the Fort Lauderdale Strikers will aid in teaching the Sports and Fitness program to students.

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

The effectiveness of the curriculum will be measured by student achievement. Expectations are that students will progress as well as or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. The School believes that a regular evaluation of the curriculum is necessary to ensure that the curriculum is having the desired academic success for its' students. In Robert J. Marzano's book, *What Works in Schools*, he presents three types of curriculum: the intended curriculum, the implemented curriculum, and the attained curriculum. The School's intended curriculum is the Next Generation Sunshine State Standards/Common Core State Standards, the content specified by the State of Florida will be addressed in particular courses and grade level. The implemented curriculum is the content actually delivered by the teacher and the attained curriculum is the content actually learned by the students. The Guaranteed and Viable Curriculum is mapped to the Next Generation Sunshine State Standards/Common Core State Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students in grades K-8.

The Guaranteed and Viable Curriculum, the proven framework behind *What Works in Schools*, provides teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is addressed in the instructional time available, thereby creating for students, the greatest opportunity to learn the content expected of them at that grade level or subject. The School's Student Information System will allow teachers and administration to track student achievement on formative assessments and the level of mastery of each student on district and state wide mandated assessments. This along with on site walk visits will help the school determine how students will progress and the effectiveness of the implemented curriculum. These analyses along with examining student's assessments will help identify faculty developmental needs, curriculum realignment, and school objectives in the School Improvement Plan.

Evaluations will be an ongoing process of collecting, analyzing, synthesizing, and interrupting information to aid in the effectiveness of the curriculum. The comprehensive assessment system that evaluates the curriculum is designed for accountability and committed to the concept that all students will achieve high levels of academic success. These assessments will also inform decisions which impact significant and sustainable improvements in professional development, teaching, and student learning. Students are expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards/Common Core State Standards, which will demonstrates the effectiveness of the curriculum year to year. The School will continually conduct these analyses. An internal audit of student achievement will be conducted with students' report cards, progress report, and beginning, mid and end year assessment along with parent teacher survey's that will help evaluate the curriculums' effectiveness and fulfilling each student's need.

The School will implement a School Achievement Plan to evaluate effectiveness of the curriculum and to improve student achievement. That may include the following:

- Identify students who need additional instructional support.
- Support students via mentors, tutoring, peer support networks, and role models.
- Engage and reach out to students' families.
- Hire staff from the community who speaks families' home languages.
- Conduct parenting courses at school.
- Reorganize the instructional day to maximize time for learning.
- Extend learning to before- and after-school programs, as well as, summer programs.
- Use varied, effective strategies to instruct diverse learners.
- Use test and other information on students' performance in instructional planning.
- Target literacy and math instruction.
- Safeguard instructional time.

- Use research and data to improve practice.
- Make closing gaps a school-wide responsibility.
- Set high expectations and provide rigorous, deep curriculum focus on rigorous academics.
- Provide safe, orderly learning environments for students and educators.
- Use test data and other research on students' performance.
- Identify strategies and programs to increase achievement.
- Develop effective school-wide leadership teams.
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps.
- Provide time for faculty to meet and plan.
- Provide continuous, data-driven professional development.
- Prepare teacher leaders to be knowledgeable and effective on school reform.
- Target resources on closing the gaps.
- Expand school capacity via additional resources.
- Engage businesses, universities, and foundations in schools' work.

5. Students Performance, Assessment, and Evaluation

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

The School's educational goals and objectives for improving student achievement are for all students to master or exceed the Next Generation Sunshine State Standards/Common Core State Standards. The School will meet or exceed federal AYP as measured by the Florida State Accountability Program and improve performance on the State Standardized assessments. The School's goals and measurable objectives are in the public's best interest by providing a high quality school with students performing at rigorous levels, making improvements each year. The School will ensure that students continue to make steady academic progress towards meeting the increasingly rigorous requirements of No Child Left Behind (NCLB) as represented by the Adequate Yearly Progress determination. The School shall submit the information required in the annual school report and the education accountability system governed by § 1008.3 and 1008.345, Florida statutes, along with the following specific goals:

- Given school wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards in English Language Arts, at least 80% of students will demonstrate grade level reading proficiency as evidenced by students in grades K-2 achieving 85%, or higher on the BS/PMT (Green Success Zone) and

- In Kindergarten – Responding to 4 or 5 out of 5 questions correctly on the Listening Comprehension or Reading Comprehension task; and/or If Vocabulary was administered, scoring in the average range (40th-80th percentile).
- In 1st Grade – Reading the target passage for AP3 with fluency (60 wcpm) and accuracy (88% or above), and responded to most (4 or 5 out of 5) questions correctly; and/or If Vocabulary was administered, scored in the average range (40th-80th percentile)
- In 2nd Grade – Reading the target passage for AP3 with fluency (90 wcpm) and accuracy (88% or above) and responded to most (4 or 5 out of 5) questions correctly; and/or If Vocabulary was administered, scored in the average range (40th–60th percentile) Consider Spelling percentile – scored in the average range (40th–80th percentile).
- Given school-wide emphasis on instruction for mastery of NGSSS/Common Core Standards in Mathematics students in grades K, 1, and 2 will exceed by at least 2 percentage points the State and/or District average (whichever is higher) on the Stanford Achievement Test - SAT/10 for Mathematics.
- Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards in Language Arts, the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a 3 or higher on the on the Florida Comprehensive Assessment Test 2.0 of Reading or other Common Core State Standardized tests.
- Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards in Mathematics, the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a 3 or higher on the on the Florida Comprehensive Assessment Test 2.0 of Mathematics or other Common Core State Standardized tests.
- Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards in Language Arts, with an emphasis in writing, 4th grade students at the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a 4 or higher on the on the Florida Comprehensive Assessment Test of Writing.
- Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards, at least 80 percent of the lowest quartile of students will make learning gains in Reading and Mathematics as evidenced by: demonstrating improvement in one or more achievement levels; OR maintaining FCAT achievement level 3, 4, or 5 or other Common Core State Standardized tests; OR demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level for those students who had previously scored below proficiency level.
- Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards/Common Core State Standards, at least 90% of students at the School will participate in Florida's K-8 Statewide Assessment Program or other Common Core State Standardized Programs, as applicable.
- Given school-wide emphasis on instruction of the Next Generation Sunshine State Standards/Common core State Standards in Science, the percentage of fifth grade students who achieve a passing score will meet and/or exceed the District and/or State average, whichever is higher, on the FCAT 2.0 Science examination or other Common Core State Standardized tests.

MEASUREABLE STUDENT OUTCOMES

- Meet or exceed federal AYP (85% in reading and 85% in mathematics) as measured by the Florida State Accountability Program each year of the school's operation.
- The School's goal is for 85% of students to become proficient in reading and math.
- Students will have improved performance on State Standardized Test each year (Grades 3-8).
Grades 3-8 will serve as verifiable performance criteria for charter evaluation/renewal.
- Students will show one year's Grade-Equivalent growth.

Adequate Yearly Performance

The goal of No Child Left Behind is to have every child become proficient in Math and Reading. Florida has set intermediate goals for reading and mathematics for all students across grade levels in order to reach 85 percent proficiency by the end of the academic year. The School will make every effort to meet Adequate Yearly Progress (AYP) in year 1, as defined by No Child Left Behind. For the 2015 school year, AYP proficiency requirement will be to have 85% of students scoring at or above grade level for reading, and 85% scoring at or above grade level in mathematics on State Standardized assessments. Every year, the School will assess the progress toward reaching this goal. The School will use Adequate Yearly Progress (AYP) to measure and determine if the School is on track to meet its goal. The AYP measurement will be generated using the results on the State Standardized Exams.

These assessments will allow the School to identify each student's strengths and weakness. Teachers will provide appropriate instruction that addresses weaknesses along with challenging advanced students. The School will monitor growth and where needed institute additional assessment, tutoring, focused instruction, and parental support. The School will be dedicated to ensuring all students have a fair and equal opportunity to obtain a high-quality education and continually strive for academic excellence to meet NGSSS/Common Core State Standards and the State Standardized Exam.

The following are objectives that will be implemented for improving student achievement:

- State Standardized Exam's early bird tutoring, after school tutoring or Saturday tutoring for students in order to maximize student achievement.
- Implement state adopted supplemental material in order to increase reading and critical thinking skills.
- Implement parent and student workshops that will assist with the implementation of effective strategies at home.
- Use continual data and assessments to drive instruction and target remediation or designate two hours of Language Arts instruction and one hour of collaborative grade level planning.
- The School's extended school day featuring intensive tutoring and enrichment classes.

Assessments

Students will be assessed at the beginning of the School year. The data from these assessments will be used to identify strengths and weaknesses along with the needs for all students. This will be the basis for establishing each students learning plan. This will be the School's baseline for measuring academic improvement each school year.

Students are expected to show annual learning gains toward achieving the NGSSS/Common Core State Standards (State Standardized exams), which is appropriate to the student's grade level. Students will also be expected to move from one achievement level to a higher achievement level or maintain a high achievement level. Students success will be evaluated by annual gains, which will be measured by students development scale score on the State Standardized exams, SAT 10, pre and post assessments, annual assessments, benchmark assessment, and on-going screening tools. Continual internal auditing and documentation will also be conducted through portfolios, observations, test and quizzes, projects, presentations, attendance, peer and self-evaluation, progress reports, and report cards. These evaluations will be used by the School to evaluate the effectiveness of its curriculum and teaching methods and to obtain the schools educational goals and objectives for improving student achievement.

Exceptional students will be assessed with specified requirements as outlined in the individual students IEP (Individual Educational plan) and monitored by certified staff in Exceptional Education. English Language Learners (ELL) will be assessed and served by ESOL-certified personnel. The school will adopt and abide in all respects by the requirements of the LULAC et. al. vs. State Board Education Consent Decree (1990).

Grade: Kindergarten

Students in Kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS). The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information on each student's overall development and to specifically address the readiness of each student for kindergarten. The School's goal for kindergarten is that over eighty-five percent of its students will be on or above grade level.

Grade: 1st through 2nd

Students will be assessed with the School's benchmark tests, which are aligned to the NGSSS/Common Core State Standards. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). This assessment system provides teachers with screening, progress monitoring, and diagnostic information that are essential to guiding instruction. The school's goal is to have eighty-five percent of students master NGSSS/Common Core State Standards. Along with eighty-five percent of first and second graders being considered a high probability of reading success.

Grade: 3rd through 8th

The School will measure student's success and effectiveness of the curriculum by the students' performance on State Standardized exams. Individual student performance data is combined to measure the school's success and the overall school grade based on the percentage of students meeting high standards and making annual learning gains along with the lowest 25% of students making annual learning gains. The School's goal is to earn an "A" in year one, with incremental goals and objectives. In year two and beyond the School will maintain an "A".

Intervention and Remediation Plans

Teachers will use assessment data to make suggestions for family learning activities that address students' learning needs and help to improve student achievement. Assessment data will also be used to inform parents both of their child's progress and of the specific learning needs that they can help to address. As parents are informed of the specific learning strengths and deficits of their children, they will be able to make informed choices about the role they will play in improving the students achievement. Assessment data will be shared with students to inform them of their progress, identify their learning needs, and help them to assume appropriate responsibility for their own learning.

Should performance not meet the expectations of the School or the principal, mid-course corrections will be made. These steps include remedial instruction in targeted areas as revealed by diagnostic and achievement tests. Furthermore, as these areas are identified, staff will be provided with professional development in designated content, pedagogy, and instructional strategies.

Use of Assessment Data

Success in achieving the School's educational goals and its objective in improving student achievement will be evaluated through reviewing and reporting data in the School's annual report. The primary purpose of the School's assessment and evaluation is to inform teaching practices are successful and promote learning. The School will achieve high academic standards, including promoting optimal individual growth. This information is vital to the School's administration and teachers to determine each individual students strengths and weaknesses. Assessment and evaluation will inform the School of each student's mastery of the NGSSS/Common Core State Standards and specific learning needs and deficits. Assessments and evaluations will be ongoing and an integral part of the teaching and learning process for students. It will be a continuous system consisting of collecting data, interpreting data, reporting information, and making applications to teaching. Focused instruction will be aligned to the NGSSS/Common Core State Standards

and supported through textbooks and high quality instructional materials. This data will be the foundation for intervention (making decisions about what to teach next and for ameliorating any identified learning deficits). Teachers will be able to address individual student's learning needs effectively by using assessments as the basis for designing learning activities appropriate to the learning style of the individual student. This monitoring and focused instruction approach is described as one of the key features that distinguish the school. This comprehensive approach to assessment will provide all stakeholders with a clear picture of the impact of the school's educational program and objectives for improving student achievement.

English Language learners (ELL) will be assessed and served by ESOL certified personnel. The School will adopt and abide in all respects by the requirements of the LULAC et.al. Vs. State Board of Education Consent Decree (1990).

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

Student Promotion (The Student Progression Plan Guidelines), as referred herein, reflects current policies and procedures adopted by the Sponsor and include the current criteria and standards for promotion. The School will comply with the district in accordance with the Florida statutory requirements and Florida Department of Education guideline. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Student progression Plan, as amended from time to time. This includes middle school promotion requirements of the State, as outlined within the placement and promotion standards set by the School District. The principal shall have final authority for appropriate grade placement of students, within the limitations of Board Policy and Florida Statue 1003.02. Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. Student performance level charts will show the identified performance levels as they relate to State Standardized exams and district assessments. The charts also reflect the process of student identification for promotion or retention in the core subject areas. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will revise the school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent or guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

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

FCAT/State Standardized Exam Performance - In compliance with Section 1008.25, F.S., the specific levels of performance on the FCAT/State Standardized Exam required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT/State Standardized Exam Reading or other Common Core State Standardized tests portion must be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of s.1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

Reading and Mathematics - For each year in which a student scores at Level I on FCAT/State Standardized Exam 2.0 Reading or other Common Core State Standardized tests, the student will be enrolled in and

complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses will be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FCAT/State Standardized Exam 2.0 Mathematics or other Common Core State Standardized tests, the student will receive remediation the following year, which may be integrated into the student's required mathematics course.

A student who is retained in elementary school and demonstrates an acceptable level of performance on an alternate standardized assessment approved by the State Board of Education may be considered for promotion. For promotion to grade 4 there are six good cause exemptions for students scoring at a Level 1 on the Grade 3 FCAT 2.0 Reading assessment or other Common Core State Standardized tests and they include:

- English Language Learners (ELLs) who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.
- Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0 or other required Common Core State Standardized tests.
- Students with disabilities who participate in the FCAT 2.0 or other Common Core State Standardized tests and who have an individual education plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

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

ESE Students - A student who is enrolled in ESE must meet the School District's performance standards, unless the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving the NGSSS/CCSS, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP team may be convened to review the IEP. The student's IEP will

address all of the student's educational needs, including the student's below grade-level performance. The IEP team may recommend a revised PMP to address the student's educational need in reading, writing, mathematics, and/or science.

Students enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and agreement of the IEP Team) determine that the promotion requirements have been satisfied.

The School will balance classrooms carefully for academic achievement, personalities, teacher input, and other factors to best suite each student. Continual evaluations of student performance (Progress Reports, Report Cards, F.A.I.R., FCAT, and other assessments) will determine student's course placement.

- C. If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.

Not Applicable

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

Student achievement is a major concern in evaluating the School's educational program. Baseline data will provide initial information on student's academic progress and the School's educational program. This information is essential to enable the School to monitor and track changes and to provide a comparison for assessing the School's educational programs outcome and the impact on student's education. Baseline achievement data will be established from Florida's Progress Monitoring and Reporting Network, the previous students records including FCAT, State Standardized Exams, Florida Assessments for Instruction in Reading (FAIR), and multiple diagnostics assessments. Other baseline data will include reports cards, standardized tests scores, state adopted assessments, attendance, and behavior records. In this case the Exceptional Student Education Plans will be secured and the Individual ELL/LEP Student Plans will be obtained for English Language Learner (ELL) students. This data will be recorded in the school's Student Info System.

This data will be used to generate the Personalized Learning Plan, which will assist in diagnosing the students cognitive strengths and weaknesses and other characteristics, help adapt the learning environment instruction to the learners needs and interests, and mentor authentic and reflective learning experiences for the student. The baseline data will be compared to current data at the end of each school year. This data will help the school set future targets for student progress, estimate changes, and compare the conditions and changes to evaluate. Expectations are that students will progress at least as well or better than they did before attending the charter school, that the specific measurable objectives for the school is achieved, and that each student meet the standards of the NGSSS/Common Core State Standards.

Personal Learning Plans

Personal Learning Plans will be developed for each student in order to identify the student's academic strengths and areas of focus, multiple intelligences, interests and abilities, and strategies that will enhance or help to improve their academic and non-academic growth and development.

The academic strengths and weaknesses are obtained by evaluating numerous assessments. Additional anecdotal information is obtained from teacher observations and parent and student surveys, where interests and abilities are assessed.

After collection of the data, teachers evaluate the assessments and target areas that need to be addressed.

The school will use data (FAIR, State Standardized Exam, FCAT, state and district requirements, report cards, testing scores, and past performance) as factors for differentiated instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery. The School will also use baseline data to identify professional development needs for school wide instructional goals, along with placement in the appropriate classes, which best suite each child. Continual internal audits of student's academic achievement, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools for course placement and each students academic success.

In accordance with ESE (Exceptional Student Education) students who have an IEP (Individual Educational Plan) or an ELL (English Language Learner) with an ELL Plan, screenings, and assessments will be administered in compliance with distinct guidelines.

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

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

Assessments and monitoring student performance will help the School prepare students for success in life including the students future education and work in an economy driven by information, knowledge, and innovation. This requires the School's focus to be where teaching and learning are aligned with 21st century learning outcomes. In accordance with S. 1003.43, the School will participate in all statewide assessment programs. The School will use standardized assessment scores, school based and district assessments, to measure and monitor student performance and progress towards the achievement of the NGSSS/Common Core State Standards. Students will be administered the FAIR assessment, which will be administered throughout the year for continual measurement of reading fluency and comprehension. It will also give indications for student performance and serve as a progress-monitoring device for teachers and students. Students will also be administered State Standardized Exams. These assessments will build a pathway to college and career readiness, mark students' progress toward this goal, and provide teachers with timely information to inform instruction and provide student support.

English Language Learners (ELL) will be assessed and serviced by ESOL-certified personal along with the Sponsor's ELL Plan and the requirements of the LULAC et. Al. vs. State Board of Education, Consent Decree (1990). In cases where a student has an IEP, articulation or review meetings will be scheduled with appropriate district personnel in accordance with the student's IEP. The School will welcome an opportunity to participate in any other student articulation or migration processes conducted by the district, to ensure a smooth transition of students and parents from a district school to the charter school. ESE Students' Individual Education Plans will document the type of assessment to be given (standard or alternate) and the accommodations that are needed. An active Section 504 Plan will document any modifications to standardized testing that are needed by each individual student. The School will follow the district's report card distribution calendar pursuant to State Statute. Promotion requirements are

contained in the Pupil Progression Plan used by the district.

A variety of assessments will be gathered about students by using different types of assessments. The types of assessments that are used will measure a variety of aspects of student learning, conceptual development, and skill acquisition and application. The use of a diverse set of data-collection formats will yield a deeper and more meaningful understanding of what students know and are able to do. Students are expected to achieve higher learning expectations at the end of each grade level as outlined in the benchmarks of the Next Generation Sunshine State Standards/Common Core State Standards and as specified in each learner's academic plan.

Critical to the School is the use of assessments to both inform and guide instruction. Using a wide variety of assessment tools will allow the teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment will be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Assessments will be used to provide information to children, parents, and administrators. Information from assessments is seen as a vehicle to empower students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners. In addition to informing instruction and developing learners with the ability to guide their own instruction, assessment data will be used by the School to measure student achievement, examine the opportunity for children to learn, and provide the basis for the evaluation of the School's educational program. All testing will be conducted according to the rules in the test manuals, Florida Statute, and Chapter 6A- 10.042 State Board Rules of Education. The pre-test and post-test will be used to determine students' baseline achievement and educational strengths and needs. The School views assessment as the process of measuring a student's progress toward a goal. Each student's academic plan will serve as the foundation from which to measure the student outcomes.

At the end of each evaluation period (standard 8-9 week assessment period in keeping with the District's reporting system), students and parents will receive a written report from the faculty, which will include specific information on the student's progress toward the learning goals in his or her academic plan. A major focus of these meetings will be on Reading, Math, and the child's progress. This report may be based upon the student's portfolio or work, documented observations by the faculty, formal testing, student's self-evaluation or other student products.

Tools of Assessment

The following is a list of nationally approved and accepted assessment instruments that will be used in the elementary and middle school level to assess student performance:

- Florida Kindergarten Readiness Screener (FLKRS)
- Accelerated Reader Early Literacy Test
- Accelerated Math Star
- FCAT Florida Comprehensive Assessment Test
- Scholastic Reading Inventory (SRI)
- Florida Assessment for Instruction in Reading (FAIR)
- -Partnership for Assessment of Readiness for College and Careers
- Grade Level Benchmark Assessments
- Sanford Achievement Test SAT 10
- School District Sunshine State Standards Diagnostic Test
- Florida Alternative Assessment (Grades 3-8) (Students with IEP)
- Comprehensive English Learning Language Assessment (CELLA) (for ELL)

The School will also conduct school-based assessments:

- One-on-One Screening

- Portfolios, Projects, and Presentations (Grades k-8)
- Teacher Generated Quizzes and Tests including Chapter Tests (Grades K-8)
- Class Participation Rubric (Shown in Appendix)

Monitoring Student Performance

The School will identify which students can demonstrate proficiency with NGSSS/Common Core Standards by continuously assessing and monitoring students as part of classroom instruction. Our teachers will know on a day-to-day basis where their students are in relation to the content standards to have the necessary information to inform instruction. The school will identify the student achievement data needed to collect and determine if the student is making progress toward the attainment of the schools goals. Through analysis and evaluation of data administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. All skills and abilities taught and assessed at the School are not considered mastered until the student demonstrates an 85% proficiency level.

The School will use benchmark assessments to monitor student learning. These analyses will extend and enrich the educational picture by establishing the levels of performance being achieved by students. It will provide direction for the Schools' instructional efforts and for students' learning as well as insights into curriculum strengths and weaknesses. Coupled with appropriate incentives, it will motivate students to learn better, teachers to teach better, and the School to be more effective. These assessments will provide tools to allow the School to monitor student achievement levels. Students are expected, at a minimum, to achieve the benchmarks of the Next Generation Sunshine State Standards and Common Core State Standards for each grade level and the goals and objectives specified in their Personalized Learning Plans.

Grade level leaders will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of benchmarks and chapter tests will be used to re-teach questions that students missed most frequently. Level 1 or 2 students and/or students referred by teachers will be targeted for Early Bird tutoring, Super Saturday tutoring, and daily pullout tutoring.

Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects, and research assignments that will reinforce the mastery of benchmarks

The School team (consisting of the principal, assistant principal, grade level leaders, ESE and ESOL teachers, Reading Coach/Curriculum Specialist and Media Specialist) will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions.
- Review progress-monitoring data at grade and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Student assessment and performance data will be used to evaluate and inform instruction by identifying each student's academic levels. The use of student assessment and performance data is vital to the School's educational Program, a continuous improvement process that is not only used to improve student learning

and achievement, but also used to evaluate and inform instruction. The first administration of assessment will be a pre-test to establish a baseline and the last administration will be a post-test to determine academic progress achieved. The School will begin the year with baseline assessment and analysis of all the available students' performance data. The first administration of the benchmark test is one of the primary ways the school will activate students' background knowledge, establish current baseline levels of mastery of specific skills and identify specific areas of need for all students. Teachers will use the data from the benchmark test to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure the individual student needs are addressed. To evaluate student learning and the effectiveness of instruction, the teacher will give students and parents, verbally and written results. Based on the results of the assessment, the teacher then will decide to either re-teach specific skills not mastered or go back to baseline assessment to activate student's background knowledge on the new skill to be introduced. This informed, targeted instruction will make the School's classrooms more than a place where students merely absorb information, but a center of active, engaged learning that is proactive, dynamic, and lasting.

Student assessment and performance data will be used at the School to evaluate and inform the school and to compare the end of the school year between the screening results done in the beginning, middle, and end (the months of August, January, and May). The Progress Monitoring Plan (PMP) will be designed to provide students, parents, teachers, and administrators with specific academic intervention information using Baseline data. This data will be collected and stored in the PMRN (Progress Monitoring and Reporting Network) and the Student Info System. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured. Student assessment and performance data will also be collected from teacher observations, test, quizzes, projects, presentations, peer and self-evaluation, and portfolios. Other data will be collected by student progress reports and report cards. Faculty and teachers will continually evaluate data collected to develop instructional calendars addressing target benchmarks. State Standardized exam results from grade three through eight will also be reviewed and compared against previous school year results. Assessment and performance data will be reviewed for each student to determine specific class performance, grade level accomplishments, and school wide achievement.

Student Assessment and Instructional Intervention

The Rtl framework will be a comprehensive support to students. The school will practice Rtl as prevention oriented approach to linking assessment and instruction. This will then inform teachers on how to best teach their students. The goal of the Rtl model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to document learning or behavioral problems and ensuring appropriate identification of students with disabilities that will impact their learning and outcomes.

Multi level Prevention System

The School's RTI model is a three-tier model that supports the use of research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier I: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier I, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.

All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or district wide tests will receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored. At the end of this period, students showing significant progress will be returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits usually on a one on one basis.

Student assessment data will drive decisions for continual improvement of instruction and student learning. Data will be used to understand and improve school effectiveness indicating, which students need additional support to master specific grade skills. Staff will also evaluate data to help drive instructional decisions. Teachers will use data to determine the instructional focus of whole and small group lessons. After data is evaluated staff will be able to problem solve, share effective practices, and practice new innovations and programs for effective instruction.

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

The School will share assessment and performance information with parents and students in accordance with all requirements set by the School District and the Elementary and Middle School Student Progression Plan. All students and parents will be notified in writing of the promotion requirements set by the district.

The school will feature a parent student online portal (SIS) to access student assessment and performance, to create a unique partnership with the home environment. The portal will be stored on the school’s Student Info System; this web-based tool will assist in the daily communication and information maintenance of the school. Parents can view their child’s academic grades as well as their child’s areas of strength and need in order to participate in addressing their child’s academic progress. Parents will also attend workshops three times a year to accompany the three screenings their child will receive. Parents will also attend a workshop going over the State Standardized assessments, which will inform them of the expectations and how to interpret their child’s results. Teachers will inform students and give them tools to interpret their performance on assessments and in the classroom. By knowing their educational gains students will be able to actively plan further learning.

Students are also involved in their own continuous improvement process. All students maintain a portfolio demonstrating and charting improvement and mastery of skills required at the student's particular grade level. This portfolio becomes part of their Personal Learning Plan (PLP), which is the compendium of parent, student, and teacher conferences. The PLP establishes academic goals for each individual student in relation to the student's performance and progress. The PLP is created for each student at the beginning of the school year and is modified throughout the year as the student progresses.

All reports (progress reports and report cards), classroom performance, and assessments will be shared with parents using the online portal for parental contact logs. Parents will receive interim reports no later than midway between marking periods that will be sent home for students experiencing difficulty including, failing, a drop of two or more grades, unacceptable behavior, and excessive absences. Ongoing communication will occur through progress reports, report cards, parent and student conferences, and other forms of written and oral communication. Additionally, progress reports will be signed by the parent and will be returned to the teacher. Conferencing will be a highly effective way to keep parents informed of their child's progress in all grade levels.

Students who are not progressing toward mastery of the NGSSS/Common Core State Standards will be sent a notice to parents and students and a conference will be scheduled. At the conference remedial strategies will be discussed through the PMP. Parents will be required to sign the PMP and acknowledge that they will work together with the school to reach the goal of grade level mastery. Parents will be notified of their child's performance. If a child's performance is above grade level target the school will recommend advanced level placement. Progress reports, interim reports, and reports cards are required to be signed by each student's parent or legal guardian. It will be required for all parents to attend at least two parent teacher conferences throughout the year.

6. Exceptional Students

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

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

The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990. 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 hereby agrees to adopt and implement the Sponsor's Special Policies and Procedures (SP&P) with respect to the ESE Plan, as amended from time to time. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitoring students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Highly qualified personnel will ensure that students' needs are being met even before a student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein

interventions will be frontloaded in the general education classroom as a first step which provides students the support they need to learn. The RtI framework will be a comprehensive support to students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities. The School will provide the student with support in order for them to achieve their success in the classroom.

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 ensure that each student with a disability will receive a free appropriate public education 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, is provided to meet the unique needs of the students 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, or delivery of instruction. It will employ a universal design for learning principles that include assistive technology, accommodations, and modifications.

The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants will have an equal opportunity of being admitted through a random selection process in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

The School will admit and welcome students of all learning profiles. The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the County.

In accordance with Federal and State anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs will have an equal opportunity of being selected for enrollment in the School - Section 1002.33(10)(f).

The School's marketing materials will include an explanation of the schools' highlights, which are listed below:

- A Public Charter School with a tuition free education
- Accommodations for students with "exceptionalities", "disabilities", and "limited English proficiency"

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

The School will provide exceptional educational students with the same opportunities as their non-disabled peers, which is a high quality education. Exceptional Education students will follow the School District's ESE Policies and Procedures Manual. The School agrees to adopt and implement the Sponsor's policies and

procedures in accordance to Exceptional Student Education and Policies and procedures, as amended from time to time. The School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities. Students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973; Section 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administration Code). It is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met. The School will implement the same identification, evaluation, placement, and due process procedures as other traditional schools in the district. The School will utilize a service delivery model of inclusion for students with disabilities and will work with the district to determine the proper placement for students with disabilities within the full continuum of services offered by the LEA. The educational program for exceptional students will include:

- An equal opportunity for all students that may not be denied on the basis of disability.
- A Non-discriminatory policy regarding the eligibility, identification, location, placement, and evaluation process.
- Due process requirements which include notification of parent (s) of the intent to evaluate for special education and consent to this process by the parent (s), including initial placement, and helping design the IEP.
- Assurance that a Free and Appropriate Public Education (FAPE) is available to all children enrolled at the school with disabilities residing in the school district.
- Appropriate evaluations will occur within appropriate timeframes and in accordance with published guidelines. Individual Education Plan (IEP), 504 plans, and Educational Plans (EP) will be developed, and maintained and meetings with parents and the IEP team will be held in accordance with the Sponsor.
- EP team will determine the least restrictive environment (1) a comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom; (2) the non- academic benefits to the student with a disability from interacting with non-disabled students; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student; Taking a child out of a general education class would be done only to ensure access to an appropriate education
- Extended Year Services (EYS)- students will receive services as required by their IEP
- Federal and State Reports- Unless otherwise exempted by Chapter 1002, Florida Statutes, the school will complete federal, state, and any their reports deemed necessary on accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

Special education students will be provided with programs implemented in accordance with federal, state, and local policies and procedures; including the Individuals with Disabilities Education Improvement Act (IDEIA), Part 300 of the Federal Regulations (34 CFR 300), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the Family Educational Rights Privacy Act (FERPA). Special education program and services will be provided by the charter school in accordance with the students IEP, as affirmed by section 100.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code, but is not limited to:

- A non-discriminatory policy regarding identification, location, selection, and evaluation
- Free appropriate public education (FAPE)
- Individual Education Plans, including an IEP meeting with the student's family, the LEA, and appropriate charter school staff
- 504 Plan
- Educational Plans (EP) for gifted students

The School's goal is to meet the educational needs of every student in every classroom along with minimizing the need of special education services to give the school more response to meeting all students needs. Operating under the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

The purpose of this plan is to facilitate the successful implementation of Rtl and to promote practices that ensure the highest possible student achievement in both academic and behavioral pursuits within the Rtl framework. The Problem Solving/Response to Intervention (PS/Rtl) is a multi-tiered approach that will meet the needs of all students. It will provide for the early identification and support of students with learning and behavior needs. Students will be provided with instruction and interventions at increasing levels of intensity to accelerate their rate of learning. These services will be provided by a variety of personnel, including general education teachers, special education teachers, student services personnel, and other specialists. Progress will be closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions will be based on individual student response to instruction.

Rtl represents a systematic method for evaluating the needs of all students and for fostering positive student outcomes through carefully selected and implemented interventions. PS/Rtl will be used when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student assessment data. For the implementation to work well, the School will implement the following essential components with fidelity and in a rigorous manner:

- High quality: Scientifically based classroom instruction. All students will receive high-quality, research-based instruction in the general education classroom.
- Problem solving: Problem solving is an ongoing process that utilizes a data based decision-making approach to define district, school, grade level, class, and/or student progress. The team will analyze the concerns, develop and implement appropriate interventions, monitor progress, graph the results, and evaluate the outcomes.
- Ongoing student assessment: Universal screening and progress monitoring will provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. This data is then used when determining which students need closer monitoring or intervention. Throughout the PS/RTI process, student progress will be monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs will be based on multiple data points taken in context over time.
- Tiered instruction: A multi-tier approach will be used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement: The School will implement PS/RTI and frequently provide parents information about their child's progress, the instruction and interventions used, the staff delivering the instruction, and the academic or behavioral goals for their child.

The Three-Tier Model is described as below:

Tier 1: Core Instruction: High-Quality Classroom Instruction, Screening, and Whole Group Interventions

Within Tier 1 Core Instruction, all students will receive high-quality, scientific and evidence-based instruction provided by qualified personnel to ensure student success. Universal screening will be provided to all students to establish an academic and behavioral baseline. Students will plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. The activities in this component are staff planned and directed. The activities are delivered on an individual basis. These plans include advisement, assessment, placement, and follow-up for all students regardless of any educational handicap.

There is subsequent screenings to track student progress throughout the year. Students identified as being “at risk” through these screenings or results on state or district wide tests will receive supplemental instruction during the school day in the regular classroom. Students not showing adequate progress will be moved to Tier 2 Strategic Services.

Tier 2: Strategic Interventions

Students that are not making adequate progress in the regular classroom with Tier 1 Core instruction will be provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity will vary across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions will be provided in small-group settings in addition to instruction in the general curriculum. Students who do not show adequate progress at this level of intervention are then considered for more intensive interventions as part of Tier 3 Services.

Tier 3: Intensive Interventions

Intensive academic or behavioral interventions will be characterized by the increased focus for students who fail to respond to less intensive forms of instruction (Tier 1 or Tier 2). Intensity will be increased through many dimensions including length, frequency, and duration of implementation.

Eligibility for ESE Services

If a student demonstrates the need for more intensive support, he/she may be referred for a comprehensive evaluation. The data collected during Tiers 1, 2, and 3 are used as documentation as part of the eligibility criteria needed to make Exceptional Student Education decisions.

Consent for evaluation under the IDEA will be obtained from the parent. Prior to obtaining consent, the team will ensure that all activities required prior to referral under State Board of Education Rule 6A-

6.0331, including all screenings, have been completed. The multidisciplinary team, including the parent, will meet to review all data collected and to determine whether the student requires individualized, intensive continuing services in an exceptional student education (ESE) program to maintain adequate progress.

Intervention and Referral Team

The School Team process is a collaborative school effort between the principal, selected staff (including ESE and ESOL coordinator), and parents to intervene when a student has been identified as making minimal academic and/or emotional progress in the regular education setting. The primary purposes of the School team will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school. The team will identify students in need and then plan and provide appropriate intervention for those students within the general education community. The team will assist teachers who participate in the planning and provision of intervention and referral services; to actively involve parents or guardians in the development and implementation of the Rtl plans, to review and assess the effectiveness of the services provided in achieving the outcomes identified in the Rtl plan, provide professional development to general education staff members, and coordinate the services of community-based agencies. The team is one of the resources used by the school to intervene with students struggling in their academics.

The team will collect and evaluate relevant data in order to determine or identify specific barriers to the student's high performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to alleviate the concerns. This will include the use of the Response to Intervention Model.

The multiple tiers is used for increasingly intense interventions. A problem-solving approach will identify and evaluate instructional strategies and an integrated data collection and assessment system to monitor student progress and guide decisions at every level. Student monitoring continues throughout this process by the identified individuals in the action plan. This process is ongoing, in that, it continues to identify and evaluate problems, solutions, and progress within the student's academic setting.

If the team process exhausts all of the available school based regular education interventions with minimal success, the student is referred for a comprehensive evaluation, which the School will receive consent from the student's parent for evaluation. The evaluation is used in order to gather additional information as well as to determine if the student is eligible for special education and related services. The School is aware that general education activities and interventions are required prior to referral in accordance with Rule 6A-6.0331. The recommendation for the evaluation will come directly from the team or from the parent at any time during the process. Also if a child has speech difficulty, they may be referred for a speech and language evaluation without going through the process. Also students who show severe cognitive, physical or sensory disorders, and/ or severe social behavioral deficits will require immediate attention in order to prevent harm to the student or others. Students may be referred to for evaluation or for a speech evaluation by instructional staff, school administration, parents and/or community agencies. Parents will be required to submit their written request to the teacher or principal. As affirmed in the district's Policies and Procedures Manual, the determination of whether a student demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the students' parents or guardians and a group of qualified professionals, which must include, but are not limited to, all of the following:

- The student's general education teacher: If the student does not have a general education teacher, a general education teacher qualified to teach the student of his or her chronological age.
- At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech- language pathologist, or reading specialist.
- The district administrator of exceptional student education or designee.

As noted in Florida Statute 1003.57, a student may not be given special instruction or services as an

exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. Once a referral is received, the parents will be invited to a meeting that will be scheduled within 20 days of receipt of the referral (excluding school vacations other than summer vacation).

Together the classroom teacher and the team may recommend other strategies and building level support that can be utilized in the regular education setting. If the student's difficulties persist after the strategies and/or services have been implemented, a referral may be made. The referral is a written document that has been dated by the staff member or administrator who receives the referral. This provides a start date for the first timeline.

The team will convene a meeting to consider the evaluation within 20 days from the dated receipt of this request. The parent and referring teacher will meet with the entire team at this time to review the student's needs and jointly determine if an evaluation should occur. Meeting attendees will be asked to sign an attendance sheet. If there is an agreement to perform an evaluation, a written plan for the evaluation is developed at the meeting, describing the nature and scope of the evaluation. Written consent for an evaluation is required by the parent or guardian. This consent for evaluation may be provided at the conclusion of the meeting or the parent may wish to take additional time before providing written consent. Evaluations can only begin after the parent has provided written consent. The School will work with the district to ensure that initial evaluation of students suspected of having a disability are completed within 60 school days (cumulative of which the student is in attendance after the school district's receipt of the parental consent is provided to complete the entire evaluation).

The School is aware that the 60-day timeline for evaluation does not apply if:

- The parent repeatedly fails or refuses to produce the student for the evaluation
- A student enrolls in a school served by the school district after the timeline has begun and prior to a determination by the student's previous school district as to whether the student has a disability

This exception only applies when the current school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent agrees to a specific time when the evaluation will be completed. Assessments of students who transfer within the same school year will be coordinated between schools to ensure prompt completion of evaluations. The School is responsible for ensuring that knowledgeable evaluation specialists conduct evaluations for students suspected of having a disability. Examiners will be qualified in the professional's field as evidenced by a valid Florida license or certificate, and will have adequate training and knowledge to administer the particular assessment instruments. Tests of intellectual functioning will be administered and interpreted by a certified school psychologist or professional licensed under Chapter 490, F.S.

Parents will receive written notice of the results of the evaluation and planning meeting. A decision may be made that an evaluation may not be warranted. Students may be referred back to the team or for other community or school based services.

The identification or evaluation and planning meeting conclude the referral process. If the decision is made at the identification/evaluation and planning meeting that an evaluation is warranted and signed parental consent is obtained, the individual evaluations of the student will commence. The comprehensive diagnostic evaluations are provided at no cost to the parent and completed in the student's native language. If the native language of the parent(s) is not a written language, the explanation of the notice will be given orally or in a manner of communication the parent(s) will understand. School personnel will ensure the parent(s) have understood the information. They will also collect written documentation that is requirement and has been met. Federal and state laws will be followed regarding the protection of both the rights of the student and parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine

all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or use for assessment purposes. They will be completed by Florida certified professionals who will explain the results of their testing.

1. Eligibility for Special Education: The evaluation will include assessments by at least two members of the team. If autism or communication impairment is the area of suspected disability, a speech-language assessment is required in addition to at least two other assessments by the team. A hearing and vision screening by the school nurse is required. Other areas from which information may be gathered include a specialized medical evaluation(s), speech/language evaluation, occupational/physical therapy evaluations, and/or an audio logical evaluation. The tests will either be conducted by the members of the team or by practitioners contracted by the school.

2. Eligibility for Speech/Language Services: The evaluation will include an assessment of voice, fluency, and articulation. A hearing and vision screening is required.

The evaluations recommended by the school and district will be deemed to be in the student's best interest; however, the parent has the right to refuse consent or withdraw consent at any time. If there are disagreements with these actions, a due process hearing may be invoked.

Upon completion of the evaluations, the professional staff will provide the parent with a written report of the details of the testing results. Parents will be provided with copies of the evaluation reports prior to the eligibility meeting. These evaluations will help determine if the student has an educational disability and whether special education services are required.

The discussion of the evaluations and the determination regarding special education and related services will take place at the eligibility meeting.

Parent(s) have the right to obtain private evaluations at their own expense before or during the evaluation timeframe. If the parent(s) wish to share this information with the school personnel, it will be taken into consideration in identifying the student as being eligible for special education and related services or speech language services and, if appropriate, in planning the program. As of July 1, 2000, the number of students being assessed using alternate assessment procedures will be reported to the Florida Department of Education for reporting to the U.S. Department of Education. If a student should need multiple specialized plans, such as a revised Progress Monitoring Plans, Individual ELL Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for Students with Disabilities, members of committees will overlap so that communication among members and alignment of plans will be ensured.

Upon completion of the evaluations, an eligibility meeting will be scheduled to determine whether the student is eligible for special education and related services or speech language services. Meeting attendees will be asked to sign an attendance sheet. The case manager or evaluator will review evaluation results and answer all questions. The case manager will discuss the rationale for determination of eligibility or non-eligibility. Parents will receive written notice of the results of this meeting. Eligibility for special education will require meetings with the following participants: parents, general education teacher, student (where appropriate), and case manager. Team member(s) and other school district personnel, when appropriate, will also be invited to attend. Eligibility for speech/language services meeting participants includes: parent, student (where appropriate), general education teacher, and speech/language specialist.

Once a student has been found eligible for special education and related services or speech/language services, an IEP meeting will be held. This meeting is required before any special education services will commence. The purpose of the meeting is to determine the student's current educational status and develop a program designed to meet the student's unique needs. This meeting will be held immediately after the eligibility meeting with parent consent or during the eligibility meeting.

All evaluative reports will be sent for review prior to the scheduled meeting as well, as all requests for attendance excusals for specific district personnel, including the Exceptional Student Education (ESE) staffing specialist assigned at the School. At the beginning of the meeting, all participants will be asked to sign and date an attendance sheet. This signature does not indicate consent or approval of the IEP. The IEP team may work from a blank or draft version of the IEP. Once a student has completed the registration process and there is an indication that the student has a current Individual Educational Plan (IEP), the assigned staff will be notified. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School. The School will review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting. The number of ESE certified teachers would depend on the student population of the school. This will be routinely reviewed once enrollment begins continuing for the duration of the school.

The student's present levels of academic achievement and functional performance will be discussed, including how the child's disability affects involvement and progress in the general education curriculum. This discussion will include the results of the initial or most recent evaluation and, as appropriate, consider the student's performance on any general statewide or district assessment. The sources of information including evaluation data, teacher reports, classroom observations, and other relevant information will be listed. The strengths of the student and the concerns of the parent will also be stated as well as the interests and preferences of the student.

If the IEP team determines that the student needs a particular assistive device or service, the IEP will include a statement to that effect in the appropriate section. These needs will include behavioral, communication, language, hearing, and vision and may additionally require assistive technology. A statement regarding the student's transition from an elementary to secondary program will be included based upon factors such as age, social, academic, and vocational development.

Annual measurable academic and functional goals will be developed that are related to the core curriculum content standards through the general education curriculum unless otherwise required according to the student's educational needs. Annual benchmarks or short-term objectives will be included; along with methods of progress reporting will be addressed.

The IEP will explain the extent, if any, to which the student will not participate with nondisabled peers in the general education class and in extracurricular and nonacademic activities and determine whether the student requires an extended school year (ESY) program. Participation in district and state assessment will be addressed and diploma options; and, if necessary, modifications and or accommodations will be developed.

Special education services will be listed by instructional area. Behavioral goals will be included that may involve the evaluation of behavior through a Functional Assessment of behavior (FAB) and the development of a Behavior Intervention Plan (BIP). For in-class programs, the amount of time the resource teacher is present in an in-class support is noted. Related services will be listed with the frequency, location (in class or pull out), and duration (length of session). The least restrictive environment (LRE) is always considered first for placement. Parental consent is required to implement the initial IEP. Parents will be given copies of the Procedural Safeguards as required by law (34 CRF 104.36). The program and services will not begin prior to signed consent. All IEPs will be reviewed annually or more often if required.

Delivery Model

Students with disabilities will be educated with a service delivery model of inclusion in the least restrictive environment. The student's LRE is the placement where the student will receive an appropriate education designed to meet their special education needs, while still being educated with nondisabled peers to the maximum extent appropriate. Inclusion is one option that will afford students with disabilities greater opportunities to be educated in age appropriate general education classes. The School believes that it is very important that each student has the opportunity to learn and grow within his or her community so

that they will be productive citizens upon graduation from the School.

The School will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy, and Physical Therapy as required by the IEP. In providing for the educational needs of the exceptional student, the School Principal, the ESE teacher, and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The School will determine the least restrictive environment and proper placement within the full continuum of services offered. The ESE Department will provide, as needed, the following specialized services for students with varying exceptionalities:

- Speech and Language Impaired
- Autistic Spectrum Disorders
- Specific Learning Disabilities
- Other Health Impaired
- Gifted
- Occupational Therapy
- Homebound or Hospitalized
- Physical Therapy

The School will comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability will be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school will develop and implement the delivery of needed services and/or accommodations. A knowledgeable staff about the student will make the determination of what services and/or accommodations that are needed. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and program design to meet the student's needs.

As mandated by IDEA and state rules and regulations, the IEP Team for students with disabilities attending the charter school will be developed and will be in place prior to a student with the disability entering the School.

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

Accountability

For accountability purposes, all students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment.

Accountability for the learning of all students is the goal of the School. The State Standardized test will measure each student's individual achievement toward the Next Generation Sunshine State Standards/Common Core State Standards. The School will be committed to providing all students, including but not limited to students with disabilities and English learners, with equitable access to high quality, State Standardized assessments. By implementing Universal Design principles, leveraging technology, and offering accommodations, the State Standardized tests will provide opportunities for the widest possible number of students to demonstrate what they know and can do while maintaining high expectations for all students. Driven by what is expected of students in the Common Core State Standards (CCSS) and the claims of the State Standardized summative assessments, a common accommodations

policy will increase equitable access, fidelity of implementation, and comparability across State Standardized assessments.

The Florida Alternate Assessment (FAA) is used to measure the progress of a student with significant disabilities who are working on the NGSSS Access Points or other State Standardized assessments. The results from the FCAT/FCAT 2.0 /FAA or other State Standardized assessments are used to assess progress toward the goal of all students reaching proficiency in science as required by the Federal Elementary and Secondary Education Act (ESEA); also referred to as No Child Left Behind (NCLB).

The School will require that qualified individuals with disabilities be provided the opportunity to participate in all programs and services, curricular and extracurricular activities, which are available to nondisabled individuals, including test programs and examinations. All students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Reasonable accommodations including testing accommodations will be provided to afford students the opportunity to benefit from such participation. Pursuant to Section 504, the aids, benefits, and services will afford individuals with disabilities an equal opportunity to obtain the same results, to gain the same benefit, or to reach the same level of achievement.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) supports and is aligned with the School's efforts to improve education results for students with disabilities. As required under IDEA, all students with disabilities will be included in all general State and district wide assessment programs, including assessments required under the NCLB, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs (IEP). IDEA 2004 also requires the School to abide by the State guidelines for the provision of appropriate testing accommodations and, to the extent feasible, use universal design principles in developing and administering State assessments.

As part of the student's IEP, the Special Education team will include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the student on statewide and district wide assessments. All determinations regarding participation in the statewide assessment program and need for accommodations will be documented in the students' IEP or Section 504 Plan. If the team determines that the student is not able to participate in certain State (or district wide) assessments, the IEP will indicate why the State (or district wide) assessment(s) is not appropriate for the student and why the alternate assessment selected is appropriate. These extraordinary circumstances will be events or conditions that prevent the student from physically demonstrating mastery of skills that have been learned and are assessed by the test. The conditions do not include provisions that are solely the result of learning, emotional, behavioral, or significant cognitive disabilities or the receipt of services through the hospitalized or homebound programs. This special exemption is authorized in Rule 6A-1.0943(5), FAC.

The School or district superintendent may submit a request for consideration of a special exemption for an Exceptional Students to the Commissioner of Education at least 30 days before the test administration.

The request will include documentation of the student's disabling condition with evidence that the disability prevents the student from responding to the assessment even with allowable accommodations. This request will be submitted annually and approved by the Commissioner (FDOE 2010, July 15).

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

The School will use the regular school facilities and adapt them to the needs of all students including exceptional students by adhering to the Section 504, IDEA, and ADA to ensure that the school provides free and appropriate education within the least restrictive environment. The school will provide students with disabilities the maximum possible access to general education. Therefore the School will provide a universal design to provide an environment so that it can be accessed, understood, and used to the greatest extent possible by all people, regardless of their age, size, ability, or disability.

The School will practice a universal design approach that will allow all students to make use of the services available in the school building. The design of the School will allow all students to participate fully and independently. This will free teachers to focus on educational goals. Students with disabilities will be able to get around the school along with their peers. They will be able to navigate through the school building, use standard classroom equipment, and use their own assistive technologies with ease. Some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the school. The design of the School will respect the distance student's travel throughout the building. Elevators will be centrally located and never placed at the far ends of the building. The "universal design" approach will ensure that the school will be accessed, understood, and used to the greatest possible extent, in the most independent and natural manner possible, in the widest range of situations, and without the need for adaptations, modifications, assistive devices, or specialized solutions.

The universal design will dictate the school furniture and maximize comfort and minimize the potential for injury, eye fatigue, along with distractions by being free of protrusions and having rounded edges, and non-glare surfaces. Pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns will enhance everyone's safety. Pedestrian routes, including to and from parking areas and bus loading and drop-off areas, will be well lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

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

The School's special education program will be regularly evaluated in order to determine the effectiveness of the program. The School will conduct continuous effective evaluations of its special education program. The School will develop procedures for analyzing and updating the School's effectiveness in serving special education students continuously. These evaluations will enable the School to improve outcomes for special education students by assuring that the program is supportive and the services are appropriate, inclusive, and reflect evidence based practices.

The school will design and conduct practical formative and summative assessments to evaluate the effectiveness of its special education program. These assessments will measure student achievement in relation to a clearly defined set of standards. These assessments will provide information needed to adjust teaching and learning. This will guide staff in making decisions about future instruction. Along with formative

assessments, summative assessments will be used to measure the School's effectiveness. The State Standardized assessments and AYP data will be two ways the School will evaluate the progress of the school's special education program. These assessments will be used to assist the School in making decisions about student learning, number of staff to hire, the goals of professional development, and budgetary needs.

The School will ensure that procedures for collecting and reporting to the district and Department of Education are in place and all required school based designee are aware of the procedure. Two staff members will be responsible for collecting data within the School. The staff members include the ESE teachers and the general education teacher. The School will create effective IEP's, along with being committed to design an educational program that will help the student be involved in, and progress in, the general curriculum. The School will employ intensive and reasonably individualized instruction, combined with careful frequent monitoring of student progress. Accommodations and modifications will be individualized for students based on their needs and personal learning styles and interests that are stated in the IEP's.

The School's special education program will ensure that students who receive special education and related services will have an Individualized Education Program (IEP). The education of its students with disabilities will be made more effective by having high expectations for students and ensuring their success in the general curriculum. This will be built upon excellence and flexibility in the general education. Each IEP will be designed for one student and will be a truly individualized document. The IEP will create an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for students with disabilities. The IEP will be the cornerstone of a quality education for each student with a disability.

The School will implement high quality professional development for all educators to improve instruction and student achievement; this will ensure the School's exceptional educational program is effective. This will promote and sustain continuous development, growth, and examination of practice. The School's professional development program will provide clearly defined expectations and commitment to change. The School will implement effective professional development that fosters a culture of continuous improvement for all engaged in learning, improving the learning of all students, writing successful IEP's, and research based instructional strategies for special education students. The School's professional development program will allow ESE teachers and other staff members to assist in servicing special education students and tracking their progress.

The School will serve special education students with the highest academic standards. Guidelines and procedures established by the district will be implemented and followed by the staff. The school will strive to be consistent with the goals set for all students in their IEP's and be in compliance with federal, state, and district requirements by properly maintaining, reviewing, and updating all IEP's accordingly. The effectiveness of the school serving exceptional education students will be measured by the student's achievements, their demonstration of learning gains, and consistent annual mastery of their goals specified

in the IEP. Effectiveness will also be measured by dismissal and placement. By meeting the AYP, the school will demonstrate the effectiveness in serving its exceptional education population. The goal of the exceptional education program at the school is for each student to demonstrate both personal and academic growth and reach mastery of their individual goals that are specified in their IEP.

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

The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act, 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

All students at the School, will be engaged in and benefit from the curriculum, including exceptional students and/or students who enter the school below grade level. The results of the most recent FCAT, State Standardized assessment, teacher made tests, FAIR, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics, and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, and referral for special services).

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

- Each class will attend group sessions at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.
- Early bird, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery.
- All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented.
- Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific (PMP) targeting these deficiencies, as mentioned above. This will require active participation from the student, the parents, and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

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

The school will be nonsectarian in its programs, recruitment, admission policies, and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community, along with all groups within it. The School anticipates the population of students with disabilities will be similar to that of the School District. For purposes of projections, the educational model, and budget are

based on 10% of the student enrollment being students with disabilities. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and all groups within it. By publicizing the availability of the School throughout the County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

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

The School will develop a staffing plan to ensure sufficient staff is available to meet the needs of all students. The goal of the School's special education program is to identify students with disabilities and provide for their needs under the provision of a free appropriate public education (FAPE). The number of special education staff will be based on the number of ESE students identified upon student enrollment. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include the needs of each individual student.

- Adjustments to the learning environment, modifications of instructional methods, adaptation of curriculum, and the use of appropriate accommodations.
- Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY)—for students needing specialized services as required by students IEP).

Certified teachers and certified ESE Program Specialists will serve students meeting the eligibility criteria for special education, which will be specified in the students Individualized Educational Program (IEP). The School will hire and train the appropriate number of teachers/paraprofessionals, who meet all licensure and certification requirements that apply to the area in which the individuals will be providing services to the special education student. The School will also include among its staff teachers who are gifted certified/endorsed and who will participate in staff development opportunities with state and district schools. This will ensure all guidelines and procedures established by the district are implemented and followed. The School will adhere to federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

Personnel who provide related services (e.g. psychologist, social workers, or mental professionals, etc.) to students will meet all required licensure and certification requirements pertaining to their area or related service. Speech language, occupational, and physical therapy will be contracted services that the School will provide for students who qualify for those services. The School's budget has room to modify the amount for ESE services under Miscellaneous and in the budget surplus, if the rate of contracted services for ESE increases due to the various needs of the students once enrolled. 504/ADA plans will be revisited and reviewed annually. Reevaluation will take place every three years.

The school will participate in professional development for teachers and other school personnel who are involved in the education of students with disabilities. The school will also participate in training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services. The School will attend district contact meetings for Exceptional Student Education services. This will foster clear communication and implementation of all necessary services. Continuous professional development for the implementation of RtI will be implemented for the ongoing improvement of interventions provided to all students.

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

The gifted education program will serve the needs of academically gifted students of all races, ethnicity, and socioeconomic status. Gifted learners at the School are students who give evidence of high achievement

capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind, 2002). The School's program will allow students from a variety of cultures and backgrounds to demonstrate their highest level of ability. The program for gifted students is based upon the identified needs of individual students. Unique characteristics of the gifted students are addressed with individual planning and a differentiated curriculum. An array of program options are available, all of which provide differentiated education services. Once a student is deemed eligible for gifted services, the multidisciplinary team will develop a model based on the Educational Plan (EP). The EP will address the Common Core State Standards. Based on student enrollment of gifted students, the School will offer full-time gifted classes and resource programs along with an Educational Plan written yearly. This includes a statement of the present levels of the educational performance of the students, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the students, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

Teachers will be knowledgeable regarding the characteristics of gifted students in order to make appropriate referrals. Teachers will be knowledgeable regarding the needs and best practices that will provide varied and differentiated educational services. Teachers will provide on-going training in best practices. A forum exists where parents, educational professionals, and gifted students work together to provide the most current and effective educational practices. Each student Educational Plan is reviewed during the year to determine if the goal has been met and/or should be rewritten. Teachers will continuously monitor the Educational Plans of gifted students. Teachers will analyze the benchmark test results of the gifted student population each quarter. The School's effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths. Once the plan is implemented the school will provide regular and ongoing communication to monitor the students progress along with the updates to the EP. All staff, students, and parents will constantly strive for student improvement. The EP will provide regular development and growth to ensure that the needs of all students are met. The School will serve the needs of gifted students in accordance with State Board Rule 6A- 6.03019, FAC, Special Instructional Programs for Students Who Are Gifted, and County Exceptional Student Education Policies and Procedures, and as amended from time to time.

Any student may be nominated as a potential candidate for gifted services. Following the completion of assessment and evaluation, the team will convene to review the evaluations and determine the student's eligibility based on state criteria for eligibility for gifted. If the student is determined to be eligible, written consent for placement will be obtained from the parent before the student will receive gifted services. A parent may request that services not be provided at the current time. Once determined eligible for gifted services, a public school student is eligible to receive services any time during K-8.

Student Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. A need for a special program.
2. A majority of the characteristics of gifted students according to a standard scale checklist.
3. Superior intellectual development measured by an intelligence quotient of two and standard deviations or more above the mean on an individually administered standardized test of intelligence.

In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community or through screening test. The following criteria may be used in identifying students:

- Performance on standardized tests
- Referrals from teachers for gifted eligibility based on classroom performance, and student's portfolios
- Recommendation from counselor/teachers regarding student motivational behavior and

- involvement in activities
- Recommendation from parents about student's academic areas of strength
- Screening on tests

The School will implement Plan B gifted (which is the underrepresented minority, ELL/ESOL, Free reduced lunch) if the student scores in the 80th percentile or above in reading or mathematics on a standardized achievement test or scores an average of 80% on at least four (4) of the nomination forms. Then, the student will be referred for screening of intellectual functioning. The Intelligence Test or other cognitive screening measures will be administered after proper consent for such and an evaluation will be conducted. If the student scores 116 or above on the screening measure of intellectual functioning, or if the parent requests evaluation, the student will be referred for evaluation by the School Psychologist.

There are four steps in the process of identifying potentially gifted students and determining eligibility for gifted services. Steps leading to the determination of eligibility are nomination, screening, referral and evaluation.

Step 1: A parent or guardian may make a nomination, general education teacher or other school personnel, community members or self or peer nomination. The nomination indicates a request that the student be considered as a potential candidate and initiates the process of compiling information about the student. Teachers will have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students, including underrepresented populations in the district.

Step 2: Screening will provide a measure to identify students who might be referred for an individual evaluation. Screening will be done with individual students or with groups of students.

Step 3: The referral is the official request for an individual evaluation of a student who shows indications of needing gifted education services, often based on the screening process. The school staff will initiate the formal move toward an individual evaluation. The Procedural Safeguards for Students who are gifted will be provided to the parent or guardian. If the parent or guardian gives written consent, the student will be individually evaluated.

Step 4: An individual intellectual evaluation will be required to determine eligibility for gifted service. A licensed/certified school psychologist will provide an individually administered, intellectual evaluation. The parent or guardian will have the right to choose to have the independent intellectual evaluation administered by a private licensed/certified psychologist at his/her own expense. The School will consider the results of this independent evaluation in terms of whether it aligns with other data about the student.

EP Plan Development: Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the student to give permission for testing. Upon review of the test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Matrix (GEM) will be utilized to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the gifted, the Exceptional Student Education (ESE) Specialist, an LEA representative, the school psychologist, an ESOL designee where appropriate, along with other school staff who spend significant time with the student. The eligibility committee at the school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- Student's parents
- The student
- Schools' gifted coordinator;
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.
- School psychologist
- Staffing Specialist.

Parents will be considered partners with the school in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include: Providing critical information regarding the strengths of their child;

- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education.
- Participating in discussions about the child's need for specially designed instruction.
- Participating in deciding how the child will be involved and progress in the general curriculum.
- Participating in the determination of what services the school will provide to the child and in what setting.

An educational plan (EP) will be written for each student who is identified as eligible for gifted education services. EPs are developed for students identified solely as gifted. The EP will describe the student's educational needs based on the strengths of the student and the services that will be provided to supplement and build on the basic academic state standards to ensure the student continues to make gains. The School will provide students who are gifted in grades K-8 with an EP to ensure the student has a free and appropriate education (FAPE). The contents of the EP will provide detailed information that is useful to the student, school personnel, and to the parent or guardians. The EP for each individual student will be developed or revised at a minimum at least every three years for students in K-8.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

- A statement of measurable goals, including benchmarks or short-term objectives.
- A statement of the specially designed instruction to be provided to the student.
- A statement of how progress toward the goals will be measured and reported to parents.
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted - The school will offer various services to meet the needs of the gifted student based on the Educational Plan. The School will choose the most intense model. The number of gifted students per grade level will determine the choice of models. These services may include but are not limited to:

I) Gifted /Self-Contained Class (K-8) – Advanced Academics

The School's full-time classes or programs will offer an opportunity for the teacher to adapt the curriculum to provide rigor and challenge in the content areas. Knowing that all students have met eligibility

requirements ensures that the teacher will pre-assess and practice curriculum compacting and other instructional strategies to nurture and support a more complex and integrated curriculum. Classes may have same grade levels.

- The teacher of the gifted will provide total instruction in these models in which all of the students have met gifted eligibility.
- Content and pacing will be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.

2. Content-Based Instruction

Content-based classes will take place in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), permitting the number of students in grade K-8. Teachers will be gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs.

3. Differentiated Curriculum

The differentiated curriculum will be a means of meeting the specific needs of the learner. Teachers will identify ways to differentiate for students with disabilities and strategies effective for differentiating specifically for the gifted. In the class with gifted and non-gifted students, the gifted teacher will indicate in lesson plans how the curriculum is differentiated for students who are gifted as required. When EP goals will be student specific, the goals will be the factor in determining the necessary differentiation. An effective curriculum for gifted learners is the basic curriculum with modifications to meet the needs of students. Students who are gifted will learn more rapidly with far less practice and may be curious about exploring topics in greater depth. There will be sufficient time for self-directed learning and making more connections across topics, disciplines, events, and cultures.

4. Cluster Grouping

Cluster Grouping will be an effective way to meet the needs of students in situations where a small number of students need to be served and a full-time class is not warranted. In this case, clusters of students with similar abilities will be grouped together with a teacher who then designs learning activities and projects to meet their needs.

- Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters will be formed based on their areas of strength.
- The classroom teacher will be gifted endorsed in addition to the required certification.
- The gifted-endorsed teacher will document in the lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.

Evaluations

The gifted coordinator at the school will establish a consultation model. The consultation will include periodical meetings between the general education teachers, gifted teachers, and gifted coordinator to plan, implement, and monitor the student's progress. The faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services are being provided. The EP team will consider the strengths of the student and his or her needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be

considered when reviewing and revising the plan. Quarterly reports will be sent home in addition to parent contact.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student's parents
- The student
- At least one teacher of the gifted program
- General Education teacher
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student.

Timelines

An EP will be in effect at the beginning of each school year for all gifted students for the duration of 1 to 2 years as applicable to each case. Timelines for EP meetings for students who are gifted will include the following:

- 1) An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction.
- 2) Meetings will be held to develop and revise the EP at least every 1 or 2 years for students. Plans will be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.
- 3) Re-evaluation will take place every 3 years.

Curriculum

The curriculum for students who are gifted will integrate NGSSS/Common Core State Standards into instruction that is designed for the individual needs of the gifted students in the classroom. Gifted students will be assessed at the beginning of each school year to determine each student's highest ability levels. The curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level NGSSS/Common Core State Standards. Curriculum for gifted students will include a wealth of opportunities for extended learning beyond the classroom.

Textbooks and Supplemental Materials

Gifted classrooms will be provided with district-approved texts for the appropriate instructional level of the gifted student. Supplemental instructional materials will be provided and geared to the ability level of the student. The Department of Advanced Academic Programs will provide guidance regarding the choice of supplemental materials. Teachers will be encouraged to utilize curriculum recommendations from the Department of Advanced Academic Program with gifted students. It is the responsibility of the principal and teachers to ensure that all supplemental materials are appropriate and address the appropriate learning objectives for each student. Regardless of instructional materials used, the teacher is responsible for ensuring that all gifted students achieve the appropriate grade-level NGSSS/Common Core State Standards.

The EP will be developed for a one to two year period. New EP's will be generated when a student transitions from elementary to middle school. The School will issue reports quarterly to communicate to parents how the student is progressing towards the EP goals. At the end of the year several types of data will be considered in evaluating the School's services to gifted students. Benchmark testing, classroom assessments, and the State Standardized exam will be analyzed to determine if the student needs to or is continuing to make academic gains in their areas of strength. Students that will be enrolled in advanced or gifted groups as they prepare for and are placed in middle school courses will also be an indicator of the

effectiveness of our school's program. Student enrollment and successful completion of core classes will be a factor in measuring the effectiveness of the School's gifted program. This data will be used to revise, motivate, challenge, and prepare the School's' gifted students, when needed.

7. English Language Learners

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

The School will provide effective and comprehensible instruction to English language learner (ELLs) students to succeed in their global community. The School's goal is to instruct ELLs to gain both proficiency in English and mastery of the NGSSS/Common Core State Standards. The School will comply with state and federal requirements for serving English language learners by following the Sponsors ESOL Procedural Manual. The goals of the ESOL program are designed to assist students in the acquisition of the English language, to ensure that instruction is comprehensible, and to maintain or increase academic skills in all subject areas. All of the educational programs for ELL students are equal in amount, sequence, and scope to the instruction provided to non-ELL students at the same grade level. Instruction is supported

through the use of ESOL instructional strategies. Curriculum, textbooks, and other instructional materials will be comparable to those used by non-ELL students.

The ELL program will include curriculum and instruction that recognizes the diversity and complexity of the students. The program will be comprehensive and allow students to build their reading, writing, listening, and speaking skills in English. The School will comply with state and federal requirements for serving English language learners. The School will promote both literacy and proficiency. The ESOL program will be tailored to each student's English proficiency level, along with complying with state and federal requirements by providing English language learners (ELL) with English language development instruction that is both age and grade appropriate. The program will be in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English language learners (ELL). English language learners who are enrolled in the school will receive instruction from ESOL-certified/endorsed instructional staff, in accordance with the policies and procedures of the State of Florida and the district. The School agrees to adopt and implement the Sponsor's plan for servicing ELL students. The plan reflects current policies and procedures adopted by the Sponsor. Students in the ESOL program will be required to meet the same curriculum standards as any other student in English/language arts and content area instruction. The school will follow the District Plan for services to English language learners as follows:

The Home Language Survey will be part of the School's registration procedures. It will be available in the top four languages represented in the District. Parents, who answer "yes" to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the School's ESOL Program. The parents are informed of the need of a language assessment by the school. The student is then referred to the guidance counselor at the school, within twenty (20) days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language. The school will follow the districts' ELL plan to ensure students are assessed in a timely manner. The ELL Committee, a team comprised of ESOL teacher(s), home language teacher (if any), administrator (or designee), parent(s), plus guidance counselor, social worker, school psychologist, or other educator(s) will be responsible for determining the eligibility of a student for the ESOL program. The ESOL designee at the school will then be responsible for administering the ESOL programs' reading and writing assessments. The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement will serve students identified as having limited proficiency in English in accordance with the policies and procedures of the State of Florida and District laws. Assessment instruments used will follow the established guidelines and procedures of the School District. The three questions in the Home Language Survey are listed below:

1. Is a language other than English 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?

Kindergarten through eighth grade students answering "yes" to questions on the HLS are given an aural/oral language proficiency test to determine eligibility for the ESOL program. The results of the assessment will indicate the following levels and language categories.

K		280-486
Level 1 - Category A.....	Non-English Speaker	280-489
Level 2 - Category B.....	Limited Speaker	290-494
Level 3 - Category C.....	Limited Speaker	290-504
Level 4 - Category D.....	Fluent Speaker	300-513
Level 5 - Category E.....	Fluent Speaker	300-515

K-2 students scoring as FES, Levels 4 or 5 (D or E) on the LAS-O do not qualify for ESOL program services, unless recommended by the ELL Committee. Those students will be placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The data processor or person responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

Students in grades 3-8 scoring in levels 1-3 on the assessment qualify for ESOL program services. Students scoring as FES, Levels 4 or 5 (D or E), based on the assessment results, are administered the LAS Reading/Writing assessment. The state-approved LAS Reading/Writing (LRW) norm-referenced test will be used to measure English reading and writing proficiency. The results will help determine program eligibility for those students in grades 3-8 who score as FES on the LAS-O. Any student scoring below 142 on the LRW is eligible for ESOL services. Those scoring above 142 are considered English proficient unless otherwise recommended by the ELL Committee. The School's procedure require the LAS Reading and Writing test be administered immediately following the student scoring as FES on the LAS-O.

- Students who score at or below the 32nd percentile on the LRW are eligible for ESOL specialized services.

If School's procedures as outlined above are not followed, the reason for the delay must be documented, as well as a plan for completing the assessment. This documentation will be mailed to the parent or guardian in their primary language, when feasible. A copy will be retained in the student's file. Students not tested within the required timeline are immediately tested and the ELL committee will place those who qualify into the ESOL program. Parents are invited and notified of student placement. Students classified as ELL continue to receive appropriate instruction until such time as the student is reclassified as English proficient, or otherwise exited from the ESOL program by the ELL committee.

The assessment instruments used will follow the established guidelines and procedures of the district. The School will also utilize the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students. Students will be assessed annually English language proficiency.

The state approved program assessments will be administered and the results will be placed in an individual student's ELL folder. The ELL folder will contain all individual student data and will include a copy of the registration, assessment results, and the Placement Review Form. Students who qualify for ESOL services will then enter into the program. The student receives ESOL services until assessments are completed, and ELL status is assigned. The classroom teachers will be responsible for notification of the student's language classification status and begin implementing appropriate ESOL classroom intervention strategies.

The ELL Committee: The School's ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. The ELL committee may:

- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations.
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English.
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan.
- File in ELL folder a copy of letter-inviting parents to attend ELL Committee.
- Convene an ELL committee for students with six semesters or more in the ESOL program.
- Convene an ELL committee for ESOL level V students within the two-year monitoring period who

have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of the parental contact and the ELL Program Records Folder. The record folder containing, at minimum, the following and will be available for all ELL students:

- Home Language Survey - signed and dated by parent or guardian.
- Copy of Annual Letter of Participation in ESOL program - signed by the principal.
- A copy of student's current schedule.

Instruction

The School will require each teacher of ELLs to document ESOL instructional strategies and activities in their lesson plans to ensure that daily consideration is given to the special needs of ELLs, in accordance with the objectives of the lessons being taught, and English Language Proficiency Standards. Each teacher's lesson plans will be reviewed by school administrators periodically throughout the school year to ensure that ESOL strategies are being implemented and English Language Proficiency Standards are addressed. Administrators, ESOL resource teachers, ESOL coordinators, and the school based ESOL coordinator or contact will observe classrooms to ensure that ELLs are receiving comprehensible instruction. Additional monitoring of the instructional program for ELLs includes:

- Documentation of ESOL strategies in teacher lesson plans.
- Review of ELLs progress on the Comprehensive English Language Learning Assessment.
- Implementation of ELL Committee recommendations.
- Periodic progress reviews using the English Language Development Continuum and report card information.
- Classroom walkthroughs conducted by administrators ensure comprehensible instruction and teacher implementation of ESOL instructional strategies.

The School will offer English Language Learner (ELL) instructional services through an English Immersion program of mainstream inclusion instructional delivery models. Mainstream inclusion instruction provided to ELL students will be equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. The School will ensure ELLs receive instruction equal in amount, sequence, quality and scope in order to achieve academically. The School will conduct classroom walkthroughs periodically by the School's staff to ensure curriculum and instruction is parallel to that received by non-ELLs. Each teacher of ELLs will document ESOL instructional strategies/activities in their lesson plans to ensure that daily consideration is given to the special needs of ELLs, in accordance with the objectives of the lessons being taught, and to meet the grade level appropriate NGSSS/Common Core State Standards and English Language Proficiency Standards. School administrators periodically throughout the school year will review lesson plans. This will ensure that ESOL strategies are being implemented, along with making sure that NGSSS/Common Core State Standards and English Language Proficiency Standards are being addressed. Additional monitoring of the instructional program for ELLs include:

- Documentation of ESOL strategies in teacher lesson plans.
- Review of ELLs progress on state-approved achievement tests as well as the Comprehensive English Language Learning Assessment.
- Implementation of ELL Committee recommendations.
- Periodic progress reviews.
- Classroom walkthroughs conducted by administrators to ensure instruction and teacher implementation of ESOL

- instructional strategies are being implemented.
- Student monitoring of progress reports and report cards.

The School's instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks, and other instructional materials used by ELLs will be comparable to those used by their non-ELL counterparts. The META Consent Decree (1990) does not require any particular instructional approach or model as the principal vehicle for instruction. However, the School will follow the Consent Decree, which requires understandable instruction must always be provided. The instruction will be comprehensible, equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.

Regardless of which instructional approach is implemented, all ELLs will receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards/Common Core State Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs will be the same or comparable to those used with non-ELLs in the same grade. This will allow teachers to make some adjustment because teachers will separate the students' content area knowledge from their knowledge of English. Teachers will assess what students know and can do rather than their ability to express this in English. Other instructional strategies the School will implement are listed below:

1. Provide a climate of warmth and caring which nurtures a sense of comfort.
2. Seat the student close to the front of the room.
3. Establish a daily routine in the classroom and prepare the students for any changes.
4. Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students.
5. Provide ESOL students guidelines for written work and homework assignments.
6. Provide alternative instruction whenever the class lessons are extremely difficult for the LEP student.
7. Arrange small discussion and talking activities that permit students to practice verbal skills.
8. Give verbal information and explanations along with a visual presentation.
9. Allow the students ample time to complete assignments.
10. Keep directions short and simple.
11. Assign buddies and peer tutors to your LEP students.
12. Clearly explain homework assignments since the LEP student lacks the English language support at home.
13. Allow LEP students to use bilingual dictionaries.
14. Utilize learning centers as alternative instruction to provide sufficient reinforcement of content material.
15. Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all state assessments.

All students classified, as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language), initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, and ELL committee information. The plan will be updated on an ongoing basis to include any changes, assessments, level updating, and ELL committee meeting information.

The ELL student plan will be a written document which identifies the student name, instruction by program, including programs other than ESOL, amount of instructional time or schedule, date of ELL identification, and assessment data used to classify or reclassify as ELL. The student's plan will include updated information, program participation, amount of instructional time and/or schedule, exit information, post program review, and ELL committee information. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. Each student will have an individual copy of the plan maintained in his or her file. The School will require all ELL students to maintain a PLP to meet the needs of the individual student and to design interventions as necessary. The PLP will continuously be monitored to evaluate success of interventions and determine future course of action for the student to achieve high standards of English proficiency and English language development along with achieving the NGSSS/Common Core State Standards. ELL students may be placed in RTi Tier 2 interventions. Struggling readers in English can also benefit English language learners, with modifications. Teachers will make adjustments in the curriculum materials and instruction to address the student's needs, which is essential for their academic success. Teachers will provide both literacy instruction with both language and literacy opportunities. The performance of students who have been exited from the ESOL program will be reviewed to identify any continuous patterns of under performance on appropriate test and/or grades. Such review occurs at the time of the student's first report card, semiannually during the first year after exiting, and the end of the second year.

The goal of the School's ELL Program is to provide ELLs with resources and opportunities to develop their reading, writing, listening, and speaking skills to achieve appropriate progress to the Next Generation Sunshine State Standards/Common Core State Standards and equip them with the academic strategies necessary for success in mathematics, science, social studies, and computer literacy. This instruction will comply with federal, state, and district requirements.

Exiting ESOL/Dismissal from ESE

In order to exit an ESE/ELL student from the ESOL program, an ELL Committee meeting will be held with complete exit information in the ELLSEP folder.

Evaluation: Student ELL plans will be updated annually by the principal's designee/ESOL coordinator. The Language Arts teacher will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report. A Post-Program Review Student Profile is generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The School will monitor the student's progress:

- Report Cards
- Test Scores
- Classroom Performance
- Post Program Review Reports
- State and District Standardized Tests
- Student Case Management Referrals

This information will assist the school in determining if students' progress as well as the School's effectiveness in servicing the needs of its ELL population.

ESOL Program Exit criteria will be in accordance with State Board of Education Rule 6A- 6.0903(2) Standards for Student Exit from the ESOL Program and additional assessment requirements. Students in grades 3-5 eligible for exit from the ESOL program must score an achievement level of three (3) or greater or equivalent on the developmental scale score for the Reading portion of the Florida Comprehensive Assessment Test. In addition, those students must score a level of proficient on the Comprehensive English

Language Learning Assessment (CELLA) in listening and speaking, and writing. The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking. The LAS Links Form B will be used to determine exit eligibility as well.

The parents of ELL students will be invited to ELL committee meetings, where they are introduced to the ESOL program offered at the School and informed of the provisions available. An interpreter will be available at the meeting to accommodate the needs of the student and their families. Parents are invited to the Parent Leadership Committee Meeting, minimally twice per year. They will be encouraged to participate in all school functions.

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

In compliance with Florida State law, META requirements, and the META Consent Decree, the School's teachers are required to participate in training when they have an English Language Learner (ELL) assigned to their class. The School will provide adequate staffing of certified ESOL teachers based on the student population. If the School has a limited English proficient enrollment of 15 or more students who speak the same native language, an instructional assistant will be available and dedicated to helping students in the basic content areas of math, science, social studies, and computer literacy, using the student's native language if necessary to help provide comprehensible instruction. The number of teachers will be based on the number of students identified upon student enrollment. There is room in the budget to modify the amount for ESOL services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled. Dependent upon the number of students who qualify for ESOL instruction the school staff may be comprised of, but not limited to the following:

Classroom/ESOL Teacher

In accordance with Florida certification requirements, teachers will hold a bachelor's degree and will be certified or eligible for certification. If the teacher does not have an ESOL Endorsement then they must complete the requirements as established by the Florida Department of Education. The timeline for completion of the requirements is listed below:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below:
 1. Methods of Teaching ESOL
 2. ESOL Curriculum and Material Development
 3. Cross-Cultural Communication and Understanding
 4. Testing and Evaluation of ESOL
 5. Applied Linguistics
 6. Experienced Teachers have 6 years for completion of ESOL Endorsement.
 7. Beginning Teachers have 6 years for completion of ESOL Endorsement.

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced teachers have one year to complete

- Beginning teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced teachers have one year to complete
- Beginning teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points
- Experienced School Administrators and Student Services Coordinator hired prior to September 9, 2003 has three calendar years to complete from date of hire
- Beginning School Administrators and Student Services Coordinator hired after September 9, 2003 has three calendar years to complete from the date hire. The School Based Administrators will utilize a spreadsheet to keep track of all certification and professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

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

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

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

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

and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

Section 8: School Climate and Discipline

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

Referencing F.S. 1002.33(7)(a)7, the School will utilize the School District Code of Conduct. Copies of the School District Code of Conduct will be distributed to each student and parent at the beginning of the school year. Additional disciplinary procedures will be published in the parent handbook and parent/student contract of the School for the discipline of all students including ESE students.

The school will adopt and recognizes that the Districts Code of Conduct is based on legally sound policies for student discipline, suspension, dismissal, and recommendations for expulsions. The School also acknowledges that students with disabilities will be disciplined only in accordance with the requirements of the individuals with Disabilities Education Act and the Rehabilitation Act.

The school will not transfer an enrolled student to another charter school or any other school in the district without written parental approval, as required by Section 1002.33(22)(b), Florida Statutes.

The School will function on the belief that a safe and orderly school is of primary importance in order to create an enjoyable environment for both students and teachers. When children behave in a respectful, responsible, and safe manner, they learn more and develop into children whose character counts. With the children's best interests in mind, it is imperative that parents and staff work together to ensure a happy, safe, and productive learning experience. The School expects parents to take an active role in supporting this plan in order for children to learn to be responsible citizens.

Thus, behavior management based on a positive reward/point system will be in place in all classrooms from the beginning of the first year of operation. The School will also practice successful classroom management practices. Classroom management not only involves responding effectively when problems occur, but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that the teacher wishes to accomplish. The Schools elements of classroom management are instruction, motivation, and discipline. These elements are necessary for a well-managed, student-centered classroom. Teachers at the School will implement classroom management strategies listed below:

Organization

Rules and procedures will be developed in conjunction with teaching strategies that help students meet their personal and academic needs.

Communication

Effective communication is the foundation for good classroom management. Communication skills can be divided into two categories: sending and receiving.

- Sending Skills (skills used when speaking to someone):
- Receiving Skills (techniques for becoming a more effective listener):

Monitoring

Often misbehavior occurs because students find “acting out” more interesting than a boring lesson or more rewarding than another failure experience. Students may also misbehave when they are not involved in the learning activity, do not understand the task, or cannot obtain assistance when it is needed. The following are useful techniques the School will use for responding to minor classroom disruptions:

- Scan the class frequently in order to notice and respond to potential problems.
- React calmly and quickly to a student’s disruptive behavior in order to create a positive ripple effect.
- Make positive initial contact with students by praising the positive behavior that competes with the negative behavior.
- Remind students of the classroom rule or procedure that they are not demonstrating.
- Make students clearly aware of the rules and procedures and the consequence for violations.
- Give students clear cues indicating that continuation of a behavior will evoke the specified consequences.
- Employ consistent consequences for misbehaviors.
- Inform students that they are choosing the consequence of their behavior.
- Use consequences, which are educational in nature.
- When one or two students are being very disruptive, focus other students in the class on their task. Then find a time to talk quietly with the disruptive students.

Delivery of Instruction

Leading educators over the past several years have emphasized that quality of instruction is a key factor influencing students’ behavior and achievement. Response to student misbehavior is most effective when it maintains or enhances the student’s dignity and self-esteem and encourages the student to be responsible for his or her own behavior.

The School will have a new teacher induction program for all newly hired teachers. The program will include a teacher learning community for new teachers to enhance teacher quality, since teacher quality is the most important factor in enhancing student achievement. Within the induction program the teacher will be assigned a mentor teacher, who will lead the Teacher Learning Communities. Teachers will be provided support and training along with opportunities to share best practices. Both new teachers and mentor teachers will receive support from the School through training sessions and professional development sessions that are associated with classroom management and student discipline, which are listed below:

- Safe and Civil Schools
- Positive Behavior Support Models
- CHAMP: A Proactive and Positive Approach to Classroom Management
- Exceptional Student Education Regulations and Procedures
- Response to Intervention

The School will follow the districts’ Safety and Security program and will come into compliance with OPPAGA Best Practices for schools. The School will comply with the legislative requirements for charter

schools that are deemed a “persistently dangerous school”, and any student who is a victim of a violent criminal offense (as defined by the Florida Department of Education) will have the option to transfer from the School, as it is a school of choice.

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

Trying to make a school safer through expulsion and punishment, results in greater risk for both the excluded youth and for the larger society, which will bear the cost. Therefore the School will implement policies that not only make it safer but also will address the needs of all students including those who display misbehaviors. The School will implement a school-wide positive behavior support system approach for improving academic performance, increasing school safety, decreasing problem behaviors, and establishing positive school cultures. Defining features of school wide positive behavior support include:

- Explicit teaching of appropriate school behaviors.
- Adequate time for students to practice appropriate school behaviors.
- Progress assessment and program decisions based on data collected about student behavior.
- Appropriate interventions validated by research.
- Student progress is systematically monitored.
- Collaborative cooperation between school staff, families, and community members.

School-wide positive behavior support is a three-tiered framework of support that provides a continuum of interventions based upon behavioral needs. The primary tier applies to all students and is designed to prevent behavioral problems. The secondary tier provides group support for students who are unresponsive to interventions in the primary tier. The tertiary tier provides a proactive-instructional approach to student behavior. Although a wide range of negative consequences are applied to problem behaviors, consequences are administered in order to instruct the student rather than punish or exclude.

Beyond the disciplinary focus, central to any successful behavior models will be a focus on effective academic instruction. Students who have failed to acquire essential reading, writing, or math skills will receive targeted and efficient remediation. Effective reading intervention is particularly important because reading provides the means for all academic pursuit. Interventions will provide students the needed fundamental academic skills that are essential elements to any successful plan. The School will implement the needed fundamental academic skills; therefore students won’t be marginalized and alienated within academic settings, despite proactive, positive policies.

The goal of the school through the character curriculum will cultivate a welcoming, positive, safe, orderly, and healthy environment that is student-centered, developmentally appropriate, and supports teaching and learning. Staff and students in the school will actively build positive community relations and foster academic, behavioral, and social/emotional growth. The School will ensure the physical and emotional safety of every individual. The School-wide procedure and classroom instruction are structured to support positive student behavior.

The School’s policy is based on the District’s Code of Student Conduct, therein incorporating the district’s policies and expectations for students. The School will work collaboratively with the District on severe disciplinary matters in order to ensure that the correct discipline process has been followed as well as any referrals to alternative learning environments. Additional school specific procedures will be published in the student handbook. Students will be encourage to have respect for ones self, others, and property. Mutual respect is the underlying principle in the classroom, in the hallways and on school grounds. All rules including student behavior will be publicized, explained, and equitably enforced. Students and staff will be guaranteed an environment that is safe. The school rules are in alignment with the District’s Code of Student Behavior. Teachers will attend summer professional development sessions provided by the School, prior to the start of the school year. The professional development sessions will include the School’s discipline plan, the District’s Student Code of Conduct, and classroom management. Staff will be

encouraged to attend classroom management and student discipline professional development programs that are offered by the county.

In accordance with F.S. 1002.33(7) (a) 7, the school will adopt and follow the Sponsor' and District Code of Student Conduct incorporating the district's policies for discipline, suspension, dismissal, and recommendation for expulsion. The School's code of conduct outlines the expectation of quality of character and focus on education. Student expulsions will be coordinated with the District to ensure proper handling with the School District's Code of Student Conduct. The school will assist in these goals, but are not limited to, student uniforms, and parent service hour requirements. School manuals will be supplied to parents and students upon registering and will be sent home the first day of school. All parents will be required to sign and acknowledge that they have received, reviewed, and understand the school policies. Staff will be committed to support services necessary to engage students in school. All school staff will work collaboratively to provide comprehensive support for student's academic and social/emotional needs. The staff will use reinforcement, re-direction, mediation, re-escalation, conflict resolution, and other non-disciplinary interventions to correct misbehavior. Staff will provide targeted support to students who have difficulty meeting behavior expectations.

The School's staff will communicate and model clear, high expectations for appropriate behavior for every person in the community. The school staff will provide explicit intentional instructional structures and supports to help students learn how to meet these expectations, including social and emotional skills to empower them to make good choices about their behavior. It is important for all students to be in school everyday. Students who are not in school show early signs of truancy through a pattern of non-attendance. The School will enforce the "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147), which prohibits bullying or harassment, of any public K-8 student or employee. Pursuant to this statute, the Florida Department of Education adopted a model policy to prohibit bullying or harassment; therefore the School will adopt this policy. The School will report all instances of bullying or harassment and to notify the parents of the bully and the parents of the victim. This communication among parents, students, and teachers concerning incidents of bullying will mitigate future risks. The school will work with parents to support the School's discipline policies. The School will follow the district policy in order to meet the required standards.

The purpose of the School's discipline is to train and nurture and set a firm foundation of the teaching process. The Schools goal is to encourage and train greater self-control and discipline in life. The School's goal is for students to become self-motivated through a program of discipline and positive encouragement. The key to success is the proper leadership of parents and school authorities through their example. Appropriate disciplinary action includes consistent enforcement for the rules and appropriate consequences for infractions. The School's infractions are divided into two categories: major infractions and minor infractions. Major infractions are serious violations, which must come to the attention of teachers, administrators, and parents. Rebellion, cheating, fighting, intentional property damage, smoking, illegal substance, weapons, tampering with safety equipment, and stealing are all considered major infractions. Continual minor violations without commitment to change may be considered major violations. Minor violations are infractions that are less serious, including tardiness, dress code violations, mis-use of equipment, failure to do homework, and horseplay. The type of consequences will depend on the nature of infraction and the need of the child. Consequences for minor infractions may include verbal warnings, conferences, behavioral contract, detention, and writing assignments. Consequences for major infractions may include in-school suspension, expulsion, detention, community service, and such actions deemed appropriate by the School Principal.

Students who become violent will be removed from other students or staff. Students will be removed immediately from the area and relocated to a safe area. The student's guardian or parent will be notified and staff will counsel the student. If violence occurs security will be immediately notified and appropriate disciplinary action will be taken.

A safe and supportive school climate will help prevent bullying. Safety starts in the classroom. Students will

feel and be safe everywhere on campus. Everyone at the school will work together to create a climate where bullying is not acceptable. It is important to work together to send a unified message against bullying. To be effective, bullying and violence prevention programs will include community wide collaborative efforts with students, families, teachers, and administrators. The school will continually conduct assessments to determine how often bullying occurs, where it happens, how students and parents and staff intervene, and whether the prevention efforts are working. The School will adopt a zero tolerance policy regarding bullying and violence.

Dismissal or Recommendation for Expulsion:

The School's Principal may request that the Superintendent recommend to the School Board that a student be expelled. The Principal of the School may take this action when he/she has exhausted less severe administrative disciplinary action, or when he/she has considered those alternatives and rejected them as inappropriate in the given situation. The School will abide by the School District and County's policies for dismissal/expulsion.

II. ORGANIZATION PLAN

Section 9: Governance

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

The Advancement in Education of Scholars is a non-profit Florida corporation. The governing Board has applied for a 501(c)(3) recognition by the IRS and is organized exclusively for the purpose of governing a high performing, innovative, and college preparatory charter school. This legal entity will operate the school as per the Articles of Incorporation. The current Governing Board members are: Jimika Williams, Chairman; Ricky Williams, Vice Chairman; and Constance Brown, treasurer. The Board of Directors will govern the School. The school will follow all laws related to open public meetings in compliance with Section 286.011 of Florida Statutes.

The Fiscal year of the School will commence in July of each year and end June of the following year. Annual meetings of the School will be the first meetings of each year. The Board of Directors, by giving fifteen days' notice in writing, will specify the place and date of the annual meeting. Regular meetings will be held monthly or as scheduled. Quorum at all meetings shall be fifty-one percent of the Board of Directors. The newly elected officers and directors will take office at the first regular meeting of the calendar year. Officers will serve for a period of one year. Director's terms will be defined by the by-laws.

The Board of Directors will consist of the president, Vice President, Secretary, and Directors as needed. Officers and Directors are expected to attend scheduled meetings. Absence from three consecutive meetings or fifty (50) percent of the meetings during any six-month period is accepted as resignation from the office and the Board of Directors will appoint a replacement for the remaining term of office. The Directors, by a majority vote, can grant exception to removal from office due to attendance requirements when circumstance indicates an exception should be granted. Any officer or director may be removed from office by a vote of not less than two-thirds of the board membership and their successor may be elected at the same meeting.

The corporation will be governed by the Florida-not-for-profit Corporation Law, or under such successor provisions as may be in effect from time to time. No part of the net earnings of the corporation shall go to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the By-Laws, and not withstanding any other provisions of these By-Laws. The corporation will not carry on any activities that are not permitted to be carried out by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, or a corresponding provision of any future United States Internal Revenue Law.

In the event of dissolution, the assets of the corporation that were purchased with public funds and any public funds still in the possession of the school, will revert to ownership of the Sponsor School District, as required by Section 1002.33 (8) (e), Florida Statutes. The board will adopt policies establishing standards of ethical conduct for instructional personnel and school administrators, as required by Section 1002.33 (12) (g) 3, Florida Statutes.

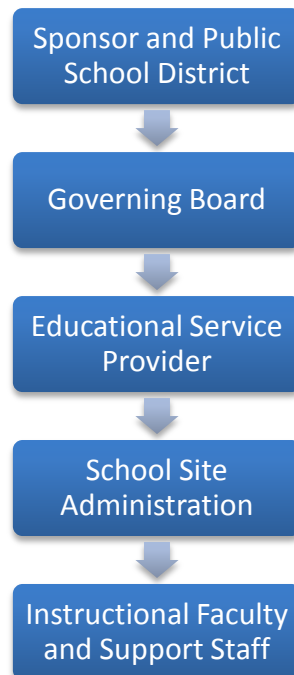
The school's Governing Board will hold public meetings per school year in the School District, as required by Section 1002.33 (7) (d) 2, Florida Statutes. The school's principal and local representatives will be physically present at each of the meetings as required by Florida Statutes.

The Board will appoint a local representative and parent who resides in the district and whose contact information will be provided as a contact and will be distributed annually to parents and posted on the school's website, as required by Florida Statutes. The policies of the board and its president will be executed under the directions of the president. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

- B. [Provide an organizational chart for the school and a narrative description for the chart. Clearly describe the proposed reporting](#)

structure to the governing board and the relationship of the board to the school's leader and administration.

The chart below describes the organizational structure of the School.



The Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The ESP, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board and ESP. The School's on site administration (principal and lead teacher) and ESP will ensure that the operations of the School are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The ESP along with the administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents, and the community.

The Governing Board will be a healthy and thriving organization and continually improve the academic education of its students. The Governing Board has the ultimate authority and responsibility for school operations. The Board will determine and approve the School's budget and assist parents with questions and information, and facilitate parental involvement. The Governing Board will contract with the ESP provider to manage day-to-day operations of the School. The ESP will be responsible to the Governing Board. The ESP will hire the principal for the school. The principal will therefore be an employee of the ESP. The Board and ESP are committed to the mission and vision of the school. The direct relationship between the Governing Board and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP must be actively involved in managing the School's operations in order to be successful. The ESP maintains primary responsibility for reporting to the Governing Board, implementing sound financial management, and conducting follow-up actions.

The Board will determine the academic school's direction. The Board is responsible for the management and affairs of the school, along with providing ongoing oversight of the schools operations and is

responsible to effectively and properly manage public funds. The school principal, who will be responsible for all aspects of the School's operations, within the scope of operating policy and budgetary approval by the board. The School Principal will report directly to the ESP and will provide a monthly status report for the Governing Board and attend all board meetings along with field any questions of the board. The School principal will be held accountable by the Board through the performance and expectations defined in the management agreement between the Board and ESP.

A performance evaluation will be developed by the ESP, which will align with the School's Educational model along with the School's mission and vision. Therefore the principal Governing Board members will provide input on the School's Principal's performance. The principal will be the school building leader and responsible for implementing the School's Educational Model. The faculty and staff will report directly to the principal, who will report to the ESP and the ESP will report to the Board. Decisions will be made first considering the vision and mission of the school and then considering parents, always keeping in mind that parents will have a meaningful voice in their child's education.

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 Governing Board will be responsible to the affairs and management of the school along with being fully responsible for the governance and accountability for the school. The Governing Board is a Florida Not-for-Profit entity organized to function for educational purposes and will hold the charter for the School. The Governing Board will provide continual oversight of the school operations and effectively and properly manage public funds. The board will foster positive relationships with school personnel, the school community, and community at large, oversee the financial stability of the school and deal with school related issues.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board will establish policies consistent with the School mission and ensure that the School program and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements.

Procedures for the Governing Board will follow State Statute, Florida Sunshine Law, and District School Board policy for open, public meetings. The Governing Board will be responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure that the fundamentals are maintained. The ESP will be responsible for developing and implementing the ongoing operational procedures in accordance with the mission, vision, and values outlined by the Governing Board.

According to Statute, the Board will make an annual progress report to the District. This report will include:

- 1) The School progress towards achieving the goals outlined in the Charter.
- 2) The information required in the Annual Report, pursuant to F.S. 229.592.
- 3) Financial records of the charter School, including revenues and expenditures.
- 4) Salary and benefit levels of employees.

Specifically, the Board's responsibilities will include but will not be limited to:

- Operate and conduct business according to the Bylaws of the organization.
- Exercise continuing oversight over charter school operations and sign the charter.
- Not be paid a salary in any manner by the corporation to serve on the Board.
- Adopt and maintain the School's annual budget.
- Notify the Charter School Office of all pending legal actions and provide a brief analysis of the potential impact.
- Submit a letter of resignation to the Charter School Office immediately when resigning from the board.
- Submit a letter with details, which resulted in the termination or removal from the board.
- Establish and maintain all policies governing the operation of the School.
- Ensure the School adheres to its mission, as well as District, State, and Federal guidelines.
- Student achievement performance data.
- Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
- Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
- Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.
- Hold the ESP and Principal accountable for the academic success and fiscal soundness of the school.
- Provide support to the School with respect to fund-raising, marketing, and other services.
- Determine the schedule of Board meetings. The meetings will be noticed, open, and accessible to the public, and attendees must be provided an opportunity to receive information and provide input regarding the charter school's equivalent must be physically present at each meeting.
- Oversee operational policies, School accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit and submit the report to the Governing Body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor any financial recovery plan in order to ensure compliance.
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report)
- Provide full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority.
- Review and approve the audit report. Performing the duties in s. 1002.345, including monitoring a corrective action.
- Monitoring a financial recovery plan in order to ensure compliance.
- Participate in governance training approved by the department.
- Be responsible for the School to meet high expectations for success, instructional leadership, and to provide a safe and orderly environment.

The Board will build a solid foundation and be effective in promoting the School's vision and mission; planning for the future, setting sound policies, modeling professionals, overseeing finances, evaluation and other key operational aspects, and building relationships. The Board is comprised of a diverse group of Florida leaders that are committed to providing a high quality education option for citizens. The Board will be comprised of three to nine board members at any given time, to provide good oversight for the School.

- 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 meeting.
If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

Charter school governing board must be guided by a set of by-laws that define how the board will operate.

Applicants may include their proposed by-laws.

The Board will act to assure compliance with Florida's Charter School Law including the District written policies and the terms of the Charter entered into between the Board and the District. The property and business of the School will be managed and controlled by the Board. The Board is the top authority of the school and is responsible for monitoring and reporting the financial and educational success of the school. The Board is also responsible for ensuring the Charter is implementing and following the requirements of the District, Federal, and State laws. The school will also follow the Florida statutes regarding Governing Boards of Charter School's. The Board's policies and procedures are meant to regulate the operation and governance of the school and provide a safe and positive work and learning environment for employees and students. The Board will be held accountable through regularly scheduled, publicly advertised board meetings. These meetings will follow Florida law and the Board will give advanced notice to these meetings for the community. The Board will perform all duties specified in the Florida Statutes regarding Governing Boards of Charter Schools and their duties specified therein the bylaws.

Resignation and Removal:

Any director may resign at any time by giving written notice of their resignation to the Board. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors of the Corporation at a regular scheduled meeting.

Term Limits:

There will be no less than 3 directors on the board at all times. Directors will be elected by an affirmative single ballot vote of at least two thirds (2/3) majority of the directors of the Corporation at the annual meeting of directors. Directors will be required to vote for the total positions that are unoccupied. A Director will be elected for a term of no more than five (5) years. A director may be re-elected for up to three (3) consecutive terms

Vacancies

Vacancies in the Board of director positions will be filled by affirmative vote of the majority. Any director elected will hold office for up to 5 years

Board Member Selection & Removal Procedures & Term Limits: The Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors will be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will review and approve the audit report. Perform the

duties in s. 1002.345, including monitoring a corrective action and a financial recovery plan in order to ensure compliance. Members will participate in governance training approved by the department. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. To be considered for an open board position, the selected candidate shall;

Submit a written application for membership to include;

1. A letter of interest describing qualifications and reasons for joining, a resume, and Declaration of any potential conflicts of interest.
2. A disclosure form as a preliminary screening for background information, including "Ethical Questions".

After completing the information above the prospective Board member's information will be submitted to the Board. Vacant offices will be filled at the next meeting.

Code of Ethics: It is Board policy that employees and board members uphold the highest standards of ethical and professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race religion, gender, sexual orientation, maternity, marital or family status disability, age or national origin.
- Recognize that the mission, at all times, is the effective education of children and the development of the institution to foster that mission.
- Engage in carrying out the Governing Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Governing Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency, and effectiveness.
- Uphold and implement policies adopted by the Governing Board.
- Keep the faculty, parents, students and community informed about issues affecting the above-named group respectively, and relating to the School, and/or the Governing Board.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority needed under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Meeting schedule selection: A procedure for selection of meeting schedule is clearly written in the By-laws.

The Board will vote upon and post their meeting schedule for the opening school year and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

Regular and Special Meetings

The Board will determine regular meetings along with the locations, dates, and times. The Board will vote upon and post the public meeting schedule regularly in accordance with chapter 119, Florida Statute with regards to requests for information by the public with exceptions of those records exempted by §230.25 and local board rules. The Board will hold regularly scheduled meetings each month and make minutes from the meetings available to the public. Special meetings of the Board may be called by the president of the Board of Directors as such person sees fit and must be called by the president upon the written request of any two members of the Board. Except as otherwise required by law, the Articles of Incorporation or these Bylaws, any business may be transacted at any annual or regular directors' meeting, but the business that may be transacted at any special directors' meeting shall be confined to the subject or subjects set forth on the notice thereof. The Governing Board will hold meetings at regularly scheduled intervals (at least two during the year in the County), during which they will be presented information at minimum regarding the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School.

The board will provide a reasonable notice of the date and place of its meetings (in accordance with FLDOE requirements and Florida Sunshine Laws) and make meetings available for public review in accordance with Florida's Public Record Law. Regularly scheduled meetings will include a quorum that will consist of a majority of its voting members. The Board may participate by teleconference. Except as otherwise required by law, the Articles of Incorporation or these Bylaws.

Board Powers and Duties

The Governing Board is the School's ultimate policy-maker that determines the academic direction, approves the curriculum, and oversees the operation of the school. The board member policies and procedures are as follows:

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to the District.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit.
- Review and approve the audit report, including audit findings and recommendations.
- Report progress annually to the District, (i.e. Charter School Annual Report).

The Board will provide leadership and direction for the school, participate in school development activities, and promote awareness of the school's new educational opportunities among local families, civic and political leaders, and the media. The Board will have controlling legal power and responsibility for the school. The composition of the board will reflect a balance of expertise and perspectives needed to achieve the mission of the School. Specifically the Board will:

- Review the academic and social effectiveness of the school.
- Engage parents and the broader community in support of the school.
- Ensure compliance with applicable legal requirements.
- Approve the schools' mission and objectives.
- Review and will maintain bylaws and establish policies and plans consistent with the mission.

- Be accountable for the financial well-being of the school including capital assets, fund-raising, and endowments.
- Maintain full and accurate records of its meetings, committees, and policies.
- Work to ensure that all of its members are actively involved in the work of the board and its committees.
- Develop itself through new member orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimize exposure to legal action.

Conflict of Interest Policy:

As a nonprofit organization tax-exempt organization authorized to operate charter schools, the operations of the organization and School is viewed as a public trust, which is subject to scrutiny by and accountable to the public. The board has a fiduciary duty that is required between the Board, officers, management, employees, and the public, which carries a duty of loyalty and fidelity. The Board, directors, and management employees have the responsibility of administering the affairs of the corporation honestly and prudently. They are also required to exercise the utmost good faith in all transactions involved in their duties. The Board will follow state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

It is the policy of the charter school board to confirm with statutory conflict of interest laws and act in a manner that will avoid any conflict of interest. The board members are prohibited from owning stock, holding debt, or other propriety interest in any third party dealings. They are also prohibited from holding office, participating in management, and being employed with any third party dealing with the board receiving reimbursement for services with respect to individual transactions involving the corporation. The Board is prohibited from using the corporation's time, personnel, equipment, supplies, or good will for anything other than approved activities, programs and purposes, along with receiving personal gifts or loans from dealing or competing third parties or the appearance thereof.

Nature of Conflicting Interest

A conflict of interest shall be deemed to exist when there is an appearance of a conflict of interest where a member of the Board also serves as an employee of a public entity, or as an officer or member of a private entity that stand to special gain or lose from action to be taken by the board. Compliance with this policy will be a condition of all Board members' continued membership. Conflicts might arise in other areas or through other relations. Directors, officers, and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Governing Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It will be the continuing responsibility of the Governing Board, officers, and management employees to scrutinize transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures. Compliance with this policy shall be the condition of all Board members' continued membership. Such an interest might arise through:

- Owning stock, holding debt, or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed with any third party dealing with the Governing Board.
- Receiving reimbursement for services with respect to individual transactions involving the Corporation.

- Using the corporation's time, personnel, equipment, supplies or goods for other activities, programs and purposes, which have not been approved by the Governing Board.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

Disclosure Policy and Procedure

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed.
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction.
3. Where products, goods, or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable evaluation or other reliable evidence of market value.
4. The Governing Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization will be made to the Board Chair who will bring the matter to the attention of the Governing Board. Disclosure involving the directors will be made to the Governing Board. The Governing Board will determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Governing Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Governing Board on these matters will rest in its sole discretion, and its concern will be the welfare of the Corporation and the advancement of its purpose.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations, in those areas, which may give rise to conflict, are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers, and management employees will recognize such areas and relation by analogy. However, it is the policy of the Governing Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Governing Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

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

The founding group of the School is the same group who currently serves as the Governing Board. In order to maintain a continuity commitment to high academic achievement, the founders and newly elected members will support the School's mission and vision and ensure it exceeds the requirements of the contract, which it was created. All board members will ensure the School's values, policy making, and oversight of the school remain integral in the Schools day-to-day activities.

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

Since the Governing Board is an existing entity and has already been established, the Governing Board will recruit members as vacancies arise, and will fill vacancies with those who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies and ensure

academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

The board will recruit new members once a seat is available. The Board will vote on candidates. All board members will commit to the mission of the school, oversee the operational policies, and financial accountability.

Governance Board Training Requirements:

The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. The Florida Association of Charter Schools will provide this training or another approved vendor. Further, as presented in the Boards Bylaws, the Board will develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Every member of the governing board will participate in governance training. Each governing board member will complete a minimum of four hours of instruction focusing on government in the Sunshine Law, conflicts of interest, ethics, and financial responsibility. After the initial four-hour training, each member is required, within the subsequent year, to complete a two-hour refresher training of the four topics in order to retain their position on the board. New members joining the charter school board will complete the four-hour training within 90 days of their appointment. The school will be responsible for providing a trainer who delivers governance training consistent with a governance-training plan that has been approved by the Department. The training plan requirements will train the administrators and Board members in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. The Board shall also develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Each new member will receive the Governing Board New member Packet, the packet contains copies of the by-laws, management agreement, charter contract, minutes from previous meetings, and contact information. The School's board members will participate in the charter school governance training and successfully undergo a background check by the District, as specified by law, Per Rule 6A-6.0784. The Board will adopt topics that are specified in Section 1002.33(9)(k), which are the following requirements:

1. Ethical in Governance
2. Conflict of Interest
3. Government in the Sunshine Law
4. Financial Responsibility and Management
5. Fiscal Accountability
6. Promoting the Mission and Vision of the School
7. Governance Responsibilities

The board members will receive continual professional development annually with training in the processes surrounding human resource management to become more efficient and effective and focus on the organizations core competencies. The training will cover the areas of hiring, evaluation, taxes and benefits, utilizing, evaluating administration, and personnel policies and procedures.

- 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.

The current Board members for the School's governing board are listed below:

Jimika Mason
Ricky Williams
Constance Brown

The Charter Schools is led by a group of dedicated individuals who are committed to redefining what's possible in public education. Our leaders are passionate about education, change, and the children we will serve. Collectively, our leaders have backgrounds in both business and education so that we can deliver an exceptional education to children through a school that are runs effectively and efficiently.

Ricky Williams

Ricky has over 20 years of experience working with at-risk and ESE students in the educational system. Ricky also headed a group home that provides outreach and support for youth and teens; he also served as a counselor for at risk youth. Prior to this Ricky received his Bachelor of Science in Special Education.

Constance Brown

Constance has over 25 years of experience working in the educational system in a variety of roles. Currently, she is a veteran Certified Speech-Language Pathologist serving students from K-12. She has served on the board for the Washington D.C. Teacher's Union. Prior to this time, Constance Williams received her Bachelor of Science at the University of Connecticut in Speech-Language; she also received her Master Of Education in Hearing and Impair. Her expertise and strong commitment will ensure that the School will deliver the best education the students.

Jimika Mason

Jimika is the Managing Director (Head Strategist and Corporate Development) at X-press Financial, specializing in business and consumer financing. She has spent more than 6 years honing her management and leadership skills. She also serves as a member of the company's management committee. Her corporate track record, culture, and policies exude and promote the highest level of governance, trust, and information sharing with internal stakeholders.

Prior to that she received a degree in Psychology from Barry University.

Hank Baskett (Non-Voting Member)

Hank Baskett was a wide receiver in the National Football League. One of Hank's goals is to improve the quality of education in children. Hank graduated from the University of New Mexico, he was it's football team's leading receiver in 2004 and 2005, earning him the Reese Leroy Hill Memorial Award for being the team's Offensive Player of the Year. He earned All-Mountain West Conference (MWC) honors as a senior. He was also a four-time all-academic MWC honoree; he graduated with a degree in General Management. He will aid in the Sports and Fitness program.

H. [Outline the methods to be used for resolving disputes between a parent and the school.](#)

It is the mission of the School to help foster the relationship with the parents it serves. The School has a genuine desire to support and assist its school and parental communities to the greatest degree possible. The School will be just and fair in the treatment of all students and parents. It's the goal of the School to provide a high academic learning environment free of unfair or discriminatory practices. However if a conflict arises the School directs parents to the School's adopted conflict resolution policy. Resolving these conflicts with civility is important to all involved. In order to satisfy these conflicting rights, the School will process complaints against employees or employee practices establishes with the following procedures.

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's Principal/Supervisor. The formal complaint process is reserved for complaints that are not resolved after the informal process has been attempted and must be filed by May 31st of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Directions for processing complaints against employees, policies, practices, and procedures at the School:

1. First, (the School will always try to resolve at the lowest level) a person lodging a complaint against an employee or employee practices will be met with the person with whom the person has the conflict with in an attempt to reach a solution.
2. Second, if the person has not reached a solution, an informal meeting with the principal can be set up to discuss the problem in an attempt to reach a solution. Any person who still feels dissatisfied with the result of such a meeting may wish to complete a Conflict Resolution Form and turn the form into the office. A letter of receipt stating who will be working with you to resolve this complaint and their contact numbers will be sent.
5. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within ten (10) working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
6. If the complaint is not resolved at the lowest level, the appropriate next level will review the complaint and related material, interview parties, and submit findings back to the complainant.
7. The Principal or ESP will notify the person filing the complaint and the employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 30 days, after the filing of the formal complaint. It is to be understood numerous opportunities have existed to resolve the conflict and that the decision is final.
8. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Governing Board. If a decision is made at the next Board meeting, documentation of the agreed upon actions will be forwarded to all parties within five (5) school days.
9. Employees impacted by use of the Conflict Resolution form may choose to exercise rights given to them by law or by employment agreement. Both the employees and the complaining party may have representation of their choice throughout the process.

Section 10: Management

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

The school's management structure will consist of on site administration. The administration team will consist of the principal, assistant principal, and other support staff that is responsible for the curriculum implementation, working with the teaching staff, addressing student-related issues, and parental-related issues. The School's administrative staff will make school based decisions, establishing and implementing procedures for the day-to-day operations of the School. Secretarial staff will be responsible for interaction with students, teachers, and parents of the school. The registrar will coordinate all activities related to student registration, transfer, withdrawals, records, and maintenance of student records. The charter school shall meet all applicable state and local health, safety and civil rights requirements. The School will comply with and meet all requirements of the School District's Charter School Policy and amendments thereto. The School will operate at all times in compliance with Section 1002.33, Florida Statutes and the relevant State Board of Education Rules and all amendments thereto.

Staff will consists of high performing leaders who will manage the operations, facilities, and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment. The School's staff will monitor the success of all students in their learning environment; align the curriculum, instruction, and assessment processes to promote effective student performance. The School will use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

The school's on-site administration consists of the principal and administrative support staff that is responsible for curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.

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

Administrative Staff

The administrative staff will be responsible for school-based decisions and maximizing the effectiveness of the daily operations plan. Administrative staff responsibilities include but are not limited to: assist in the development of the school budget, curriculum development, instructional development, evaluate effectiveness of instructional program and instructional delivery, maintain high-quality working relationships with other staff, faculty, students, and community stakeholders. The Administration will initiate school-based decisions related to their job functions, implement procedures for the day-to-day operations of the school, ensure there is documentation of all student assessments and performance data, work cooperatively and effectively with the Principal, peers, faculty, employees, students, parents, and community stakeholders. The clerical staff will be responsible supporting the administrative staff in for carrying out daily operating procedures and assisting in meeting the needs teachers, student, parents, and community stakeholders.

The administrative staff is responsible for promoting a healthy and safe climate for learning and professional growth and for asserting leadership and support that is essential to enhancing the School's programs and services. The Administration will promote

academic and professional excellence. All administrative staff shares the common goal of maintaining high standards and supporting the core values and the mission of the School.

Faculty Responsibilities

Faculty responsibilities include but are not limited to: instructional development and delivery, document student assessment, student performance, and student counseling, along with assess effectiveness of instructional program and instructional delivery, develop and maintain high-quality working relationship with other faculty and staff, develop and maintain high-quality teacher and student relationships, cooperatively and effectively with the Principal, staff, peers, employees, students, parents, and community stakeholders.

Support Staff Responsibilities

Support staff responsibilities includes but are not limited to such duties as: provide needed and appropriate support to faculty and staff, provide reasonable and expected outcomes to commensurate with their job function and as requested by faculty and staff. They will work cooperatively and effectively with the Principal, administrators, faculty, peers, students, parents, and community stakeholders. The charter school will meet all applicable state and local health, safety, and civil rights requirements.

School Leader/Principal

The Principal will implement the vision of the school and the use his or her knowledge, skills, and dispositions to develop, articulate and implement the shared vision that is supported by the larger organization and the school community. The Leader will collaborate with families, businesses, and community members, respond to diverse community interests and needs, work effectively within the larger organization, and mobilize community resources.

Principal's Responsibilities

EDUCATION: An earned master's Degree from an accredited college or university and State of Florida Certification in Educational Leadership

EXPERIENCE REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a school Principal/Assistant Principal and a valid State of Florida Certification in Educational Leadership.

REPORTS TO: School Governing Board and ESP

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the School.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES OF THE PRINCIPAL:

LEADERSHIP Administer, control, and supervise the instructional program of the school operations and school personnel.

- Encourage teachers and pupils to perform to the best of their ability.

- Interpret the educational program of the school and school system to the community, sponsor, regulators and accrediting bodies, as applicable.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies to meet learner needs.
- Assume Responsibility for the buildings, grounds, equipment, and supplies of the
- Supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the School.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce rules and regulations and discipline.
- Plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor the School's mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options, including the implementation, maintenance and use of appropriate learning, management, and Student Information systems.
- Supervise and coordinate student registration, scheduling, master scheduling, and oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Implement and enforce attendance and tardy policies and procedures for all students in accordance with district and state requirements for school attendance.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and School.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the Next Generation Sunshine State Standards, Common Core standards, State Standardized assessments, exams and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation, and assessment of the instructional

- program at the school to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals, and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolutions of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers, and the community.
- Communicate school information, goals, student learning, and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the School campus and at school related activities and events.
- Establish procedures in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stakeholders.
- Communicate, through proper channels, to keep Board of Directors and ESP informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the School's vision and mission.
- Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee will understand how the goals and plans relate to his or her work.
- Allocate resources consistent with implementation of the School Improvement Plan.
- Utilize a systematic process for collecting input from stakeholders and incorporates parent feedback in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities, and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.

- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others, and the organization.
- Provide recognition and celebration for students, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, and the community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school or community relations and act as liaison between the two.
- Promote or market the school and its priorities to the community.
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, dropout prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention and provide feedback on professional performance, and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teachers or other staff performance concerns.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development and to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.

- Participate in Governing Board management meetings and other activities to enhance professional development.
- Review current developments, literature, and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Identify quality requirements of materials or services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Show positive trends in the achievement of improvement goal results in the areas of operation, business practices (efficiency) and customer satisfaction.
- Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the assigned school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the extracurricular student activities and funds at the assigned school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate plant safety and facility inspections at the school.
- Supervise transportation services at the school.
- Coordinate the school food service program at the school including the free and reduced food service requirements.

TERMS OF EMPLOYMENT: 12-month salary and benefits will be paid consistent with the School's compensation plan.

Personnel Management:

- Supervise teachers and other staff members at the school site.
- Evaluate performance of school staff.
- Hire, promote or demote school employees subject to the approval of the ESP or Board.
- Enforce disciplinary actions up to suspension.
- Schedule all staff.
- Maintain up-to-date records of teacher certifications and other documentation.
- Maintain a list of emergency substitute teachers and hire them whenever necessary.
- Ensure high standards of professional conduct are maintained.

- Establish professional growth and development requirements for staff, and provide opportunities for development.

Program Management:

- Administer, control, and supervise the instructional programs of school programs, to include all school activities on and off school grounds.
- Develop and implement a rigorous research-based curriculum.
- Oversee school achievement and direct continuous school improvement.
- Ensure proper school performance documentation is maintained.
- Align the school's goals and objectives with the school's mission and vision.
- Ensure course offerings are consistent with the school's mission and vision.

Student Management:

- Ensure the health and safety of students while at school, on school-provided transportation, and on school-sponsored activities.
- Ensure that every child is provided an opportunity to learn at his or her maximum ability.
- Maintain a clean environment conducive to learning, and an overall positive school climate.
- Ensure high student achievement, ensure proper documentation is maintained on student performance, including scores on state comprehensive assessment tests.
- Ensure student attendance is maintained at high levels.
- Ensure student assessments and counseling sessions are properly documented, and that all confidential student records are securely stored.
- Maintain positive, open relationships with parents.

Administration:

- Facilities management: Oversee the maintenance of facilities, equipment, and grounds.
- Assist the Board in developing the school's budget and administer the budget.
- Develop and implement external communications, strategic marketing, and student recruitment and fundraising strategies.
- Develop daily school operating procedures and ensure they are effective and consistently followed.

Leadership:

- Provide strong and effective school leadership.
- Establish and maintain cooperative working relationships between teachers, staff, students, parents, community stakeholders, the School's Governing Board, the County's Public School District, Florida Department of Education, grant foundations, and other sources of funding.
- Ensure the integrity of the school is maintained
- Build partnerships with higher educational institutions, local business and civic organizations.

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

QUALIFICATIONS EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in Exceptional Student Education.

EXPERIENCE REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in the field of Exceptional Student Education.

PREFERRED: Preferred degree major in Elementary Education, Secondary Education, or related field.

SUPERVISES: Teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate, and monitor Exceptional Student Education curriculum and Individual Educational Plans (IEP) and/or Gifted Student Educational Plans (EP) for students who have been assigned to the Special Education/Gifted program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Program Specialist shall:

- Coordinate the development of ESE Program curriculum guides and performance objectives for all grades at the school.
- Coordinate the identification, assessment, and placement of students in the Special Education or Gifted program.
- Coordinate the ordering of materials, software and equipment needed to implement the Special Education or Gifted program.
- Develop and assist the implementation the school's Special Education or Gifted program.
- Facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP and creation of new IEP goals.
- Coordinate and attend Rtl and IEP meetings and communicate with parents.
- Coordinate testing for Special Education or Gifted program and monitor student IEPs.
- Update student files as necessary.
- Work with principals, teachers and personnel in the Special Education or Gifted program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for special education students.
- Serve as a consultant on the matters pertinent to the Special Education or Gifted program.
- Assist with interviews of potential Special Education or Gifted program teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the school's Board as stipulated in employee's annual contract.

JOB DESCRIPTION POSITION TITLE: English for Speakers of Other Languages (ESOL)
Teacher/Coordinator

QUALIFICATIONS EDUCATION: An earned Bachelor's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in ESOL.

EXPERIENCE REQUIRED: Two (2) years teaching experience in the field of ESOL and/or bilingual education. Computer skills are required for the position.

PREFERRED: Preferred degree major in Secondary Education, or related field.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum and ELL Plans for

students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Serve as a staff contacts person for the ESOL program.
- Work with administration, teachers, and personnel in the ESOL program, as directed.
- Oversee and assist staff, as directed, in meeting the needs of the School's ELL population.
- Coordinate the ordering of materials and equipment needed to implement the ESOL program, as directed.
- Assist to implement the school's ESOL program.
- Assist with coordination of identification, assessment, and placement of students in the ESOL program.
- Assist with the coordination of the CELLA testing.
- Be responsible for developing and updating Student ELL Plans, as directed.
- Maintain a record of parental contact and ESOL Program Records Folder.
- Convene LEP Committee meeting, as applicable, including to determine the reason(s) for the student's lack of progress.
- Convene an ELL Committee to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program, as applicable.
- Coordinate, with input from classroom teacher(s) and any other applicable staff, post program reviews to follow-up on former ELLs once they have exited the program.
- Update student LEP folders.
- Coordinate activities with early intervention programs to provide services for Limited-English proficient students.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

Instructional Leaders/Teachers

The Schools leaders will be high performing instructional leaders who promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

TERMS OF EMPLOYMENT: Ten (10) months

TEACHER POSITION SUMMARY:

REPORTS TO: Principal

POSITION GOAL: To create and maintain a positive classroom environment that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and the use of technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students. The teacher assists students in discovering their academic potential and supports the student through the process of building positive self-image through academic success.

SKILLS AND ABILITIES: The teacher shall:

- Possess knowledge of curriculum and Next Generation Sunshine State Standards (and/or Common Core Standards, as adopted) in the appropriate subject area.
- Be able to adapt, design and implement the curriculum to meet the needs of the individual students.
- Be able to suggest educational and classroom management strategies, materials and techniques to parents, and other support personnel working with students.

- Be able to use observation techniques for identification, ongoing re-evaluation, and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES - The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies and proficiency.
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level.
- Demonstrate knowledge and understanding of the subject matter.
- Foster students' achievement gains from baseline assessment levels to be evident in pre or posttest comparison results, standardized test scores, and portfolios.
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency.
- Demonstrate punctuality.
- Demonstrate consistent attendance.
- Review current developments, literature, and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs.
- Initiate opportunities for professional development.
- Provide supplemental and differentiated instruction and intervention as-is necessary.
- Respond to all teacher, parent, and student communications within 24 hours.
- Follow through on commitments made to teachers, parents and students.
- Ensure that student records (e.g. grades in electronic grade book) are accurate and updated and that parents have timely access to this information.
- Ensure that parents are kept updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to work assignments.
- Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning.
- Role model using the state competency checklist.
- Consistently maintain portfolios (dating and ordering each piece).
- Demonstrate mastery in effective teaching and learning strategies.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.
- Administer student surveys twice yearly.
- Promote problem-solving skills and character education.
- Promote and enforce school policies and rules.
- Demonstrate oral and written proficiency.
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes.
- Encourage and facilitate parental and community involvement promoting student achievement.
- Document parent phone calls, conversations, and conferences.
- Work as partners to create behavior modification plans.

Progress Monitoring Plans

- (PMP) for all students.
- Maintain flexibility and frequent contact with parents about student progress and school events.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics.
- Establish, maintain, assess, and (if needed) modify individual student progression plans.
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs.
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS, STUDENTS AND PARENT/GUARDIANS

- Interact with maturity and professionalism among administration, staff, students, and parent or guardians at all times.
- Take initiative to implement projects, programs, and/or compensate for shortcomings within the classroom and/or the school environment.
- Exhibit congeniality among co-workers, students, and parents.
- Communicate effectively and professionally both orally and in writing and adhere to standards of etiquette of communications in adherence with school policies.
- Show assertiveness and delegate when necessary to help others help them.
- Be a team player while respecting others differences.
- Separate professional and personal spheres.
- Be flexible and always have a back-up plan.
- Be willing to help where help is needed.
- Proactively keep parents updated through interim reports, phone calls, announcement boards, and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports (keeping one in permanent file and sending one home to parents).
- Complete, distribute, and maintain files of all behavior and homework referrals as required.
- Maintain up-to-date lesson plans within the guidelines of the school's curriculum.
- Complete and maintain files of all report cards, interim reports, and county test records.
- Take immediate action if there is any question that a student has violated any of the schools policies or rules, and notify the Principal immediately if bullying or cyber- bullying is suspected.
- Follow safety requirements of the School at all times.
- Keep dangerous objects and all toxic substances (e.g. knives, ammonias, medicines, etc.) out of the reach of students at all times.
- Follow appropriate medication guidelines for all students.
- Participate in fire and other such safety drills as applicable.

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings, conferences and orientations.
- Plan and participate in special events.
- Perform other duties as assigned by the Principal.

QUALIFICATIONS:

- A degree in Education or a related field.
- Possess or apply for a Florida Teaching Certificate.
- Ability to supervise aides and other personnel.
- Demonstrated judgment to handle crisis situations and to use supervision constructively.

SECRETARY POSITION

SUMMARY: The Secretary is responsible for assuring the smooth and efficient operation of the School office so that the office's maximum positive impact on the education of children can be realized.

DUTIES AND RESPONSIBILITIES:

- Performs usual office routines.
- Organizes and maintains student and teacher records and schedules as directed by administration.
- Receives and routes all incoming telephone calls.
- Maintains a daily teacher attendance log.
- Assists teachers in preparing instructional materials as requested.
- Processes all changes and adjustments in student schedules after the second week of the School year.
- Maintains a log of visitors to the School.
- Be knowledgeable of applicable legal requirements regarding student and staff records, including confidentiality standards.
- Assists with safety, facility upkeep and control of equipment and supplies.
- Prepares correspondence, notices, bulletins and reports as directed.
- Provides orientation for, and schedules substitutes for, certified and classified personnel.
- Be knowledgeable about and interprets School policies and rules as applicable.
- Accounts for and maintains all deliveries of textbooks and supplies.
- Acts as liaison between Principal and certified and classified staff members.
- Maintains student credits and rank in class records and interprets transcripts for new students.
- Prepares, compiles, assembles and distributes all materials for the opening and closing of the school year.

- Coordinates final check out for all staff at the end of the school Year.
- Coordinates and prepares for orientation and graduation.

QUALIFICATIONS:

High School Diploma.

Organizational Skills: Knowledge of Microsoft Office software.

Job Descriptions: The knowledge, skills and qualifications required for key members of staff are specified in the Appendix

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

The school principal will be hired by the ESP, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the ESP will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

The school principal will have a significant impact on student achievement. The knowledge, skills, and disposition that the principal brings to the leadership of the School will ensure a positive learning environment. School culture, teacher quality and retention, staff professional development, student achievement, and parent satisfaction will be positively influence by the School's principal. The Board will ensure high academic achievement for every student by attracting and preparing outstanding leaders. Advertisement locally and nationally will be placed for the position. The School will adhere to antidiscrimination provisions of s. 1000.05, Florida Statutes and meet and exceed the Florida Principal Competencies. The criteria and process that will be used to select the school's leader includes the following, at minimum:

- Ability to promote a positive school environment along with previous administrative and teaching experience in an elementary or combined, K-8 setting.
- Extensive administrative and teaching experience.
- Holds an Educational leadership or comparable degree and be certified by the State of Florida in Education Leadership.
- Dedication to providing supplementary programs to enhance student learning.
- Commitment to professional development programs to enhance student learning.
- Commitment to enabling students to achieve their personal best.
- Experience working with school boards, community organizations, ESP's, board of directors, or advisory boards.
- Strong Leadership and facilitation skills.
- Knowledge of the needs of the student population.
- Knowledge of the curriculum for appropriate grades of the student body.
- Skills in using technology as a tool for learning and monitoring student progress.
- Ability to establish innovative and creative learning programs.
- Ability to implement staff development and training.
- Extensive administrative (preferably in a school setting).
- Strong managerial capabilities.
- Positive evaluations from previous administrative position(s);
- Letters of recommendations.

- Excellent communication skills.
- Demonstrates capacity to meet and or exceed the Florida Principal Competencies including:
Proactive Orientation;
 - Decisiveness
 - Commitment to School Mission
 - Interpersonal Search
 - Information Search
 - Concept Formation
 - Conceptual Flexibility
 - Managing Interactions
 - Persuasiveness
 - Concern for Image
 - Tactical Adaptability
 - Achievement Motivations
 - Management Control
 - Developmental Orientations
 - Organizational Ability
 - Delegation
 - Self- Presentation
 - Written Communication

Setting Performance Expectations (Principals)

Performance expectations are communicated in August. The criteria that the principal will be evaluated on, is communicated every year. Given the range of responsibilities for which the principal is accountable, the communication will ensure that specific expectations are set. Performance within each criterion is used to determine merit increases.

Principal Goals:

1. Academics
2. Operations
3. School Culture
4. Finance
5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Performance Management – Principal Evaluation Tool

The following are the categories included in the evaluation tool. For each factor specific criteria has been identified in terms of what performance is expected.

Academic Excellence

- Curriculum
- Challenging goals and effective feedback
- Parent and Community involvement
- Safe and orderly environment
- Collegiality and professionalism
- Teacher level factors
- Technology

Operational Management

- Registration and student record keeping
- Customer service
- Governing board relations
- Following the School's guidelines for facility operations
- Supports the School's communications functions
- Compliance with District and State regulation

Superior Culture

- Leadership
- Human Resources
- Performance and planning
- Compensation management

Financial Growth

- Budget Development and management
- Business manager relations
- Fund raising
- Risk management

Growth

- Enrollment
- Succession Planning
- School Opening
- Teams

Monitoring Performance and Providing Feedback: Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance.

Monitoring methods include:

- School site visits conducted at least two times a year by the Board of Directors
- Staff surveys conducted in December and April
- Parent survey conducted in December and April
- Monthly Principal meetings
- Monthly Principal reports
- Student Achievement

Professional Development for Administrator:

The professional development plan for the Principal will encompass both internal and district based in-service trainings. The Principal will also participate in professional development conducted through: the National Association of Secondary School principals, the Southern Association of Colleges and Schools/AdvancEd, Association for Supervision and Curriculum Development, and the William Cecil Golden School Leadership Development Program. At a minimum, the Principal will be encouraged to participate in the following professional development trainings and conferences:

- I. Florida Annual State Charter School Conference – The Principal will attend state conference on an annual basis.

2. Clinical Educator Training – This training will provide quality support for developing the Principal for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist the Principal exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.
3. Classroom Walk-through Training - Provides the Principal with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement, a strategy for classroom visits that focuses on teaching and learning, methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
4. Budget Training for Administrators – This training addresses school budgeting as it pertains to both the school's operating budget and internal accounting policies and procedures, Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook) requirements, and checks and balances to ensure a sound budget.
5. Master Scheduling for Administrators – The Principal will be trained on creating an efficient and effective master schedule that meets the national, state, and district course requirements, is financially sound, and that meets class size requirements.
6. Differentiated Instruction for Administrators – This training helps the Principal to understand how to facilitate differentiated instruction by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.
7. Data-Driven Decision-Making – The principal will learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
8. Developing the School's Improvement Plan – This training assists the Principal to develop a sound and effective school improvement plan to ensure an equitable and high- quality school improvement plan. This process includes data analysis, goal setting, budget planning, professional development planning, and reflective practices.
9. Technology for the Next Generation Sunshine State Standards and Common Core – The Principal will participate in hands-on technology workshops to learn how to integrate technology into the classroom. This may include the use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
10. Principal Chat Sessions – The Principal will meet with administrators meet by level to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with teachers and staff.
11. Safety and Security – Safety and security training will prepare the Principal to help prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.

Criteria and Process used to select the School Leader

The School uses a thorough and extensive process for recruiting all positions within the School. Principal candidates will be invited to participate in activities to assess their suitability for the Principal position. Activities consist of:

In-Basket Activities

This activity evaluates a candidate's ability to handle real life situations that are part of the principal's job. Candidates are asked to prioritize scenarios in terms of level of priority and are then asked to describe what action they would take to address each situation.

- Each in-basket item requires a separate action that must be completed and its priority level, identified.
- Assessors of this activity look for identification of problems, steps to solution, priority level, communication skills and overall approach to each situation.

Essay Writing: This activity is used to assess the candidate's writing ability as well as their overall philosophy of Education.

- The subject of the essay forces the candidate to read an Education article, reviewing the subject, and asserting a personal viewpoint.
- Assessors of this activity look for congruence with our educational model as well as the candidate's ability to articulate their viewpoint in written word.

Group Presentation: This activity is used to determine the candidate's ability to work collaboratively with a group as well as their ability to present in front of a group.

- Assessors decide group topics. The group of candidates will use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice, and other leadership traits.

Interview: The candidate will undergo a rigorous interviewed and review process by the ESP to acquire the best candidate for the position; templates will be prepared in advance and will include the following:

- The candidate's philosophy of Education.
- The candidate's understanding of his or her role.
- The candidate's use of data including the understanding of elementary and middle school.
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his or her role such as: interviewing, creating a School-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a School, interviewers will use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored: A minimum score is required to be achieved, in order to be considered as a serious candidate.
- Pursue the vision and execute the mission of the school.
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals.
- Demonstrate success in encouraging parental and community involvement.
- Candidate's use or familiarity with understanding the state standardized assessments.
- Commitment to accountability, including a rigorous student assessment regime.
- Agreement with and commitment to the academic goals and philosophy of the School.
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals.
- A fundamental belief that all students can learn.

- Strong knowledge of teaching and learning.
- An unyielding focus on goals and results.

The ESP will offer the position to the individual deemed most appropriate based on experience, education background, and familiarity with charter school operations, along with a commitment to high academic achievement and other criteria that the ESP or Board may determine. The ESP will ensure the candidate is a good fit for the principal role. The principal will lead and manage, along with supervise all problems, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. A thorough background check including an interview of supervisors from the candidate's previous positions will be required before a final commitment is reached between parties. The governing board will be consulted about leadership candidates in an effort to support a positive working relationship between the School Principal and the Governing Board.

Principal Evaluation and Evaluation of Administrator:

The Board of Directors and ESP will evaluate the principal and administration annually. The ESP will use a Comprehensive Assessment Evaluation in order to validate the competence and effectiveness, in accordance with the Florida Principal Competencies to ensure that the principal is meeting appropriate expectations and setting goals to meet those expectations. The performance standards and expectations will be communicated August of each year, so the principal can steer their progress toward meeting these standards. Performance will be evaluated based on the school's mission and vision annually. The administrative performance will be measured in terms of meeting or exceeding competencies with emphasis in the areas of improved student achievement, overall school site leadership, information and analysis, strategic quality planning, management of processes, human resources, and customer focus. The evaluation will also include other data as part of the school leader's evaluation, which may include: results of parental involvement efforts, State Standardized assessments, and AYP reports in terms of continuous improvement efforts, professionalism and attendance statistics, results of parent surveys, and staff climate surveys.

The School's principal evaluation plan will be grounded with the following purposes:

1. Accountability- The principal will effectively lead the School.
2. Improving School Performance- The principal will be a capacity builder, working collaboratively with member of the school community to continuously improve the quality of teaching and student learning.
3. Professional Learning- The principal will continuously build their leadership capacity and competence.

Set Performance Criteria

The principal evaluation system will be based on performance criteria. The principal will exhibit critical skills such as how they run meetings, interact with staff, and facilitate professional development at the school. The evaluation will grow from the values and mission of the School. The evaluation process will emphasize the School wide focus, which is driving academic success, by emphasizing student and school achievement. Other criteria's include operational performance, school culture, and financial health. The principal will be the capacity builder who facilitates meaningful and productive system change by performing the following:

- Articulate the School's vision for the educational program with clear goals.
- Develop a meaningful strategic plan or pathway to achieve these goals.
- Continuously monitor progress toward these goals using multiple measures of student performance.

To be successful in this regard, the principal will be able to:

- Maintain a positive and productive school culture.
- Focus the work of the school staff on teaching and student learning.
- Develop and implement programs that meet high academic standards.
- Provide opportunities for parental and community involvement.

Monitoring Performance and Providing Feedback

The principal will also be evaluated regularly throughout the year, both informally and formally.

Informal Evaluations

Informal observations will provide frequent detailed feedback. This feedback will assess their performance. This will allow areas for improvement to be identified early on and for progress toward goals. The informal evaluation will be integrated with professional development.

Formal Evaluations

These evaluations will be more rigorous. Specific rubrics will be used to guide these evaluations. A minimum of two formal observations will be conducted with the principal for each school year. These observations will include the perspective of others, including one's self, school site staff, students, and parent evaluations. A consistent set of performance criteria will be used for every evaluation, therefore formal evaluations will be used to track the principal's growth over time.

Performance Review

Performance review of the principal is a tool that measures whether the objectives set for the School are being met. This review will give the principal feedback to assist with the development of a new performance agreement and improve the principal's professional developmental needs. The review of the evaluation will improve and maintain high performance expectations for each goal and performance area. Specific goals and expectations will be reviewed and an action for correction will be developed and implemented, as needed.

- 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 will hire certified and high-qualified faculty in accordance with State and Federal Mandates in compliance with the Class Size Reduction Act (applying to charter schools). The staffing plan will be adjusted in accordance with actual student enrollment figures or any changes made to State and federal Mandates. The Staffing Matrix is listed below:

Staffing Matrix

Instructional Staff

	Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Staff					
Homeroom Teachers	61	70	79	79	79
Resource Teachers	2	2	2	2	2
Other Teachers (ESE, ESOL)	8	10	12	12	12
Specials Teachers	10	12	14	14	14

Substitute Teachers	55	65	84	84	84
Pupil Personal Services					
ESE Contract	-	-	-	-	-
Guidance Counselor	1	1	1	1	1
Nurse	1	1	1	1	1
Aftercare Director	1	1	1	1	1
Aftercare Worker	4	8	10	10	10
	7	11	13	13	13
Media Services					
Media Specialist	1	1	1	1	1
	1	1	1	1	1
Curriculum Development					
Dean of Students	1	1	1	1	1
Instructional Related Tech.					
Instruction IT	-	-	-	-	-
School Administration					
Principal	1	1	1	1	1
Assistant Principal	1	2	2	2	2
Receptionist	1	1	1	1	1
Office Assistant	3	4	4	4	4
Registrar	1	1	1	1	1
	7	9	9	9	9
Fiscal Services					
Bookkeeper/Business Mgr	1	1	1	1	1
	1	1	1	1	1
Food Services					
Lunch Room Manager	1	1	1	1	1
Lunch Room Worker	3	4	4	4	4
	4	5	5	5	5
Pupil transportation Services					
Drivers & Transportation	-	-	-	-	-
Operation of Plant					
Custodian					
Security					
Crossing Guards					
	-	-	-	-	-

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

The School understands that its success is greatly dependent upon its ability to attract and retain strong academic leadership. The Governing Board will work directly with the ESP to constantly be engaged in activities related to the recruitment, selection, development, and evaluation of the staff. The school will maintain standards for hiring quality staff while continuously recruiting, selecting, and developing bright new staff members and seeking to retain the most effective existing staff. The attraction and retention of quality employees are an integral part of the School's success. As a private employer, the school's policies and procedures will meet appropriate legal and practical standards. Below are specific hiring policies the School has adopted:

Recruitment of Staff:

Student achievement is the School's first priority therefore we will recruit a highly qualified staff. The school will recruit innovative university students and career professionals to the teaching profession. Current recruitment strategies developed to recruit and hire highly qualified professionals including using local and national television coverage, advertisement, and job fairs. The School will form school-university partnerships. These partnerships have found to be successful in recruiting new teachers into the profession, particularly recruitment into hard-to-staff subjects. The School will offer incentives such as scholarships, seminars, and professional development. The School will ensure that faculty members are highly qualified and match the learning needs of its students. The School will embark on a progressive and innovative recruiting plan. Various resources are used to recruit qualified candidates. The plan will include but not be limited to:

- Job Fairs: The School will hold and attend education job fairs to seek teaching professionals.
- College Recruiting: The School will identify colleges and universities, both locally and nationally in order to secure newly graduated teachers. The School will also coordinate efforts to partner with postsecondary educational institutions to serve as a host school for interns whenever possible.
- Newspapers: The School will advertise both locally and statewide to entice Florida certified teachers to come to the State and District to teach.
- Internet: The School will utilize selected educational Internet sites to advertise teaching openings. Recruit teachers through the State-sponsored, Department of Education, Teach in Florida website. We will also advertise on the school's website.
- Referrals Minority Organizations: The School will work closely with minority referring organizations to help ensure that the work force hired will be reflective of the diverse community served.

The process for recruiting will ensure that the School's staff is filled with individuals to carry on the educational, operation, and business affairs of the school in an efficient manner. The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The staff will raise the quality of educational service to the children of the community, with equal opportunity, and excellence in education by recruiting a diverse, qualified pool of employees who will devote themselves to the education and welfare of students.

Employee Recruitment Process:

1. The type of position and job requirements will determine staffing needs. The determination of the personnel needs for the School would be the responsibility of the Board and ESP.
2. Job descriptions and competencies are reviewed.
3. Advertisement of job vacancies are placed with announcements in appropriate external and internal media resources for the needs of the positions and competency requirements for intervals to apply.
4. Job fairs, online job posting, and partnerships with local community organizations and colleges to fill vacancies in a timely manner with the most qualified candidates.
5. Applicants are processed and their documentation is screened to assess completeness and satisfaction of competencies requirements. In the event there are an insufficient amount of qualified applicants, additional advertising may be conducted.
6. Data is collected and analyzed from applicant's documentation.
7. Candidate pools are determined by the ESP and referred to the principal for consideration.

Employment Criteria:

To guarantee student success the School will require all staff to undergo background reviews to verify past experience and insure the safety of the children. All employees will be fingerprinted and have background checks conducted as required by 1012.56 (2)(d), Florida Statute. The School will contract with the district to process fingerprinting and background checks. The school will not employ individuals as educators if

their certificate or license is suspended or revoked in Florida or any other state. All staff will be required to complete appropriate immigration and federal income tax paperwork. The school will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

To ensure all students are taught by highly qualified staff, in accordance with State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to State and district law. The School will comply with F.S. 1002.33(9)(1)4, the minimum and preferred qualifications for each instructional and student service position applicable to the School. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

The School will meet all applicable state and local health, safety and civil rights requirements, as required by Florida Statutes. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks and drug screening.

All employees will be committed to the high academic standards of the School. Faculty will have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teachers require energetic, creative, knowledgeable persons who possess a desire to make education exciting, and make a difference within the educational experience of each student.

Screening:

All candidates will complete an employment application, which will request information related to prior work experience, special skills, educational background, and will also provide consent to the Principal to check references. The school will also require all candidates to attach a résumé to the application. The school will retain both the application and the resume in its employee files. The School will not, in print or in person ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge or reserve status, relatives employed by the school, spouse, children or family plans, how the applicant found out about the job, credit problems, or personal bankruptcy.

Reference Checking

The school has a policy of calling references provided by the employee, as well as contacting former employers (whether given as a reference or not). The School understands that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and especially if this information would have revealed a distinct possibility of harm. Therefore the School will therefore implement a rigorous reference-checking policy.

Selection: Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

The School will meet all applicable state and local health, safety, and civil rights requirements, as required by Section 1002.33 (9) (e), Florida Statutes.

All employees will be committed to the high academic standards of the School. Faculty will have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teachers require energetic, creative, knowledgeable persons who possess a desire to make education exciting, and make a difference within the educational experience of each

student.

The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

The following information is intended to help guide the process of paper screening applications and other pertinent data, analyzing oral interviews, and teaching demonstrations:

The Principal/Head of School

The Principal will possess leadership abilities and a comprehensive educational vision that is consistent with the School's mission and educational program. In addition, the Principal will possess skills in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business experience.

Principal Qualifications: Preferred-State Principal Certification and/or Master's Degree Experience Minimum, three years successful administrative; Minimum five year's successful classroom teaching experience Knowledge and Skills:

- Experience implementing high academic standards and curriculum in an educational setting.
- Knowledge of flexible school scheduling, especially "continuous progress" systems, which differentiate instruction for individual students, based on assessments of their academic skills.
- Capacity to build a school culture, which mobilizes the effort of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships, which foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacities to observe, evaluate, and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.
- Unshakable belief that children from under-resourced communities can reach the highest academic levels.
- Persistence and resourcefulness in overcoming obstacles to solve problems.
- Acceptance of personal responsibility for the educational results of the school.
- Flexibility and willingness to embrace change.
- High personal ethical standards.
- Lifetime interest in how people learn and on one's own personal development.

Classroom Teacher

In compliance with F.S. 1002.33(9)(1)4, minimum and preferred qualifications for each instructional and student service position applicable to the charter School. Each teacher's qualifications will be disseminated to parents considering the charter School for their child as required in the charter statute. The School will hire, in accordance with the guidelines for state, district, and No Child Left Behind, along with 1002.33 Florida Statute. The most important qualifications for our teachers are:

- (1) Caring about all students.
- (2) Familiarity with or willingness to be trained in the school's curriculum sequence and learning styles.
- (3) Ability to demonstrate effectiveness in teaching, preferably in a culturally diverse setting.
- (4) A willingness to work hard and to take responsibility and exercise leadership for the school as a whole.

Teacher Interviewing:

The interview process is designed to help determine whether a candidate: a) possesses the necessary skills to be a productive member of the staff and b) will fit into the School's unique culture and environment. The School will develop an interview protocol, a process for checking references, a list of interview questions, and a rubric containing objective criteria. The school will pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required, if he or she expects a salary that is reasonable, or does agree with the instructional philosophies of the school. Teaching candidates will be interviewed on qualities effective teachers possess, including:

- Effective teachers love to teach.
- An effective teacher demonstrates a caring attitude.
- An effective teacher can relate to their students.
- An effective teacher is willing to think out of the box.
- An effective teacher is a good communicator.
- An effective teacher is proactive rather than reactive.
- An effective teacher works to be better.
- An effective teacher uses a variety of media and technology in their lessons.
- An effective teacher challenges their students.
- An effective teacher understands the content that they teach and knows how to explain the content in a manner that their students understand.

Qualifications: Bachelor's degree and State Certification/license as defined by the State Board of Education. Applicant will be subject to background checks and drugs test, conducted in a manner consistent with the law, prior to hiring. If assigned to work with special education and related services or bilingual education, state certification in area of assignment is required.

Responsibilities:

- Accountable for designing, implementing, and monitoring the learning experiences of each student and class.
- Provide comprehensive instruction consistent with state curriculum standards.
- Establish challenging goals or targets for improvement of individual and overall student academic performance.
- Analyze data from assessments of student work to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Work collaboratively with school staff, students, parents, and community partners and responsible for communicating regularly with parents.
- All staff will meet and maintain the behavior established in the charter school's Code of Ethics.

Knowledge and Skills:

- Experience implementing high academic standards and curriculum in an educational setting.
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective practices that motivates students to adhere to high standards of conduct.
- Capacity to analyze data of student learning to identify needs for improvement in instruction.
- Skills in oral and written communications.
- Capacity to work as an effective team member.
- Educational Background- Bachelor's Degree or higher in Education and/or area of specialization in the grades he or she is teaching
- Presents positive teaching evaluation history.

- Displays exemplary personal presentation and interpersonal skills.
- Demonstrates strong written and oral communication skills.
- Demonstrates computer literacy.
- Demonstrates in-depth knowledge of subject area.
- Understands various teaching methods and learning styles.
- Demonstrates ability to make learning exciting and interactive for students.
- Is committed to the academic development and character development of each student.
- Displays enthusiasm, flexibility, and innovative techniques toward education.
- Demonstrates ability to work effectively with parents, students, resource personnel, and other School wide groups of individuals
- Engages in continual professional development seminars, presentations, and organizations.

Special Education Teacher

Qualifications: Bachelors degree/certification a special education teacher

Minimum Requirements: Special Education teachers need to comply with all Federal and State laws regarding students with disabilities.

Responsibilities:

- Uses appropriate assessments to screen students in need of special education services and support.
- Plans and monitors implementation of individualized educational programs (IEPs) for students identified with special learning needs.
- Provides individualized and small group instruction according to student IEPs.
- Provides individualized and small group counseling on education and personal problems that relate to the student's growth and development.
- Conferences frequently with parents and staff members on each pupil's progress.
- Special Education Teachers will analyze data from assessments of students work in collaboration with their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.

Knowledge and Skills:

- Experience implementing academic standards and curriculum to special education students in an educational setting.
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels.
- Knowledge of effective classroom management practices motivating special education students to adhere to high standards of conduct.
- Capacity to analyze data on student learning to identify needs for improvement in instruction for the special education population.
- Skill in oral and written communications.
- Capacity to work as an effective team member by interpreting the abilities and disabilities of special education students to the entire staff.

Receptionists and Office Assistant

Qualifications: One to two years' related experience and/or training.

Responsibilities:

- Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business details.
- Prepares and communicates reports.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Organizes and maintains file systems and files correspondence and other records.
- Answers and screens telephone calls and arranges conference calls.
- Coordinates manager's schedule and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- Will require the teacher to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail.

Teacher Evaluation

Periodic personnel evaluations will be conducted to improve teacher performance. Teachers will be observed throughout the year using a Performance Assessment System. The Performance Assessment System will help evaluate and offer professional development to teachers. Teachers will maintain a portfolio as a part of their performance evaluation process which includes evidence of relevant coursework, publications, published papers, recognition or awards they receive and other such documentation of their investment and responsibility for their own professional growth.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School. Human Resources will maintain a file for every teacher (and staff member) and ensure that their certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline. The ESP will actively monitor non-renewable certificates and 5-year renewable requirements for compliance.

Offering Employment

The school will offer employment through a job offer letter, in addition to a phone call. Generally, the candidate and the school will have verbally negotiated the conditions of hire and the job offer letter will confirm the verbal agreements. The job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, restate that the employment will be at-will. The school will send those candidates that were not selected for employment an Applicant Rejection Letter.

A New Hire Packet will be given, the packet will include the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, state income tax form, Employee Handbook (and acknowledgement page), and information related to company-offered benefits. All instructional personnel will be considered 10-month employees paid over a 12-month period. Instructional personnel will begin approximately two weeks prior to the start of school and work about one week after the end of school. According to Florida statutes section 1012.315, a person may be ineligible for employment within the School based on specific criteria.

New Employee Orientation:

New employees will participate in a mandatory New Employee Orientation to ensure employees are set up for success from their first day. This orientation will provide employees with the Employee Handbook. This will also allow each employee to be aware of the School's mission and the guiding principles for all decisions and procedures followed within the School and District. The first ninety days of employment are considered an orientation period. During this period teachers will participate in our Teacher Induction Program.

Professional Development and In Service Training:

The ESP will establish a Professional Development Plan (PDP) for the School. Professional development is a strategic tool for the School's continued growth, along with productivity and ability to retain valuable employees. This plan will provide the foundation from which an annual slate of professional development activities are prepared. The PDP will be an opportunity for employees to develop career and educational goals. The staff members will be eligible to participate in all District-sponsored professional development activities. Typical activities available to faculty and staff include graduate study, professional conferences, workshops, technology training, and other applicable in-service opportunities. The employees and supervisor will develop the PDP, which will be reviewed and revised annually as necessary to meet the School's objectives. Professional development goals and the attainment of such are incorporated into the annual employee performance evaluation.

All administrators and teacher facilitators will receive in-service training. Teachers will receive training from these consultants at least twice annually during site visitations. The School will also provide in-service education for its parents, paraprofessionals, and volunteers. Such training may include, but is not limited to the following topics:

- Crisis Intervention
- Curriculum Development
- Character Development
- Test Development and Administration
- Other areas as appropriate

Evaluation of Staff:

The principal or designee will conduct all faculty evaluations. Teachers will be evaluated with a performance appraisal system to validate teacher competence in accordance with Florida Statutes and as specified on the Educator Accomplished Practices. Every Teacher will be able to integrate and apply all of

the Twelve Florida Educator Accomplished Practices. New teachers will be evaluated at least four times a year and experienced teachers will be evaluated twice a year, including an overview of their portfolio and classroom walk through. These evaluations will be used for improving the quality of instruction and serve as a support system for the continuous improvement of teachers.

A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (prepared by the Florida Education Standards Commission). The Twelve Florida Educator Accomplished Practices are comprised of the knowledge, skills, and abilities needed by all teachers to effectively support high student achievement. These essential educator practices include:

- Assessment
- Communication
- Continuous improvement
- Critical thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

Every effective teacher will be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice and show competent demonstration of each of the Twelve Educator Accomplished Practices will be evaluated. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of improvement plans that may include specific strategies, resources, and timelines for improvement deficiencies.

The CWT (Classroom Walk Through) Program – The classroom walk thru will be used frequently to provide feedback with an objective setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, the School will incorporate the Florida Department of Education's Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on state standardized tests.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the principal or his or her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his or her designee, and will serve as the basis for continuing employment contracts.

Development of Staff:

The school is committed to raising student achievement by supporting the design, coaching, and facilitation of high quality staff development that improves the performance of all employees. Staff training will be offered throughout the school year. Select teachers will attend local, state, and federal conferences. The staff will participate in school-initiated workshops for professional and staff development. Staff will also complete an Individual Professional Development Plan (IPDP). This will document and identify personal targeted professional growth. The school is committed to the professional development of its staff by offering a range of professional growth opportunities.

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

Teacher training will be offered throughout the school year in a variety of forms. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist, and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

The faculties IPDP plan will identify the strategies for obtaining specified goals, this will ensure that professional development will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The Principal will approve all IPDP's, or his or her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

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

Retention of Staff:

The staff at the School will be the School's greatest asset. It is an important mission to maintain a fulfilling work environment by promoting professional and personal development, career advancement, competitive job benefits, and a strong commitment to equal employment opportunity and workplace equity. Our goal is for employees to be proud to work at the school. Therefore our school will provide staff with the following:

- Flexible Benefits Plan
- Credit Union
- Direct Deposit
- Movie Tickets
- Tuition Assistance (if the budget allows)
- Retirement/401(k) Savings Plan
- Bereavement Leave
- Dental Insurance
- Employee Assistance Program
- Family Medical Leave
- Financial Counseling
- Health Insurance
- Holidays
- Jury Duty Leave
- Life Insurance
- Long-Term Disability
- Sick Leave
- Vision Care Insurance

The School wishes to provide the best benefits and employee services possible. When employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (such as Social Security, workers' compensation, and unemployment insurance) will cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. These include:

Employee Assistance Program: The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress.

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

Support for Beginning and Struggling Teachers: Observations of new and struggling teachers by veteran teachers will be conducted and support strategies will be implemented as applicable. A new educator support system format will also be utilized as a means to offer support to beginning teachers, through the assigning of a willing mentor, who will be assigned for struggling and/or beginning teachers.

Section 11: Education Service Providers

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

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

The Governing Board has no contract or agreement with an ESP. Upon approval of the charter, the Governing Board will begin interviewing and evaluating qualified service providers to operate and manage the school successfully. The services the school will seek from the ESP are employment, school development, marketing the School, curriculum design, professional development, student assessments, financial and operational management, facility management, technology management, and human resource management. The ESP will provide positive effects on student achievement. The school may contract select vendors or a provider to provide educational services.

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 School will retain independent legal counsel to help the Board review and negotiate service contracts that: support the goals, vision, and mission of the school, maintain complete authority with the school leadership along with the board, and deliver professional service. The provider will perform day-to-day management of the School, in accordance with the management agreement and the Governing Board. The costs will fit within the framework of the school's budget expenditures. The School will use a Quality and Performance Assessment to evaluate the ESP. Below are services the ESP will provide:

Support the New School

- Implement and administer the Educational Program.
- Develop rigorous performance goals to ensure goals are based on students' incoming performance levels.
- Ensure that the School has the support it needs between the initial grant of its charter and the first day of school and through the years.
- Manage personnel functions including professional development.

Develop a Strong Talent Pool

- Engage in strategic recruitment of local and national employees that show strong potential for operating a successful School.
- Build criteria into the application process that provide opportunity to align selection with the School's mission.

Provide Meaningful and Transparent Oversight

- Streamline compliance and reporting requirements and be clear and up front about the information that is required to collect and the form in which to submit.
- Use focused site visits to gather information that will be useful for students to achieve high academic success.
- Implement a monitoring process that is thorough but also safeguards the Schools' freedom to experiment with new innovative approaches to govern the curriculum and instruction.

Select for Quality

- Employ a variety of evaluation methods to assess applicant's capacity, using methods such as a multistage application process, in-person meetings, and reviews by internal and external teams.

Be held Accountable for Meeting Performance Goals

- Intervene early when problems arise and follow a predetermined protocol when the School falls short of organized, fiscal, or performance expectations.
- Collect sufficient evidence on both student performance (achievement results) and school performance (financial viability).

Accountability

- Perform repeated evaluations, assessments, and continuous improvement for the curriculum and report findings to the Board.
- Devise systems to be accountable for meeting high standards.
- Ensure the School is result oriented.
- Implement student performance evaluations that permit evaluation of the educational progress of the School.

School Growth

- Provide the School with adequate resources and being held accountable for results.

Funding

- Manage all aspects of the business administration of the School.
- Analyze the funding structure to determine if the budget provides adequate resources to support high-quality practices.
- Increase funding amount per pupil funding, by increasing the availability by external fund raising.
- Manage all aspects of the accounting operations and prepare the proposed budget and annual budget for presentation to the Board for modification, amendment, or approval.

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

The Board has not selected an ESP at this current time. Upon approval, the Board will look for a service provider who is committed to upholding standards of professional practices that set high benchmarks for quality, innovation, and accountability. The Board will also look at candidate's knowledge of the best practices, business processes, and ethical practices. The school will hire an ESP whose mission is to facilitate the vision of the School's governing board by providing the services and support necessary to allow the School to fulfill its mission. The Board will enter into a contract with an ESP whose performance shows superior academic and financial services, with the following:

- High Academic Student Achievement
- Customer and Parent Satisfaction
- Financially and Ethically Sound
- Shows Durability and Diversity

The Board will perform due diligence to establish the ESP has the appropriate financial resources, educational services, and managerial experience to provide the contracted services. The Board will not approve the ESP agreement until all Board members have been given the opportunity to review the proposed agreement with a legal attorney. The board will approve the final ESP agreement with a formal vote at a public board meeting. Prior to contracting the ESP, the Board will obtain sufficient information to conclude that the ESP agreement is in the best financial and educational interest of the School. At minimum, and prior to the execution of an ESP agreement, the ESP will provide:

- List of all ESP owners, directors, and officers
- Type or form of entity (for profit, non profit, etc.)
- Name of ESP's primary banking institution
- Legal counsel for the ESP and contact person
- Accounting and auditing firm for the ESP and contact number
- A written statement regarding the ESP's experience in providing services.

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

The Governing Board will be responsible for the fiduciary oversight and management. In compliance with F.S. 1002.33(9)(i), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. The ESP will provide day-to-day financial management and appropriate management of financial resources to support school improvement and academic gains, fiscally responsible in the execution of publicly funded monies, and seek additional resources, to enhance the goals of the school. The ESP will be responsible and accountable for all financial, accounting, and bookkeeping functions, including payment of all invoices. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles. The ESP will present the annual budget and present it to the Board for approval. There will also be a budget revision session in October of each year. The ESP will monitor the School's cash balances on a weekly basis, insuring that unneeded funds are maintained in the highest interest bearing account available. The ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list if any. The monthly financial reports will be submitted to the Board. This report will include:

- Actual to budget revenue and expenses for the month and YTD.
- Anticipated cash needs for the next three months.
- Cash flow forecast for the same period.
- Plan to address any cash flow issues.

The Board will adopt sound financial policies and accounting procedures in accordance with the Financial and Program Cost Accounting and Reporting for Florida Schools, using General Accounting Standards Boards (GASB), as recommended in F.S. 1002.33(9)(h). These policies will ensure effective controls over revenues, expenses, and fixed assets, and will be evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

The Board will implement internal safeguards and reporting controls for fiscal management, being aligned with industry acceptable standards and sound accounting principles. The Board will oversee the selection of an independent certified public accountant for the School's annual financial audit, in compliance with F.S. 1002.33(9)(g). The School's financial, educational, and other records pertaining to the charter school are the property of the school. All financials will be provided to the Board for its oversight and approval. Specific financial controls that the ESP and board will have in place are summarized below:

- The Board must approve all requisitions.
- No purchase may be made without a purchase order approved by the ESP.
- Purchase orders will not be issued unless there are sufficient funds for payment.
- All payments for goods and services must be made from invoices that have been reconciled to purchase orders and approved by the ESP and Board.
- The ESP and board will follow Generally Accepted Accounting Procedures.

E. Unless the ESP is the parent mom-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 ESP will have a performance-based management agreement. The management agreement between the Board and ESP outlines the duties, expectations, and responsibilities of both parties. The management agreement addresses the performance requirements of the ESP. The Board will conduct performance-based evaluations periodically and annually. The ESP will be required to provide data to the Board including financial enrollment, staff data, academic performance, and facility costs and needs. The ESP will be held accountable for creating a challenging learning environment where students excel and achieve academic success, along with exhibiting financial health. The ESP is required to provide data to the Governing Board: financial performance, including variance to budget, staff turnover data, academic performance, including enrollment, and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the School. In any ESP agreement or relationship, the board will reserve the authority to terminate the ESP’s management agreement based upon performance or failure to provide services. Board members are forbidden from attaining any form of compensation from the School’s operations, the Board will have no financial interest in the School’s operations. Employees of the School are not eligible to become part of the Governing Board or vendors.

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

Not Applicable. Upon selection, this information will be provided to the District.

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

Not Applicable.

12. Human Resources and Employment

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

The School is a not-for-profit, private employer, as allowed in Section 1002.33 (12)(i). The School will seek to obtain a diverse, high-quality staff that mirrors the diversity of the community and student populations. Therefore it will not be subject to collective bargaining. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district. Potential exceptions will be made for individual experience, degree level, and past employment history. Administrative salaries will be developed to compete with the local school district. The school employees shall have the option to bargain collectively, as required by Section 1002.33 (12) (b), Florida Statutes.

Full time, salaried employees will be entitled to Health Insurance. The school will comply with the provisions of Florida School Code concerning compensation and salary schedules, contracts with instructional employees, and evaluation of instructional personnel and school administrators, as required by Section 1002.33 (16) (b), Florida Statutes.

Instructional personnel will be employed ten-months and receive payment over a twelve month period. Instructional personnel will begin work two weeks prior to the start date of school and work one-week after the last day of school. Principals and key administrators will be employed twelve-months.

The School's employees will be entitled to receive coverage provided by the Charter School's insurance programs with regard to health and welfare benefits for the employee (medical insurance, dental insurance, and vision insurance, etc.) the school will provide these benefits to the employee. After ninety days of employment paid sick leave will be offered. The school will not participate in the Florida Retirement Plan. All employees will be required to sign an employment agreement.

Compensation

The Board believes that it is in the best interest of both the organization and ESP to fairly compensate the workforce for the value of the work provided.

The Board will work with the ESP and School in establishing budget criteria, incentives, and other motivating factors that will attract, reward, and retain the best employees.

Teachers and other employees will be placed on the School's salary schedule according to their responsibilities. Merit pay raises will be given based on the Florida Department of Education's Merit Pay Plan for teachers.

Revenues and expenditures will be reviewed annually, and a recommendation will be made through the principal after counsel with staff for cost of living adjustments and incentive pay to remain competitive with the District. Teachers may move up within each teacher level based on performance. Career paths will be developed for teachers.

The School shall be deemed the exclusive private employer.

Teachers and all other employees hired by the School will be informed that they are not employees of the County School Board and thereby fall under the auspices of the School. To ensure that we attract highly qualified personnel, the School will pay salaries and provide benefits comparable to the districts salaries. Full-time employees will be eligible to accrue sick and personal leave and will receive health insurance. Individual retirement plans such as a 401(k) plan will be made available to employees. Additionally, employees will be offered the opportunity to purchase a group life insurance policy.

Merit Base Pay and Recognition Programs

The School will implement merit base pay and a recognition program. The School will annually recognize top performing staff such as Teacher of the YEAR, Team member of the Year, along with other recognitions. A cash award accompanies the recognition award. The School will institute merit based pay by annually conducting stringent evaluations of teaches and administration success. Employees will have a base salary to compete with the local school district. Administration and instructional personnel will have a structured compensation system that rewards high performers based on student achievement. Merit base pay will be awarded, as funding allows. The School's acknowledges that quality staff matters for student performance and long-term success. Test scores, college acceptances, and even lifetime earnings is linked to strong teacher performance. Pay increases will be available for the highest performing teachers annually and awarded amounts will gradually increase over time to ensure prolonged efforts and long term success. The School will ensure equal opportunity by providing workshops to help teachers improve in areas of weakness.

The School will participate in the MAP program funded by the State of Florida. The awarded amount of at least five percent and no more than ten percent of the School's average teacher salary will be awarded to the top performing personnel, regardless of years of experience. This award is only available to instructional personnel and school-based administrators. Not less than sixty percent of the assessment of personnel will be based on the performance of the students assigned to the teacher, students within the sphere of responsibility of the team, or students assigned to the administrator's school.

- Evaluations will be based on academic proficiency or gains in learning or both of these elements.
- The School will balance academic proficiency and learning gains so all top performing teachers have an opportunity to quality.
- The School will use statewide-standardized test for personnel who teach those subjects for which there is a corresponding state assessment.
- The School will use national, state, or district-determined testing instruments that measure Next Generation Sunshine State Standards/Common Core State Standards, curriculum frameworks or course descriptions for the content area assigned and grade level taught for personnel who teach subject grades not measured by the statewide assessment system. End of the year course examinations used for the program purposes will be base on the Next Generation Sunshine State Standards/Common Core State Standards and measure a student's understanding and mastery of the entire course.

The assessments will be based on the professional practices component consisting of criteria adopted by the School and administered through an evaluation. The criteria are:

- The ability to maintain appropriate discipline.
- Outstanding knowledge of subject matter, with ability to plan and deliver high-quality instruction and the high-quality use of technology in the classroom.
- The ability to use diagnostic and assessment data and design and implement differentiated instructional strategies in order to meet individual student needs for remediation or acceleration.
- The ability to establish and maintain a positive collaborative relationship with students' families for the purpose of increasing student achievement.

- The Florida Educator Accomplished Practices and any other professional competencies, responsibilities, and requirements.
- Other appropriate factors identified by the district. 1012.225(3)(e)

Layoff and Dismissal Rights

In situations where discipline of an employee becomes an issue, the School will pursue progressive communication and action (including, but not necessarily limited to being given a reasonable opportunity to improve performance, suspension with or without pay, or termination of employment, if necessary).

Work Year or Day

During the five years of the charter school year, the School will be at least 180 days. The School reserves the right to establish the work calendar. Typically the School will require teachers to attend work 10 days prior to school starting and 5 days after. They will also be required to supervise two Saturday tutoring sessions (9:00 am to noon) during the school year and participate in the schools before and after school program.

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

All faculty and staff of the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design of the school. They will demonstrate the ability and motivation to work as part of a learning community. All staff will be highly qualified in their field. Employees will participate in a Human Resource Orientation. This program will outline the School's policies and procedures, therefore each employee will be responsible for conducting a positive and safe working and learning environment for staff and students. Each employee will acknowledge their responsibility to abide to the School's policies and procedures. The policies that are discussed in the orientation are workplace violence and safety, ethics and conduct, harassment, discrimination, EEOC, and other policies and procedures.

Staff at the School will be expected to be courtesy, cooperative, and have a positive attitude at all times. Personal activities should not bring discredit to the school. The school expects staff to observe acceptable standards of behavior and to avoid inappropriate actions. Staff is expected to maintain high standards of conduct and abide by the rules set by the school. The School will operate at all times in compliance with Section 1002.33, Florida Statutes and the relevant State Board of Education rules and all amendments thereto.

Staff is expected to respect the rights of others, exhibit levels of behavior supporting the school mission, vision, and purposes, and best interests of the school. They are required to perform assigned duties in an orderly and efficient manner and adhere to rules and directives. The School will comply with and meet all requirements of the School District's Charter School Policy and any amendments thereto.

The charter school will require background checks of all employees, including contracted employees, its Board of Directors and contractual personnel who are permitted access to school grounds when students are present, who have direct contract with students, or who have access to or control of school funds. The school will ensure volunteers are screened as required by Section 943.0435 I, Florida Statutes.

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel

who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits and offering trainings (amounts will vary depending on funds available in the budget).

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

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

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

Professional Development

The School will follow the Profession Development Plan that require employees to set high expectations for students and teachers. The School will be committed to maintaining a high quality staff with innovative learning methods by providing professional development and training opportunities through in-house workshops, conferences, presentations, technology classes, annual day-long Professional Development Days, and other school wide activities. Teachers will be required to complete professional Development Plans, which will be approved by the principal. All staff including the governing board will be required to participate in training programs offered to charter schools by the District and the State. The ESP will provide performance development programs with the following standards:

- Data-Driven: Professional development that improves the learning of all students using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Evaluation: Professional development that improves the learning of all students using multiple sources of information to guide improvement and demonstrate its impact.
- Research-Based: Professional development that improves the learning of all students preparing educators to apply research to decision making.
- Design: Professional development that improves the learning of all students using learning strategies appropriate to the intended goal.
- Learning: Professional development that improves the learning of all students applying knowledge about human learning and change.
- Collaboration: Professional development that improves the learning of all students providing educators with the knowledge and skills to collaborate.

All employees will sign a written employment contract to include specific performance expectations. All employees will receive and acknowledge by signature an employee handbook explaining goals and aims as well as benefits, grievance procedures, causes for dismissal, and dismissal procedures in accordance with due process. The handbook will also include lesson plan requirements, ways to communicate with parents, faculty meeting dates, paid holidays, sick days, emergency substitute plans, and the date for Open Houses at which attendance is mandatory. Each employee will abide by the Code of Ethics as designed by the County Public Schools to uphold high standards of job performance and professional conduct, and will be required to participate in professional development programs. Each position has a job description, which will be provided to all School employees. Each employee will perform according to his or her job description. Employees will be provided timely feedback to inform them when performance standards are being met as well as when they are not. In cases where performance standards are not being met, employees will be advised in a timely manner that their performance must improve with assistance from colleagues, experts in their field, and administration. Employees who elect not to conform to expected standards will be provided progressive discipline up to the level of termination. Employee-related challenges may arise, and will be addressed using clearly stated policies and procedures, which will be established by the Governing Board and included in the School employee handbook.

All teachers will be highly qualified and certified as per section 1002.33, F.S. or are able to present a letter of eligibility and/or a temporary certificate from the Florida Department of Education. Obtaining proper certification is the responsibility on the teacher and continued employment will be contingent on the completion of all certification requirements.

The school will be a drug-free workplace. Testing procedures and guidelines will be communicated to all employees and are consistent with those of the County School Board. Applicants may not report to work until the School receives notification of a negative drug test.

All staff members will receive professional development in the Comprehensive Research-based Reading Plan, Classroom Management, and the School's Reading Series before the start of the school year. Teachers will be required to report to work 10 days prior to the first day of school to participate in this training. Each year, as part of our commitment to continuous learning and continuous improvement, the School will set 2 to 3 main areas of focus for professional development. In our first year of operation, we will focus on:

- Pedagogy and teaching strategies
- Culturally relevant teaching styles
- The Establishment of a strong classroom and school culture

Required Professional Development includes the following:

- New Hire Orientation
- Employee Handbook
- Student Handbook
- Florida's Professional Code of Ethics Training

Within the Performance and Professional Development Process for each employee, particular attention is given to setting goals at the beginning of the School year. Each Instructional staff member will identify with the assistance of the Principal, professional development opportunities to gain experience and/or knowledge that will positively contribute to their effectiveness.

Some of these opportunities may include:

- Professional seminars, memberships and fees.
- Having corporate staff work with teachers to help classroom setup at the beginning of the School year.

- Ongoing educational support.
- Sponsoring staff who may be interested in attending state or national conferences and seminars.
- Participation in special projects and training.

The School's Two-Week Intensive

The School's professional development program will begin with intensive two weeks of staff development prior to the beginning of each school year. During these sessions, staff will prepare their classrooms and participate in the professional development program.

The rules set forth below are intended to provide employees with illustrations and fair notice of what is expected from them. However, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Ninety-Day Probation Period

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

Voluntary Termination

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

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Will comply with SB 736 with respect to all teachers.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

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

Job Performance

Misconduct Employees may be disciplined or discharged for misconduct. Employees may be disciplined or discharged for poor job performance, including but not limited to, the following:

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

- Failure to follow established safety or security procedures

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Belief Statement

Professional development is at the core of total School's improvement and systemic educational reform. The School believes the following forms the foundation for creating a master professional development plan:

- The School's primary focus is student learning.
- Students learn in different ways and require a variety of instructional approaches and assessment strategies.
- Continuous system improvement is crucial to enable students to become productive citizens and confident, self-directed, and life-long learners in a global community.
- High expectations for rigor, relevance, and relationships foster student development and achievement.
- It is our responsibility to provide a safe, orderly, and inviting environment for learning and working.
- Character development is imperative for the continued growth and health of our community.
- Our students are entitled to dedicated, caring and highly skilled teachers, administrators, and support staff.

These standards will serve as the framework for identifying professional development for the School. This focus will ensure that professional development opportunities are congruent with the needs of our educators and administrators. The School will provide in-service training by consultants in crisis intervention, curriculum development, character development, and test development and administering. The ESP will provide the following approved professional development programs:

- The School agrees to establish a Professional Development Plan (PDP): This plan will provide the foundation from which an annual slate of professional development activities is prepared. The PDP will be an opportunity for employees to develop career and educational goals. Staff members will be eligible to participate in all District-sponsored professional activities. The charter school will be charged for participation in such training at the same rate as regular District schools.
- Typical activities available to faculty and staff including graduate study, professional conferences, equity workshops, technology training, and other applicable in-service opportunities. The employees and supervisor will develop the PDP, which will be reviewed and revised annually as necessary to meet the School's objectives. Professional development goals and the attainment of such are incorporated into the annual employee performance evaluation.
- Professional Learning Communities (PLC's): The School will provide an environment in which educators "are united" by a common purpose, shared vision, collective commitments, and specific, measurable goals, where collaborative teams engage in action research and collective inquiry into the big questions of teaching and learning; where continuous improvement cycles are built into the routine practices of the school and where gathering evidence of student learning is a constant focus.
- Short-term Workshops/Presentations/Lectures: While it is the goal of the School to encourage sustained and embedded professional development, it is understood that local, state, and federal requirements require training that is specific in scope and therefore not conducive to long-term workshops.

- Long-term Workshops: Courses will require a minimum of ten (10) hours.
- College Courses: Courses will be on-line or on-campus. Courses will be pre-approved if renewal credit is being requested.

Safety addresses the myriad concerns associated with a safe and orderly school environment. The focus of this component includes:

- Creating and implementing a Safe School Plan
- CPR/First Aid training
- Following procedural guidelines for medication dispensation.

Lesson Planning, instructional Presentation

The Instructional Presentation Professional Development program focuses on strategies to meet the unique academic needs and learning modalities of individual students. They include, but are not limited to

- Differentiation
- Inclusive Practices
- Mental Models
- Graphic Organizers
- Project-Based Learning
- Active Engagement

Student Assessment/Feedback: The School is adamant that myriad assessment measures are imperative when evaluating student growth. Consequently, the professional development program will reflect both formal and informal assessment, include:

- Data Analysis
- Running Records
- Overt Responses
- Personalized Educational Plan Development and Monitoring
- Student-Led Conferencing

Teacher Retention and New Employee Orientation: This orientation will focus to ensure the educator possesses an adequate amount of skill and knowledge. The Beginning Teacher Induction Program will provide a two-week induction program for first-year teachers. Monthly focus sessions and an on-line discussion board provide beginning teachers with support throughout the year. Sustained support through a mentor program is offered for beginning teachers during their first three years of teaching. Lead Mentors at the school will ensure additional support for Initially Licensed Teachers (ILTs). Lateral Entry staff will receive a comprehensive, two-week training on immersion in pedagogy and classroom management.

- Technology: Technology offerings will focus on the integration into the core curriculum. It is the school's belief that technology is an essential component of a robust instructional program. Additionally, the school maintains that every certified staff member will actively seek methods for integrating technology as part of his or her daily instructional repertoire. Courses will be added and/or emended as technologies advance and their applicability at the school level increases.
- Conferences or Institutes: Employees will sign a contract with the school to share information learned at the conference. If the school underwrites the cost of the conference, the employee will present the information at a school-wide session.

- In-service Direct Professional Learning: The School will incorporate a trainer of trainers model, ensuring that in-house presenters and specialists deliver instructional requisites within the system.

On-Going Workshops

In addition to intensive development experiences, more frequent trainings and workshops will cover the school and staff culture, curriculum and standards, team building and logistics, teacher evaluation, peer review, student assessment, lesson planning, parent involvement, community relations, and partnerships with community based organizations, among other subjects. Teachers will also receive training regarding the education of English Language Learners (ELL) and Students with Disabilities. Such training will include, at a minimum, information on the referral process to the Public Schools' Committee on Special Education, the development of the individualized education plans (IEP), implementation and evaluation of student progress towards meeting IEP goals, and reporting requirements.

Bridging the Gap between Teacher and Principal

The Principal will work daily with each teacher providing constant support and feedback in designing and implementing top-quality lessons that incorporate a clearly defined aim and engaging activities that take into consideration various students learning styles and interests. These informal feedback sessions will serve to bridge the gap between teacher development and formal evaluation, and will equip faculty to self-assess more effectively. Faculty members will also receive mid and end-of-year formal evaluations by the Principal.

Peer Collaboration

Teachers will work together to refine, share, and develop effective teaching strategies, which they can then utilize in team-teaching experiences. The academic day will be designed in such a manner that faculty members will, at least twice a month, collaborate on planning (lessons, curriculum, school and classroom culture), observe each other, and provide one another with feedback.

Employees will take part of a Human Resources Orientation Program where all policies and procedures will be reviewed and discussed in detail. Each employee will accept their responsibility to adhere to the School's policies. Some of the topics to be discussed will be harassment, discrimination, workplace violence, safety, company ethics and conduct, insurance benefits, and other policies.

Each employees' performance evaluation will be based on how well they performed their job and how they will demonstrate the values and principles of the School. Employee merit increases will be based on how well the staff member performs and improves in their professional development.

The charter school will comply with and meet all requirements of the School District's charter school policy and any amendments thereto. The charter school will operate at all times in compliance with Florida Statutes and the relevant State Board of Education rules and all amendments thereto.

In-Service Training

All administrators and teacher facilitators will receive in-service training by consultants. Teachers will receive training from these consultants at least twice annually during site visitations. The School will also provide in-service education for its parents, paraprofessionals, and volunteers. Such training may include, but is not limited to the following topics:

- Crisis Intervention
- Curriculum Development
- Character Development

- Test Development and Administration
- Other areas as appropriate

Baseline Sources Used for Analysis

The School's professional development Programs are designed to reflect the comprehensive school improvement planning process. The following sources are essential data sources for the direction and on-going evolution of the Professional Development Plan:

- State Standardized Exams
- FCAT Science and Social Studies
- No Child Left Behind (AYP)
- Survey data from teachers and administration

Evaluation Procedures

Professional staff development will be evaluated in the following formative and summative manners:

- Feedback from building level administrators
- Administrative observation of knowledge application in classroom setting
- Student performance results on state assessments
- Participation in summer institute(s)
- Yearly data from Student Intervention Teams
- Consultant feedback
- Feedback from Board of Directors

The School is committed to providing on-going, high quality professional development for its certified staff members. The Curriculum and Instruction Department, in conjunction with administration, will work in tandem to ensure that professional learning opportunities keep pace with students' needs in a rapidly evolving, global economy. Moreover, the school wholeheartedly supports a "Trainer of Trainers" model where high efficacy teachers are encouraged to share their pedagogical and curricular gifts.

In addition to school wide professional development opportunities, faculty members will each complete a Professional Development Plan (PDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the students and a timeframe in which the staff development exercise should occur. The Principal will approve all PDP's, or his or her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

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

Section13: Student Recruitment and Enrollment

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

The School is a “school of choice” and its goal is to promote a neighborhood school environment, with a diverse student body. The School will make great efforts to reach families reflective of the demographic of the County. The School will promote a neighborhood school environment by focusing on marketing to residents in surrounding communities. Parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School. They will also be given an update on the program’s growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. The School will identify eligible students and target the recruitment area based on the analysis of the area. The target recruitment area will be identified by using student demographics, school enrolment information, and scientific surveys. The marketing strategy will start in the immediate area and then broaden to the mass market.

The school will launch a comprehensive advertising and promotional campaign to inform future families about the school’s educational program, enrollment period, and school location. The school will use radio, television, mass mailings, and print. The school will also hold open-house forums. The promotional plan will be designed to reach the entire community and County, and according to all racial/ethnic groups within it. The school’s demographic composition should mirror that of the public schools in the immediate area and district. Promotional flyers and/or brochures will be distributed to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

The school will advertise in multiple languages to make sure hard to reach families (single parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment. The focus of all marketing materials will be to provide parents and students with clear and concise information about the academic program and unique opportunities available at the school. The marketing goal is to ensure parents have a clear understanding of how their child's needs can be met at our school prior to enrollment.

Active engagement in the community is critical to the sustainability of the School. A year prior to the School opening or upon approval of the Charter Application, the School will create a community outreach program. The School will identify eligible students as identified in the charter, including the ELL population as well as the ESE population. The School will implement a student recruitment and marketing plan that is efficient and effective. The School will develop highly relevant, personalized marketing communications to connect, and engage both student and parents by appealing to the diverse interests, needs, and goals of both. The School's print and electronic campaign will include web, traditional, and variable print options, e-mail, and social media applications. Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The founding board will also work with diverse community groups to seek assistance in disseminating information. The School's marketing plan will increase marketing response rates to boost admissions. The efforts of the School's campaign will achieve enrollment capacity and a waitlist.

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Enrollment will take place until the School is fully enrolled and staffed. The School will continue to target and educate the community about the charter through its marketing campaign. The School will set up a telephone extension with a message that provides all critical information to parents interested in registering their child, along with a website. All phone calls will be returned promptly. The School will publish an organized registration process.

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

Students will be considered for admission without regard to discrimination forbid by Florida statues on the basis of ethnicity, national origin, gender, marital statue, disability, or academic level. The School is committed to enrolling a diverse student body and will abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a). To achieve a racial/ethnic balance that is reflective of the community, the school will advertise in multiple languages, with it's mass mail outs, public service announcements, publications, and posting of information in community areas. The School will distribute marketing information at churches in languages other than English. The School will make available bilingual staff to communicate with parents and the enrollment application will be available in different languages. The School's marketing campaign will ensure that harder-to-reach families, single parent families, low socio-economic households, etc families will be reached. The School will conduct open house information sessions in multi languages and have bilingual staff members available to answer questions. The goal of the school is for the student body to reflect the community it serves.

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

The school will admit eligible students, as described in Florida Statue §1002.33(10), of any race, color, national, religion, sexual orientation, ethnic origin, religion or gender. It is the intention of the school to reflect the community it serves and be open to any student who submits a timely application and accepts the Parental involvement Contract, pursuant to section 1022.33(10)(d), which provides the School may give enrollment preference to certain student populations. Student populations include:

- I. Students who are siblings of a student enrolled in the charter school.

2. Students who are the children of a member of the governing board of the charter School.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

If the number of applicants exceeds the capacity of the program, class, grade level, or building then the school will employ a random selection process that gives all applicants an equal chance of being admitted (unless otherwise prohibited by law). The School's enrollment will abide by FS 1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in 1002.33 (7)(a)8. If the capacity is not met, a supplemental registration period may be held to reach capacity. To minimize any traffic impact caused by the school and to ensure the school will serve the residents of the neighborhood where the school is located. The board may decide to limit the enrollment process to target students residing within a reasonable distance of the school under Florida Statute §1002.33 (10)(e). The school and staff will accommodate all the needs of the students enrolled at the school.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Florida Statute. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of all students enrolled at the school to ensure a positive learning experience.

Enrollment Process

Open Enrollment: The School is aimed at giving families the opportunity to choose the school their child will attend. The school will inform residents about the mission and vision of the school to allow parents to make a choice to enroll their child. The School will accept applications from students residing in the County, provided the school has not reached its maximum capacity of students. Applications will be accessible on the School website and in paper form at local distribution sites. The School will use its SIS to monitor applications submitted to the School and to manage all aspects of the enrollment process. Once the application is received it is reviewed for eligibility, once proof of residence, age, and grade requirements are verified.

Lottery and Waiting List:

As per Florida Statute 1002.33, the lottery is a system of random selection (equal chance of being selected) of applications that identifies eligible students for enrollment and generates the school's waiting list. The School will conduct a lottery at each grade level that has more applications than seats available. The waitlist will be arranged to place applicants in order in which their application was received before the deadline.

Acceptance

Applicants that are accepted to the School will be provided with the requirements for registration. Documents that are required by the District will be collected and reviewed for verification. The School will store the student's registration information in the SIS. Classes and class size will be assigned. The School will accept applications on an on-going basis and will be maintained on the School's waiting list. The School will communicate when needed to future applicants. The required documentation for registration is listed below:

- Social Security Number (optional)
- Proof of Residence

- Immunization/ Medical History
- Birth Certificate
- Report Card/Transcript
- Authorized for Request of Cumulative Folder
- When Appropriate, ESE, ESOL/ELL, Literacy Folder, and any Conduct/Discipline Actions

Lottery Rules and Procedures Rules:

- For the purposes of the following rules, the following terms are defined as:
 - All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
 - Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - Student Information System lottery refers to the process whereby all eligible applicants are assigned a random number and sorted, by grade, in order of the randomly assigned number.
- All Applicants (Students not already attending the School) participate in the lottery irrespective of preference status.
- Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
- All applications received after the initial enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted.
- All Applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be placed on the waiting list with an application date equal to the date the initial offer expired.
- A lottery shall be conducted by the School to include all grades in which the number of Applicants exceeds the number of expected seats available.
 - If the number of Applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each Applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, ALL offers shall be rescinded and Applicants shall be offered admission based upon the system assigned numbers.
 - Siblings of Applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer SHALL maintain the seat accepted and the sibling whose offer, which has been rescinded, shall be considered to have a preference of an Applicant with a sibling applying for the same academic year.
- ALL offers of registration shall be made in the order of the lottery results and established Waitlist. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.

Timetable for Registering and Admitting Students

Enrollment at the school is open to all students who reside in the County.

Upon enrollment the school will:

1. Student applications will be accepted upon charter approval. Every other year after the charter approval, students can submit applications after February 1 for the enrollment period and make a public announcement of enrollment deadlines. The deadline for applications will be March 1. Written announcements will be posted in newspapers and on the school's website. Applicants received passed the deadline will be put on the waiting list.
2. If the school is over-subscribed at the end of the enrollment period, then all the applications go into the lottery. The lottery will be conducted within 15 days after the application deadline.
3. During the lottery process all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list.
4. The waiting list ranks applications that were submitted during the enrolment period. These applicants will be identified by number and by grade. As spaces become available at the school, they will be offered to the applicants in the order of placement on the waiting list.
5. Within 15 days after the lottery. Parents will be notified of the child's admission or placement on the waiting list. Parents will be able to register students. The School will follow the District's procedures for registering students.
6. If all spaces are not filled a second registration April 1.
If number of applicants exceeds capacity, lottery will be conducted a second registration will take place the May 15
7. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity during the month of June. Applications received after the enrollment period will be placed on the waitlist in the order in which they are received (according to date & time).

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

The parent and school partnership is an important aspect for the academic success of the students. As allowed by the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion N0. 03-05, the Board shall reserve the right to deny reenrollment privileges the following year to a student as a result of a breach of the Parent/Student Contract for volunteer services. Parents must sign a parent obligation agreeing to volunteer a minimum of twenty-five hours per school year. When two or more children from the same family are enrolled, parents shall be required to volunteer a total of thirty hours per school year. Enrollment at the School is the parent's choice; each parent obligates to be responsible for their child/children abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. The School will offer various activities for parents or guardians to meet their service requirements during the school year.

Increased involvement of parents and families often is cited as one of the most important ways to become a successful school. Parent involvement makes an enormous impact on student's attitude, attendance, and academic achievement. The school will implement many ways that parents can become involved and help students and the School, especially for working or single parents who have work commitments and time constraints. It is important that parents find time to participate in their children's education. The resulting partnerships between parents and The School will increase student achievement and promote better cooperation between home and school. Together efforts will connect families and schools to help students succeed in school and in their future. The Sample Parent Contract exhibited in the Appendices wherein parents willingly agree to volunteer as an investment in the child's education and the School provides various options to complete such obligation. Through the contract, parents and students agree, as

members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success.

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

The School's Governing Board will 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 in the school district. The representative may be a Governing Board member, School employee, or individual contracted to represent the Governing Board. Contact information for the representative will be provided in writing to parents each year, and will be posted prominently on the School's website. The representative will be physically present at Board meetings (at least two required).

Students master academic skills and develop civic responsibility, because of family, school, and community support enhanced by school partnerships with parents, families, and community organizations. The School, parent, and community partnerships are continuous planning, participation, and evaluation of activities that enhance the success of students. The School recognizes that a student's education is a joint responsibility shared by schools and parents as part of the larger community, and that these participants directly impact learning. The School believes that it must cooperate with its constituencies, create an atmosphere of collaboration, mutual acceptance, and commonality of goals in order to foster the educational success of its students. The School encourages the community to attend afterschool fundraising events and local professional athlete support. The involvement of parents and community will advance student achievement and life long success.

Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Service Contracts – parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- Quarterly Parent/Teacher Conferences – hosted during teacher planning days at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.

The main reason to create such partnerships is to help students succeed in school and in later life.

Below are six types of involvement and activities to describe the efforts the School will make to encourage parental involvement.

1. **PARENTING:** The School will help families establish home environments to support children as students.

- Parent education and other courses or training for parents.
- Family support programs to assist families with health, nutrition, and other services.

2. **COMMUNICATING:** The School will effectively use school-to-home and home-to-school communication about school programs and children's progress.

- Conferences with every parent at least once a year.

- Language translators to assist families as needed.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communication.

3. VOLUNTEERING: Recruit and organize parent help and support.

- School and classroom volunteer program to help teachers, administrators, students, and parents.
- Parent room or family center for volunteer work, meetings, and resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.

4. LEARNING AT HOME: The School will provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Family participation in setting student goals each year and in planning for college or work.

5. DECISION MAKING: The School will include parents in school decisions, developing parent leaders, and representatives.

- Active SAC and/or PTA or other parent organizations, advisory councils, or committees for parent leadership and participation.
- Independent advocacy groups to work for school reform and improvements.
- Networks to link all families with parent representatives.

6. COLLABORATING WITH COMMUNITY: The School will identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Information for students and families on community health, cultural, recreational, social support, and other programs/services. Including partnerships with the YMCA, law enforcement agencies, not-for-profit organizations, youth programs, and local businesses.
- Information on community activities that link to learning skills and talents, including summer programs for students.

7. PARENT WORKSHOPS: Workshops will feature topics on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to be addressed. Parent/Teacher Conferences and the electronic grade book will also encourage parents to be fully involved in the School's operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete required parent participation (communicated through newsletters, schoolnotes.com, the School website, and email blasts) will be plentiful and yearlong. Some of these will include: activities such as chaperoning field trips, assisting with class projects, helping in the library, speaking during Career Week, Family Day, and running the School store.

II. Business Plan

Section 14:

If the site is secured:

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility will meet the school's capacity needs for students to be served.
- D. Explain the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities related costs.
 - o The financial plan for the proposed school should align with the facilities-related costs described.
- E. Describe the back-up facilities plan.
 - o What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

Sections A through E are not applicable.

If the site is not secured:

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

The School facility has not yet been chosen. The Governing Board is currently evaluating school locations at this current time. The School will either lease the facility or engage with an experienced charter school facilities developer to acquire, design, plan, and construct the facility for lease, which are appropriate to the needs of the School. The charter school will utilize a newly built or renovated facility, which comply with the Florida Building Code and commercial and life safety codes. The facility is expected to be 60,000 to 100,000 square feet in size, occupying one to three floors. The School will serve students from grades K-8. The facility layout will separate the elementary grade (K- 5) from middle school grades (6 –8). The facility layout will include enrichment rooms to support the Schools educational programs along with office space for administration and common areas (lunch, etc.) and recreational areas. The facility will feature

pick-up and drop-off zones and parking for staff and guests. The facility will be designed to meet and exceed the interest of the community, county, school district, and students. The facility will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. 6333.025. The school will provide proof of annual inspections prior to the first day of school and will be compatible with existing neighborhoods and local municipal and county planning efforts. . The school will obtain necessary permits, licenses, and certifications related to fire, health, and safety. The District will not be responsible for the cost of the facility construction or maintenance.

- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - o The financial plan for the proposed school should align with the facilities-related cost described.

The ESP and governing board is evaluating potential sites. The estimated costs of the anticipated facility needs will be at or below market rates. The board has derived the estimated cost based on actual cost data and proposed estimates from proposed contractors.

The School' goal is to enter into a triple net, long-term lease. The budget for the anticipated lease and other facilities costs is provided in the financial data, which is in accordance with F.S. 1002.33. Lease payments will commence upon the taking of possession of the facilities by the School. Long-term leasing will provide the School the ability for the School's Governing Board to focus on its core mission and vision therefore the School will, outsource the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Pending approval of this charter, the lease will be based upon a FTE funding. The School will make rent payments for the facility adequate to cover the cost of servicing the associated lease costs.

Estimate of Costs: The projected base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget set forth in Appendix. Utilities and maintenance cost estimates are also shown in the proposed budget. The amount assumes an average cost of \$700 per student in the budget. This amount is comparable to that paid by other charter schools with similar enrollment numbers which have opened recently. It is the intent of the school to try to negotiate under similar terms when entering into new leases.

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

The School's Governing Board will allow its ESP to develop and bring to the Board a recommendation for a quality educational facility to be leased by the School. The ESP will have extensive experience in identifying facilities and facility developers, and would have successfully assisted other charter school applicants in securing state-of-the-art charter school campuses. The leasee will lease the facility to the Governing Board and the first payment will begin the beginning of the School year. The Board will make rent payments for the use of the facility. Before the School opens, the District will receive documentation of the lease and certification that the building meets all standards. The facility will meet all building code standards and regulations by the city and county in which the School resides. The School will comply with all requirements for health, fire, safety, and accessibility for the disabled. The needs of the students, parents, staff, and community,

Will be in accordance with §1002.33(18)(a), the School will not elect to follow the State Requirement for Educational Facilities. Construction and renovations to the School will be fulfilled by experienced, licensed, and insured professionals who will perform the construction as directed by the design professional.

The ESP will have experience in working with reputable charter property developers, who will have access to a network of financial institutions that will be ready to commit the necessary capital for a build-to-lease facility. The developers will demonstrate the ability in securing the necessary local governmental approvals for charter school purposes and required financing. The ESP will have relationships with engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School. The goal of the facility is to be completed in a six-month time frame.

Safety and Inspections - The School will use facilities which comply with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The School will allow the Sponsor to conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies can include: Children and Family Services to do inspections of the kitchens and related spaces and the Department of Labor and Employment to inspect for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building and on school property.

The Board along with the ESP will guide the project to successful completion using on going project reviews and milestone tracking, overseeing contractors, and budget management. The Board will enter into a long-term lease for the school site. The project development plan of the charter school and opening schedule is as following:

August 2013 – November 2013

- Charter Application Submitted
- Charter Application Approval
- Contract Approval
- Site Plan Approval

November 2013 – December 2013

- Land Development Permit

January 2014-April 2014

- Building Permit
- Land Development/Construction
- Continue construction
- Begin hiring, enrollment and procedures in progress

May 2014- August 2014

- Identify and order FF&E needs/fit-up
- Facility Complete
- Inspections completed
- Staff Training
- Opening for first day of school

I. [Describe the back-up facilities plan.](#)

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will begin immediately with an

experienced developer with a suitable site. The developer will acquire, construct, and lease the facility. The Board is currently seeking several potential locations to recommend to the ESP. Once the proposed facility is secured. If there are any unforeseen events where the facility is unattainable or incomplete, the other locations will be the back-up facility or the Board or ESP will locate a short-term alternative facility that is suitable for school use until the school is ready to open.

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

The school will comply with Florida Statutes and Class Size Reduction requirements. The School will limit registration once enrollment is met to keep class size for grades K-3 at a maximum of 18:1 students per classroom and grades 4-8 at maximum of 22:1 students per classroom. If necessary the school will arrange a waiting list. The school's goal is to fill each empty seat immediately along with complying with the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools class size requirements. The school will balance classes based on academic level to ensure the academic success and achievement of its students. The school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes and students. In addition, the school's Board will adopt an annual budget, which includes sufficient certified teachers to achieve the student-to-teacher ratios, which are legally applicable. The school will follow all requirements of The Quality Educational Act required for its district. If the requirements change over time, the School will modify and amend its projections to reflect the requirements. The school will not limit enrollment based on gender.

Section 15: Transportation

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's plan for transportation, including plans for contracting transportation services, will be pursuant to Florida's Charter School legislation. It will be consistent with the requirements of Chapter

1006 and 1012.45, F.S., and abide by state, and federal rules and regulations. The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the of the school location (required by section 1002.33, F.S.). The School shall receive its portion of funds for transportation of students. During the student enrollment process applicants will be asked if they are interested in transportation.

Equal Access and ESE Students: If transportation is needed and the parent informs the school that there is a hardship and they are unable to provide transportation. The charter school will provide transportation within a reasonable distance. The school will ensure that transportation is not a barrier to equal access for all students in a non-discriminatory manner residing within a reasonable distance of the charter school or to students that walk in hazardous conditions, as provided by the Florida Charter School Legislation. In these situations, the school will provide transportation by either an agreement or contract with the district or contracting an independent private transportation provider approved by the Sponsor, complying with Florida Statute 1012.45 unless changes to the rules and statutes occur. The School may provide transportation to students outside of the reasonable distance to give opportunities that otherwise would not be available. The school will supply ESE students (for students with disabilities) with private transportation, as specified in the child's IEP. The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that, which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

The term "reasonable distance" is defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents. The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

Private Providers: - Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules

Section 16: Food Service

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

The School will meet the nutritional needs of all children along with providing a lunchroom that meets local health (County health), State Department of Health, federal regulations, and maintain a permit for Food Service Nutritious. The school facility will include a lunchroom that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis. Meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. The School's cafeteria will serve as a learning laboratory to teach and practice good nutrition. The school will provide nutritionally balanced meals and encourage healthy eating. The school is dedicated to educating students and parents about the best food choices to promote children's current and long-term health. The facility will be fully equipped with a kitchen and an operational cafeteria. The food preparation and service areas will accommodate the number of students who will attend the school. Health inspections will be conducted through the local controlling agency twice a year and the principal will be responsible for maintaining compliance.

The school may contract a private food service in accordance with standards established by the Florida Department of Professional and Business Regulations. A hot lunch will be available for purchase each day. All food services will include expanded selections of food and several choices for students. A lunch menu will be updated weekly via the school website. The School's food service staff will be trained at the beginning of each year on how to properly run the food service program, including: ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by the vendor.

Free and Reduced Lunch

The school will contact the Department of Education and participate in the National School Lunch Program for Free/Reduced Price Lunch. The school will provide free and reduced price meals to children who meet income requirements. This helps assure that all children have access to nutritious food during the school day. Eligible students will receive this meal benefit each school day. Students need proper nutrition to grow, be healthy, and learn. Therefore any parents can apply for free or reduced-price meals, especially if there is a hardship. Applications will be available at the school in the beginning of the school year; each student will receive an application the first week of school. To apply for free and reduced Price meals, households must complete the application and return it to school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year. Applications can be submitted at any time during the year. Eligibility for free and reduced price meals are determined based on household size and income criteria. An application cannot be approved

unless it contains complete eligibility information. Once approved, meal benefits are good for an entire year and the first twenty days of the next school year.

The School will have a Standard Sample Size Verification Plan that will be implemented from October to February (will be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program will be completed. Verification will include income documentation or confirmation that the student is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless, and/or migrant or designated as a runaway youth. Directly certified students, migrant children, homeless, and runaway youth are granted automatic eligibility for free meal benefits.

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

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

The School will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. All students will be assigned an account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal. At the end of each month the cafeteria staff will be responsible for sending the monthly edit check report to the NSLP Director which will be used in the submission of the NSLP reimbursement claim.

Section 17: Budget

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

The five-year projected operating budget is enclosed in Appendix

- B. Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first year of operation) that contains revenue projections, expenses and anticipated fund balance.

The School is seeking \$100,000 total to support the expenditures to open the School. The school will seek \$75,000 from a donation and \$25,000 from the planning grant. The start-up budget from the date the application is approved to the beginning of the first year of operation is the following:

Projected Source of Funds:

Line of Credit \$100,000.00

Projected Source of Funds	Donation and Grant	\$100,000
Projected Uses of Funds from January to June 2014		
School Administration and Personnel		\$55,000
Professional Services (Marketing, Recruiting, and		\$15,000

Placement)		
Legal and Accounting Fees		\$15,000
Supplies and Miscellaneous		\$15,000
Total		\$100,000

	January	April/May	June	Total
School Administration and Personnel	\$10,000	\$20,000	\$25,000	\$55,000
Professional Services (Marketing, Recruiting, and Placement)	\$5,000	\$5,000	\$5,000	\$15,000
Legal and Accounting Fees	\$5,000	\$5,000	\$5,000	\$15,000
Supplies and Miscellaneous	\$5,000	\$5,000	\$5,000	\$15,000
Total				\$100,000

The grant and donation will assist the school's start up costs, which will be incurred prior to the period when the school begin to receive operational funding from the sponsor.

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

The school's budget provides a detailed fiscal operating and start-up plan that identifies estimated revenue and expenditures. The balanced budget reflects the school's priorities and represents a process through which policy decisions are made, implemented, and controlled. The budget forecast has been developed using an accounting database and the Florida Department of Education Charter School Revenue Estimate Worksheet. The database exhibits a statistical revenue and expense data used by more than 70 successfully operation charter schools in the state of Florida. The data is highly reliable and every charter school that developed budgets with this database for the opening school year ending with a surplus. Expenses are forecasted as following:

Start-Up Budget Revenue

The school plans on receiving a grant and donation of \$100,000. The grant and donation will assist the school with start-up cost, which will occur from the date on which the application is approved to the beginning of the first fiscal year of operation. In the event the donation or grant is not approved, the school will seek other grants and fundraise.

Start-Up Budget Expenses

The start-up budget expenses are detailed above. The budget is based on expenses for planning and program design including school administration, principal salary and benefits, professional services (marketing, recruiting, and placement) legal and accounting fees, supplies and miscellanies (i.e. office materials, equipment, and computers).

School Expenses

The School's expenses are detailed in the Appendices, including the staff matrix. These expenses include furniture, technology, equipment, fixtures, and computers, which will be purchased in year. This will be rented, purchased with a bank loan or a grant. The purchases the School makes in the future years will be paid for from the school's cash flow. The School's rent will be no more than \$700 per student. Any future costs and expenses will be covered by the growing annul rate. Expenses are matched to the 5-year enrollment schedule to ensure positive fund balances throughout the start-up period.

Budget Detail and Summary – The complete five-year budget is presented in the appendices. For each year of the budget there is a proposed budget enrollment:

- Revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years the State Source funding is calculated using per pupil funding in the Budget Summary multiplied by the number of students.
- Expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation.
- The total salaries are presented from the Staffing matrix section for each function.
- The budget features the grades served, number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and expenditure summary are contained in the expenditure section the information includes the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP will negotiate payment terms with various vendors and the amounts shown follow the payment terms received.

- School Design
- Staff Matrix
- Charter School Calculation
- Start Up Budget Revenue
- Start Up Budget Expense

Operating Budget Revenue

The revenue has been forecast by statistical data as following.

- Full Time Equivalent (FTE) Students- This section is from the Florida Department of Education Revenue worksheet. It is used to calculate the gross State Funding. The forecast is based upon the Florida Department of Education. FEFP Revenue was calculated using the charter school revenue estimator worksheet provided by the Florida DOE.
- National School Lunch Program- Students will be provided lunch daily and the school will be reimbursed from the National School Lunch Program for approved students. The School will apply for Charter School grants and fundraise. These funds are not used in the budget because they are not a guaranteed source of revenue. The School will receive transportation reimbursement revenue.

- The Transportation Reimbursement: The revenue was based on the assumptions provided in the budget.
- The Capital Outlay: The revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast. If the School is classified as a "high-performing school", the sponsor's allocation is reduced from 5% to 2% for the first 250 students.

Operating Budget Expenditures:

- Staff
- Employee Benefits
- Instructional Materials
- Contractual Services
- Instructional Materials
- Instructional Technology
- Independent Financial
- Operation of Facility
- Pupil Transportation
- Audit
- ESP Services
- Staff Development
- Advertisement and Promotion
- Lease of Facility
- Maintenance of Facility

D. Explain the school's spending priorities.

The school's spending priorities focuses on providing an excellent educational environment for students including highly qualified, skilled and effective faculty, small classes, diverse student population, and an active parent community. The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team. Reading is a critical part of the program. The School's spending priority will be on staff and materials needed to support reading and to serve the students and School's needs. Expenditures are directed first and foremost to instructional resources, operating costs, and facility costs to ensure a safe learning environment focused on academic achievement, maintaining high standards, and fostering positive relationships between staff and students.

All expenditures will be documented, will support the school's mission, and will enhance student achievement. The key to achieving success will be to acquire a team of highly-qualified staff members who will include professional administrators, certified teachers, and other highly-qualified school employees.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with the School Financial Services that will assist the Board and the School Principal with the preparation and reporting of the School's finances. Monthly reports will be sent to all board members for their review and questions. The budget will be reviewed at each board meeting.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and

expenditures based on student enrollment. Each month, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board and ESP for expenditures over a pre-approved amount. The Principal and ESP will report monthly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the ESP and Principal and remain responsible for all financial matters delegated to the Principal and ESP. The School's accountant will be available to meet with the board at each meeting (in person or on a conference call).

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

See Appendix for Budget Monthly Year I

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

In order for the school to meet its ambitious goals the school will follow strict spending guidelines. The school's fundraising efforts will further the services the school is able to provide. Fundraising will allow the school to provide more opportunities for students and to supplement FTE funding. Fundraising will help pay for professional development opportunities to new curriculum initiatives. The school will implement many fundraising activities including book fairs, yearbook sales, school pictures, holiday store, and uniform sales. The school will also seek local and national grant and sponsorship donations to promote and enrich the academic program.

Section 18: Financial Management and Oversight

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

The Board will manage and ultimately be responsible for the School's finances, along with ensuring that the financial resources are properly managed. The Board will contract with an Education Services Provider (ESP), which will assist the Board and the School Principal with the preparation and reporting of the School's finances. The Board will review detailed financial statements monthly and follow the policies and reporting procedures established by the District and State. The Governing Board will ultimately manage the School's finances and ensure financial resources are properly managed.

The Board will contract with a service provider who is an expert in “Financial and Program Cost Accounting and Reporting for Florida Schools” as well as “not-for-profit” accounting procedures. The provider will assist the board in the preparation and start-up requirements for appropriate procedures and controls to ensure financial resources are properly managed.

The Board will implement bookkeeping practices and internal financial controls, which will be designed to provide reasonable assurance regarding the achievement of objectives including reliability of financial reporting, effectiveness and efficiency of operations, and compliance with applicable laws and regulations. An Administrative Assistant, who will follow written internal cash flow procedures, which will be determined by the board, will manage all money collected on campus. All money will be deposited into an institution authorized by the governing board and all funds will be deposited in a financial institution that is insured by the FDIC.

The Principal will manage day-to-day school operations and site-based finances, including expenditures and receivables. The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The principal will prepare a school-site budget, anticipated revenue, and expenditures based on student enrollment. The Board will adopt a policy where the principal will seek prior approval from the board for expenditures over a pre-approved amount. The school's principal is responsible for reporting the site-based finances, which will be reviewed and approved by the Board. Quarterly the Board will review the budget and make appropriate revisions, if necessary. The Governing Board will oversee the Principal and ESP and remain responsible for all financial matters delegated to the Principal.

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

Financial controls play an important role in ensuring the accuracy of reporting, eliminating fraud, and protecting the School's resources, both physical and intangible. The board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Board will implement financial control procedures to reduce process variation, leading to more predictable outcomes. The School's financial management team and internal accounting process will be implemented in accordance with the Department of Education and the School District procedures, including any updated procedures. They will administer the daily fiscal and accounting functions of the School. The Board will provide fiscal oversight. The School will contract an independent certified public accountant (CPA) to provide support to the school in analyzing, reconciling, and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA will be responsible for the financial audit, which will be in compliance with federal, state, and school district regulations, which will be submitted to the district. The school will also provide regular financial statements to the District including a statement of revenues and expenditures along with changes in fund balances. The CPA also may assist in developing the School's accounts and implementation of accounting software. All requested reports will be forwarded to the School Board or Sponsor.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure The School follows the Audit Report checklist (§ 11.45(3)(a)). The School will follow Florida Statutes to have conduct the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm will be selected by the request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

Detailed financial statements will be prepared on a monthly basis for analysis by the Charter School Board. These financial statements will be reviewed by the Charter School Board at monthly meetings and will be submitted to the Sponsoring District for monitoring and review.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:

- Balance Sheet
- Revenue and Expense Report
- Year-to-date comparison of budgeted vs. actual revenues and expenditures
- Notes to Accompany Financials, to include:
 - Actual enrollment at the time the statement is submitted
 - Projected enrollment for the current school year

The Principle will manage day-to-day operations of the school and prepare an on-site school budget, based on student enrollment each annually and quarterly. The Board will then review the budget and make revisions if necessary. The Board will oversee the Principle. Providing further transparency, the Principal and Charter School Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility at the accountant's office. Additionally, Bank Reconciliation and Bank Registers will be submitted to the Charter School Board along with the financial statements.

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Charter School Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

I. Accounting System

Policy: The charter school will use accounting software systems in accordance. All financial statements and any reporting to the IRS or other governmental entities shall be completed using this method. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools. Financial reporting will be subject to any directives issued by the State of Florida and the local school district

Procedure: The School will maintain accounting system software in accordance with generally accepted accounting procedures. All financial statements and reports to the IRS and other governmental entities shall be completed by the School or an accounting firm selected by the school on the accounting software, or otherwise in accordance with IRS, State, and district regulations, and shall be submitted to such entities by the school.

2. Books of Account

Policy: The books of account will be maintained in accordance with Federal, State, and District laws, including Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll).

Procedure: The Finance Associate shall attain all books of accounts. An accounting software package will be utilized to properly record all asset, liabilities, net assets, revenues, expenses, and budgets. All software will have a back up copy. A certified public accountant will be available, as needed to provide monthly accounting support to the Finance Associate.

3. Chart of Accounts

Policy: A corporate Chart of Accounts. The chart shall properly record all accounting activity.

Procedure: The Finance Associate will record all fiscal transactions to the Chart of Accounts. The principle will allocate revenues and expenses according to the Chart of Accounts, which will be approved by the Board.

4. Financial Statements

Policy: Financial statements will be prepared by the Financial Associate and shall be reviewed by the Principle and Board.

Procedure: The financial associate will prepare balance sheets and statements of activity. These statements will include a detailed reporting of asset, liability, revenue, and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be presented to and reviewed by the Board monthly.

5. Bank Account management: Issuing/Signing Checks

Policy: staff shall adhere to the check signing procedure as established by the Board.

Procedure: School checks shall be signed by the principle. Checks in excess of \$5,000 will require the second signature of a Board member or ESP. Checks shall be issued only when within the approved budget and with the approval of the principle. The Finance Associate will prepare checks for signature. Voided checks shall be retained to insure proper maintenance of checking account records.

6. Account Receivable

Policy: The school will maintain accounts receivable for schedule receipt forms the school districts, grants, or any other amounts due but not yet received.

Procedure: All revenue will be recorded on accounting software. The Finance Associate will maintain an aged schedule of amounts receivable, which lists payor, date, description, and account. The finance associate will reconcile such schedule to the general ledger in a monthly basis.

7. Accounts payable

Policy: Whenever practical, invoices will be paid within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount, which precludes payment within 60 days, may be put on a payment plan, allowing a monthly payment agreeable to both the school and the vendor.

Procedures: All account payable will be recorded on accounting software. The Finance Associate shall ensure timely payment and the development of payment plans shall maintain account payable. The finance Associate shall maintain an aging of account payable schedule listing the payee, transaction date, amount, and payable descriptions and account. Payments of invoices shall be processed on or about the end of each week. The board or ESP shall approve all purchases in excess of \$5,000. The finance associate prior to payment will approve all invoices. No payment will be made without a properly approved invoice or other supporting documentation. The Board shall approve all contracts and loans.

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting – The School will use the accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require the board president or ESP signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - Copies of all wire transfers into the school's banking account along with supporting documentation will be maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - Designated school staff will initially collect funds collected at the school. These funds along with supporting documents will be submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - Purchase orders will be required for all capital expenditures and are pre-approved by the Governing Board, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary.

Operational Checking Accounts - All expenses related to the operations of the school will be paid from the operating account. All operating expenditures will be subject to the same approval processes as indicated for capital expenditures. All accounts will be reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - Authorized signers on school accounts will be limited to certain specified individuals as approved by the Board of Directors.

Data Security - Financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors will have access to the data. Appropriate file backups and physical records will be maintained in a secure environment

The School will provide the Sponsor with annual audited financial reports each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

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

Accounting records will be maintained to allow a uniform chart of accounts for budgeting and financial reporting. The school will implement the Standard State Coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting of Florida Schools, pursuant to § 1002.33(9)(i)1, which will be used in transactions associated with the operation of the school. The School will prepare financial

statements and an annual audited financial report per state requirements include statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. Financial reporting will be subject to regulations issued by the State of Florida and Sponsor.

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

The school will maintain student and financial records in accordance with Florida Statutes Chapter 119. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. The school will also follow the Provisions Family Educational Rights and Privacy Act (FERPA) and IDEA to establish maintenance correction and disposal of student records. The school will follow federal, state, and local laws and regulations prescribed by the Florida Department of Education with the right to inspect and review educational records and the release of information or instructional materials.

“Record” includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records.

The school will maintain both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law. Student and financial records will be protected in a stored secure (locked) fireproof and waterproof cabinet or vault. Certain school personnel will have access to student records. The school will provide back up computerized student records stored on secure servers. Student records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA).

All student records are kept confidential, permanent records remain in the last school in which the student was enrolled. Any student, who decides to leave the school (by graduation or transfer to another district school), permanent records will be transferred to the sponsoring school district in which the student is enrolled. Students who leave the school to attend and out-of-country school or a private institution will receive a copy of their permanent record forwarded to the school where the student is enrolled.

E. Describe the insurance coverage the school will obtain, including applicable health workers compensation, general liability, property insurance and director’s and officer’s liability coverage.

The school will follow insurance and liability coverage requirements specified by the School Board and state statutes. The charter school will maintain current policies throughout the term of the charter. The figures below can be changed if the Sponsor deems if necessary. The school board will be named as an additional insured, as applicable. The insurance company or companies that provide the school insurance will have at least a Best’s rating of “A” or a financial size category of “VII” or better according to A.M. Best Company. The school will maintain property and employee health insurance. The school will supply the sponsor with the following types of insurance and identification coverage before the initial opening day of classes. All insurance documentation will be provided in accordance with OCSD School Board policies. The School will provide the following types of insurance and identification coverage in accordance with School Board policies:

General liability: Occurrence basis policy, minimum limits of \$1,000,000.00 per occurrence and \$2,000,000.00 aggregate, combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, consultants and independent contractors, insured vs. insured, and contractual liability.

Property insurance: For special perils (all risk) with limits of no less than 100% of replacement value of the facility and all contents therein which are owned by the district and coverage for business income in no less than the amount of the annual rent, if any, paid to the district.

Automobile Insurance: Covering owned, non-owned, and hired vehicles with limits of \$1,000,000.00 per occurrence combined single limit and comprehensive and collision coverage with a deductible of not more than \$1,000.00. The coverage must extend to employees, agents, and volunteers of the Charter School who utilize personal vehicles within the course and scope of their employment.

School Leader's Errors and Omissions Liability Insurance: Having limits of \$1,000,000.00 per occurrence and \$2,000,000.00 aggregate including an employment practices endorsement and coverage for student liability, including corporal punishment and sexual misconduct.

Fire, Property & Casualty-Building and Equipment: Property coverage is required on all owned real property and furniture fixtures and equipment.

Fidelity Bonds: \$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal, or director of the school and \$1,000,000 for each member of the school's governing body and each person employed by the school or its governing body who have authority to make purchases or contract for services exceeding \$5,000.

Coverage: The school's insurance shall cover the school (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Worker's Compensation Act, where appropriate, coverage is to be included for the Federal

Employers' Liability Act and any other Applicable Federal or State Law.

The School will, at its own expense, provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have a Best rating of "A" or better and financial size category of "VI" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Additional Insured: The School shall include the Sponsor and its members, officers, employees, and agents as "Additional Insured" on the required Liability Insurance. The coverage afforded such Additional Insured shall be no more restrictive than that which would be afforded by adding the Sponsor as Additional Insured using the latest

Additional Insured (Owners, Lessees, Contractors, and Endorsement): The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as additional insured."

Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
- B.
 - 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)

Proposed Timetable for the School start-up (dates are subject to change).

The School's Proposed Timetable

Action Dates	Action Completed
August 2013	Submission of Charter School Application
November/December 2013	Notification by Sponsor and Board Interviews
	Approval of Application by Sponsor
	Secure facility
	Finalize Security Design
	Zoning and Permitting
	School Development
January/February/March/April 2014	Facility Renovations/Construction
	Governing Board Training and Charter Negotiations and Execution of Contract
	Marketing, Student Recruitment, Student Registration, and Lottery
May/June/July 2014	Staff Recruitment and Hiring
	Second Registration Period and Lottery
	Planning and Purchasing of Materials
	Marketing
	Student Enrollment and Registration
	Order FF&E
	Contract Food Services and Transportation
	Finger Printing, Drug Test, Background Checks
	Final Development, Fire Inspection, Building Inspection, Insurance, Final Facility and Safety Inspection
August 2014	Finger Printing
	Tag and install FF&E
	Administration Training and Orientation
	Faculty Orientation and Training Workshops
	Curriculum Review and Professional Development
	Parent Student Orientation

	School Opens
	First Day of School

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for the Paramount Charter School, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- ☐ Will be nonsectarian in its programs, admission policies, employment practices and operations.
- ☐ Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- ☐ Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- ☐ Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- ☐ Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- ☐ Will participate in the statewide assessment program created under section

1008.22, F.S.

- ☐ Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- ☐ Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- ☐ Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Jimika Williams, Governing Board Chair, to sign as the legal correspondent for the School.

_____ Signature	08/01/2013 _____ Date
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Constance Brown
Printed Name
Appendices

By Laws

BYLAWS
OF
The Advancement in Education of Scholars, INC. A Florida Nonprofit Corporation

ARTICLE I
OFFICES

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

ARTICLE 2
PURPOSE AND DISSOLUTION

The specific and general purpose of the corporation is described in the Articles of Incorporation. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Florida or the sponsor to dispose of as they see fit.

ARTICLE 3
NO MEMBERS

Section 3.1 Members

This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Directors of this Corporation.

ARTICLE FOR DIRECTORS

Section 4.1 General Powers

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may engage the services of a management company with respect to certain of the operations of the corporation, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

Section 4.2 Specific Powers Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best.
- c. To adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best.
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore.
- e. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust.
- f. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property.
- g. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose;
- h. To form and be a member or shareholder of a not-for-profit entity organized under the law of any state, or to form without members or shareholders a not-for-profit entity organized under the law of any state, for the purposes of education, education or other research, or support of education or education research; and
- i. To carry out such other duties as are described in the Charter or Articles or Incorporation.

Section 4.3 Number, Election and Term of Directors and Related Matters

- a. The authorized number of Directors shall be no less than three (3) and no greater than eleven (11) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors (which shall be the difference between the total number of Directors to comprise the Board of Directors and the number of Directors elected by the Development Committee as provided below) shall be so elected at the annual meeting of the Board of Directors then in the office. Except as set forth below, only existing members of the Board of Directors may nominate candidates for new Directors. Notice of the Board's intention to elect a Director shall be included in the agenda for that meeting of the Board and shall be publicly announced.
- c. The members of the Development Committee (described below), at each annual meeting

- of the Board of Directors, shall annually elect by aggregate majority vote up to three Directors of the corporation chosen from the persons so nominated by each Local Board (described below); provided however that the number of such Directors shall not exceed the number of such Local Boards as of the date of the annual meeting. Each such member of the Board of Directors elected by the Development shall have the same tenure and other rights and responsibilities as the balance of the members of the Board of Directors.
- d. Each member of the Board of Directors shall have a term of five years, and may be re-elected for up to three (3) consecutive terms.
 - e. Directors shall be elected at a duly held meeting of the Board of Directors.
 - f. The Board shall allow at least one member who is or has been a professional educator and/or school administrator, having experience in education. The Board should endeavor to be comprised of a diverse group of accomplished professional, academic, business, and/or civic-minded individuals who are committed to the mission of the corporation.
 - g. Persons who are employed by, or are principals of, either a sponsor or a management company for the corporation are not eligible and shall not be elected to serve on the Board so as to avoid potential conflicts of interest. The Board will seek to avoid filling future vacancies on the Board with persons who are employed by schools, which are managed by the same company that manages schools operated by the corporation. However, if the corporation does not have a professional educator or administrator on its Board and if the application process described in Section 4.5 does not produce such an applicant for the Board, then the Board may consider and select as a Director an educator or administrator employed by the same company that manages schools operated by the corporation. The Board shall invite every Director who has successfully completed their term as Director, to participate in a group of Emeritus Directors. Emeritus Directors are invited to attend Board meetings and other School functions, provide advice and counsel to the Board, but shall have no voting power.

Section 4.4 Resignations and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony, or whose fingerprint check results reveal non-compliance with standards of good moral character.
- c. In order to elect a new Director, the Board shall announce the vacancy to the public, including the corporation, parents, teachers, and schools, and invite applications from qualified persons all as described by the Board. The Chairman or another Board member approved by the Board shall conduct an initial review and evaluation of all applications and report to the Board by way of nomination of candidates. Board members are encouraged to solicit applications from qualified persons. Following review and discussion of the candidates, the Board will proceed to elect any new Director.
- d. New Directors shall be elected by a vote of the majority of the existing Directors although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.
- e. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.
- f. The Board shall nominate and elect its Chairman at a duly noticed meeting of the Board. The Chairman shall serve for a term of one year and may seek re-election as Chairman at the

end of any term. The Chairman shall also serve as the President of The Advancement in Education of Scholars Inc. for as long as he or she serves as Chairman.

g. The Board shall nominate and elect a Vice-Chairman at a duly noticed meeting of the Board. The Vice-Chairman shall serve for a term of one year and may seek re-election as Vice-Chairman at the end of any term.

h. The Board shall develop an orientation and training program for new Directors and an annual continuing education program for existing Directors.

Section 4.6 Place/Notice of Meetings/Compliance with Applicable Laws

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting or by resolution of the Board. Appropriate notices of the meeting complying with both Florida law. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting by notifying, in writing, no later than 5 (five) business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said descriptions shall be delivered to the then acting secretary of the corporation.

Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.

Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

Section 4.9 Special Meetings

- a. Special meeting of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

Section 4.10 Quorum and Voting

For any meetings that shall relate to the operations of a Florida based entity of the Corporation, quorum shall be defined as follows: one half (1/2) of the authorized Directors then in office being domiciled in Florida, shall constitute a quorum. In each instance, the Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. Any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 4.11 Waiver of Notices

Notice of meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All

such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Director's meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.14 Fees and Compensation

Directors shall not receive compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Director's and officers of the corporation as described on the Charter on the conduct of the corporation's business.

Section 4.15 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make all reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
 1. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented.
 2. Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence.
 3. A committee of the Board upon which the Director does not serve as to matters within a designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE 5 OFFICERS

Section 5.1 Officers

The officers of the corporation shall be President, Vice President, and Secretary. The corporation may also have, at the discretion of the Board, one or more Treasurer, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. The same person may hold any number of offices.

Section 5.2 Elections

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

Section 5.4 Removals

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 5.5 Resignations

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.6 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction, and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

Section 5.8 Vice Presidents

The vice-president shall act as the assistant to the president and shall, in the absence of the president, be the presiding officer. In the event of a vacancy in the office of president, the vice-president shall succeed to the office for the term. The Vice president shall have such powers and perform such duties as the Board may prescribe from time to time.

Section 5.9 Secretary

- a. The Secretary shall perform as the treasurer and shall prepare and monitor the annual budget, oversee bookkeeping and accounting activities; the completion of tax forms and other financial documents, prepare written and oral reports, and facilitate long-term financial planning. The secretary shall also keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its

committees, including the following information for all such meetings; the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

d. The Secretary or President shall deposit, or the Board may designate cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as from time to time. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such powers and perform such other duties as may be prescribed from time to time by the Board.

ARTICLE 6 COMMITTEES

Section 6.1 Board Committees

The Board may, by resolution adopted by a majority of the Directors then in office, provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

Section 6.2 Local Governing Body Committees

The Board by resolution or by amendment to these bylaws may create and adopt bylaws for one or more committees comprised of one or more members of the Board and such other persons as are named or specified in the adopted bylaws for the operation of one or more public charter schools under the laws of one or more states (each, a "Local Board"), all of whom shall serve at the pleasure of the Board, and may be removed by the Board from such local board, having such powers and responsibilities as are set forth in such bylaws or resolution.

Section 6.3 Development Committee

The Board hereby creates a committee to be known as the "Development Committee," whose members shall be the Liaison Members (as identified in the bylaws of the respective Local Boards) of each of the Local Boards. The Development Committee members shall select one of their members as Chair, and such person shall serve for a term of one year, with re-election as the Committee members shall determine by their vote so long as such person remains a Liaison Member of a Local Board. Newly elected

Liaison Members shall automatically succeed to membership (or become new members in the case of new Local Boards) on the Development Committee, without further act. The Development Committee shall meet on the call of the Chair (meetings shall be by teleconference unless the Board has authorized travel expense) for the purposes of discussing matters related to the Local Boards. In addition, each year the Development Committee shall elect up to three persons (but not more than the number of Local Boards), each of whom shall be a member of one of the Local Boards, to serve as Directors of corporation.

ARTICLE 7 OTHER PROVISIONS

Section 7.1 Validity of Instrument

Subject to the provision of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the President or any Vice President and the Secretary of the corporation, unless the other person has actual knowledge that the signing officers has no authority to execute the same. The Board or a designated member of the Board may also sign any such instruments.

Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both the corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provision.

Section 7.3 Fiscal Year

The Board shall set the fiscal year for the corporation.

Section 7.4 Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the corporation's interest.

Section 7.5 Interpretation of Articles of Incorporation

In any instance in which the provisions of these Bylaws are in conflict with the provisions of the Articles of Incorporation, the provisions of these Bylaws shall control.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

_____, Secretary

Ricky Williams

Special Education

Educational Background:

Sacred Heart University Connecticut

Bachelor of Science in Special Education

Previous Experience:

Chess Coach 2004 - 2009

Special Education Teacher District of Columbia 1985 – 2009

Director of Group Home Bridgeport, Ct 1980 - 1985

Paramount Charter School

Ricky has over 20 years of experience working with at-risk and ESE students in the educational system. Ricky also headed a group home that provides outreach and support for youth and teens; he also served as a counselor for at risk youth.. He has worked under former Washington D.C. Chancellor Michelle Rhee as a Special Education teacher. He has run a successful summer camp chess program that helped students gain skills such as creative thinking, concentration, logic and analytical skills, while building their confidence and ability to focus. He will ensure that extracurricular activities and the extended School day will work together with the School's academic programs to create a well-rounded experience for students. Prior to this Ricky received his Bachelor of Science in Special Education

Ricky' s involvement is very extensive. He will be responsible for leading the School's innovation, including grass root innovations to have a broader impact by identifying what's working ad helping to catalyze and disseminate and drive ongoing insight through research and analysis that ill feed the School's innovation pipeline.

Constance Brown

Speech Therapy

Educational Background:

University Connecticut

Master of Science in Deaf Education/Hearing Impaired

Bachelor of Science in Speech Therapy

Previous Experience:

Speech Pathologist District of Columbia 1988 – 2012

Constance has over 25 years of experience working in the educational system in a variety of roles. Currently, she is a veteran Certified Speech-Language Pathologist serving students from K-12. She has served on the board for the Washington D.C. Teacher's Union. Her expertise and strong commitment will ensure that the

School will deliver the best education the students. Prior to this time, Constance Williams received her Bachelor of Science at the University of Connecticut in Speech-Language; she also received her Master Of Education in Hearing and Impair.

Through her educational experience she will ensure academic excellence the School by overseeing instruction, the curriculum and developing school leadership. She will help equip the School with a highly effective curriculum, assessments, and professional development. She will ensure rigorous academic preparation; with integrating character development to make sure students are prepared for the challenges of college and life. Developing character strength will be a key part of the School's college preparatory program. She will make sure all students make a commitment to excellence along with parents and teachers. She will ensure that students transition from elementary to middle school and beyond. She will help students plan their future including allowing students to select a college that is a good fit, become socially, and academically integrated and navigate through the hurdles they may face.

Jimika Mason

Managing Director

Educational Background:

Barry University

Bachelor of Science in Psychology

Minor in Business/Marketing

Previous Experience:

X-press Financial 2005 - Present

Jimika is the Managing Director (Head Strategist and Corporate Development) at X-press Financial, specializing in business and consumer financing. She has spent more than 6 years honing her management and leadership skills. She also serves as a member of the company's management committee. Her corporate track record, culture, and policies exude and promote the highest level of governance, trust, and information sharing with internal stakeholders. He management skills will allow her to oversee the School's development strategy and execution. Prior to that she received a degree in Psychology from Barry University.

Jimika is committed to expanding access to quality education. She is an advocate for high performing charter schools. She will help oversee and direct the Schools financial and operational activities. She has traveled to many charter schools over the past year and has studied School growth and sustainability and recruitment and selection of leaders, along with overseeing student achievement. She will work to build a high performing School by investing in the most promising practices in education by promising innovations of blended learning.

Hank Baskett
(Non Voting Member)

Former NFL Professional

Educational Background:

University of New Mexico

Bachelor of Science in General Management

Hank Baskett was a wide receiver in the National Football League. One of Hank's goals is to improve the quality of education in children. Hank graduated from the University of New Mexico, he was it's football team's leading receiver in 2004 and 2005, earning him the Reese Leroy Hill Memorial Award for being the team's Offensive Player of the Year. He earned All-Mountain West Conference (MWC) honors as a senior. He was also a four-time all-academic MWC honoree; he graduated with a degree in General Management. He will aid in the Sports and Fitness program. Hank will serve on the board with his focus being on providing children an innovative high academic education.

He will use help influence students to do the things that are necessary to achieve high standards and academic achievement. He will also help bring fund raising opportunities and professional athlete connections to help aid in the Sports and Fitness program. His goal is to be a role model and motivate and inspire students to do well in school, achieve their life long goals, and give back to the community.

Charter Agreement

CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between _____, INC. ("Charter School ") and Educational Service Provider _____ LLC ("Manager")

WHEREAS, _____ has a contract ("the Charter") with _____ County Public Schools (the "Sponsor") to operate a charter school, known as _____ (the "School");
WHEREAS, the School is governed by the Board of Directors of _____ (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program;

WHEREAS, Charter School desires to ensure that its School is professionally managed and operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager is an educational service provider established to provide professional planning, accountability, compliance, and operational management and support services to public charter schools.

WHEREAS, it is Manager's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented.

WHEREAS, Manager's officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Manager's officials are familiar with the various local, state and federal funding sources for charter school programs and has successfully obtained grants, other forms of revenue and financing for charter school programs in Florida;

WHEREAS, Manager's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Charter School and Manager desire to enter into this agreement for the purpose of having Manager provide professional planning, accountability, compliance, operational management and support services;

NOW THEREFORE, the parties to this Agreement agree as follows: DUTIES OF MANAGER:

I. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement

Charter School engages Manager to provide management and administrative services to the School as more fully set forth herein. Manager accepts such engagement pursuant to the terms of this Agreement.

3. Management and Administrative Duties

Manager will coordinate the management and administrative duties required to operate the School. In connection with this, Manager will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Manager will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. Manager's services will include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; and, human resource coordination. In addition, Manager's services shall include services required for the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is required by the governing Board for its oversight. The Board will review the recommendations made by Manager and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Manager will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, Manager shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. Record Keeping

Manager will maintain the records of the School at the location designated by the Board. Manager will ensure compliance with the State and Charter requirements for record keeping. In addition, Manager will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated Management Information Services (MIS) programs.

6. Bookkeeping

Manager will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. Staff Administration

Manager will identify and propose for employment by or on behalf of the Charter School qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by Chapter 1002.33, Florida Statutes. The Charter School may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. Manager will coordinate with the Board

or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be the Charter School employees or employees leased to Charter School, and will not be employees of Manager. Manager will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. Manager will propose a professional employee management company to the Board, which can perform the human resource services for the School. Once the Board approves a human resource provider Manager will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any.

8. Financial Projections and Financial Statements

Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. Manager will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. The Charter School will provide the Sponsor with annual audited financial reports as required by the Charter. A qualified independent, certified public accounting firm will prepare these reports. Manager will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 20th of each year.

9. Designated Contact Person

The designated contact person of Manager shall be the President of the Educational Service Provider.

10. Grant Solicitation

In consultation and with Board approval, Manager will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

Manager will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

Manager will coordinate the solicitation of Capital Outlay Funds, if available, from the appropriate state or local agencies. Similarly, Manager will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

13. Annual Reporting

Manager will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School. The Report will be submitted to the Board for approval, and Manager will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

Manager will coordinate a student assessment methodology and retain on behalf of the Charter School professionals to administer and evaluate results. Manager will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

Manager will serve as primary liaison with the _____ County Public School Board and its officials on behalf of the School. In connection therewith, Manager's representatives will attend required meetings and public hearings.

16. Governmental Compliance

Manager will ensure compliance with state regulations and reporting requirements of the Charter School. Manager will also ensure the School's compliance with its Charter with the Sponsor, and the School's Charter with the Sponsor is incorporated herein by reference.

17. Charter Renewal Coordination

Manager will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf and with the direction of the Board, Manager will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions, which modify or alter the terms of the original Charter between the School and the Sponsor.

18. Curriculum Development

Manager shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. The Board prior to use shall approve all curricula.

19. Pre-School, After-Care, Early Drop-Off

Manager shall identify and or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize Manager to do so. In furtherance of that, Manager will retain the necessary operators to provide the underlying services to the parents and students desiring them. Manager will coordinate the provision of those services directly where applicable and establish agreements to reimburse the School for the use of the facilities, utilities, cleaning services, and other costs consumed or incurred by those uses. Manager and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them. The terms and conditions for these programs including financial terms, operating procedures, and ownership, shall be subject to Board review and approval.

20. Facilities Identification Expansion, Design and Development

Manager shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Manager shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Manager may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Manager or its principles, that relationship will be disclosed to the Board. Further, Manager shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development

Manager will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

22. Initial Term

The term of the Agreement shall commence on the start of the 2014-2015 school year. The commencement date shall be deemed upon agreement with both parties, although the parties recognize that Manager has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, the Charter School shall have the option to renew this contract with Manager.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. Manager agrees to renew this Agreement at the Charter School's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by the Charter School, after 60 days written notice of such breach and demand for cure.

24. Termination

In the event of a breach of this Agreement by Manager, the Charter School shall give Manager written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to Manager. "Breach" shall be defined as a material breach of this Agreement by Manager, the failure of Manager to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor, any debarment of or similar action against Manager by any governmental entity or any action or conduct by Manager or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, the School or Board and Manager may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

COMPENSATION

25. Base Compensation

The Charter School shall pay Manager a management fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided the Charter School receives such funds. The fee shall be payable in equal monthly installments, provided that Charter School shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received.

The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less, but in no event shall any adjustment reduce the management fee below the initial level of \$450 per student Full Time Equivalent (FTE) per annum as stated above.

26. Additional Services

Manager will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of the Charter School, of other professionals or consultants who may be independent from Manager or part of Manager's network of consulting professionals.

27. Reimbursement of Costs

Manager shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

Pursuant to the agreement of the Board and Manager, Manager may defer some or all of the management fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

29. Conflicts of Interest

No officer, shareholder, employee, or director of Manager may serve on the Board. Manager will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Manager, its officers, directors or principals and any other person or entity providing goods or services to the School, Manager agrees to disclose the relationship to the Board.

30. Insurance and Indemnification

Manager shall carry liability insurance and indemnify the School for acts or omissions of Manager. Manager agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. Manager hereby agrees to indemnify, hold harmless and protect the Charter School, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Manager, its employees or agents.

31. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement shall be brought in a court in _____, Florida.

(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

Educational Service Provider
ESP Address
Attn: President

The Charter School
Charter Address
Attn: Chairperson

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement. The headings in the Agreement are for convenience and reference only and in no way

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of _____, INC. held on the _____ day of _____ 2013. At that meeting, the undersigned Director of _____ was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

_____ INC. (For _____ Charter School)

By: _____, _____
Chair / President Date

Educational Service Provider _____

By: _____, _____
President Date

Job Descriptions

JOB DESCRIPTION

POSITION TITLE: School Principal

QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university and State of Florida Certification in Educational Leadership

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a school Principal/Assistant Principal. Valid State of Florida Certification in Educational Leadership.

REPORTS TO: School Governing Board and ESP

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the School.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES OF THE PRINCIPAL: LEADERSHIP

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community, sponsor, regulators and accrediting bodies, as applicable.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies to meet learner needs.
- Assume Responsibility for the buildings, grounds, equipment, and supplies of the School, supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the School.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.
- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.

- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options, including the implementation, maintenance and use of appropriate Learning Management and Student Information systems.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Implement and enforce attendance and tardy policies and procedures for all students in accordance with district and state requirements for school attendance.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and School.
- Demonstrate satisfactory or above performance on the Florida Principal
- Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the NG Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT), EOC exams and other tests designed, State Standardized Assessments, and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as
- to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.

- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the community.
- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the School campus and at school related activities and events.
- Establish procedures in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents, and stakeholders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders.

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers

- according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization.
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.
- Develop positive relationships with students, parents, teachers, and the community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community.
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention and provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments.
- Delegate responsibilities to appropriate staff members.

- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance concerns.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development and to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the assigned school.

- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the extracurricular student activities and funds at the assigned school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate plant safety and facility inspections at the assigned school.
- Supervise transportation services at the assigned school.
- Coordinate the school food service program at the assigned school including the free and reduced food service requirements.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

QUALIFICATIONS

EDUCATION: An earned Master's Degree from an accredited institution.

Certifications: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a school site, demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: 3 years of leadership experience at a school site.

REPORTS TO: School Principal

SUPERVISES: Instructional and Non-instructional Personnel as assigned by the principal.

POSITION GOAL: To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- Demonstrate the knowledge and practice of current educational trends, research and technology.
- Understand the unique needs, growth problems and characteristics of school students.
- Read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures.
- Train, supervise and evaluate personnel.
- Demonstrate effective communication and interaction skills with all stakeholders.
- Use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan.
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.
- Maintain an active involvement in the school improvement planning process.
- Use quality improvement principles and processes in daily administration of school.
- Anticipate difficult situations and develop plans to handle them.
- Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.
- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Build teams to accomplish plans, goals and priorities.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Assist in developing and maintaining a safe school atmosphere

- conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

INFORMATION & ANALYSIS

- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with establishing and managing student accounting and attendance procedures at the school.
- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- Assist with coordinating plant safety and facility inspections at the school.
- Assist with the supervision of all extracurricular programs at the assigned school.
- Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
- Assist in the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals. · Develop the master schedule and assign teachers according to identified needs.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community).
- Assist with facilitating a program of family and community involvement.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and related areas.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.

HUMAN RESOURCES

- Assist in analyzing data and information to plan staff development to accomplish school goals.

- Assist with providing staff development opportunities and feedback to school personnel.
- Assist with the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Delegate responsibilities to appropriate staff members.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention;
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in Exceptional Student Education.

EXPERIENCE REQUIRED: A minimum of four (4) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in the field of Exceptional Student Education.

PREFERRED: Preferred degree major in Elementary Education, Secondary Education, or related field.

SUPERVISES: Teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Exceptional Student Education curriculum and Individual Educational Plans (IEP) and/or Gifted Student Educational Plans (EP) for students who have been assigned to the Special Education/Gifted program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Program Specialist shall:

- Coordinate the development of ESE Program curriculum guides and performance objectives for all grades at the school.
- Coordinate the identification, assessment and placement of students in the Special Education/Gifted program.
- Coordinate the ordering of materials, software and equipment needed to implement the Special Education/Gifted program.
- Develop and assist the implementation the school's Special Education/Gifted program.
- Facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP and creation of new IEP goals
- Coordinate and attend SST and IEP meetings and communicate with parents.
- Coordinate testing for Special Education/Gifted program and monitor student IEPs.
- Update student files as necessary
- Work with principals, teachers and personnel in the Special Education/Gifted program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for special education students.
- Serve as a consultant on the matters pertinent to the Special Education/Gifted program.
- Assist with interviews of potential Special Education/Gifted program teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the school's Board as stipulated in employee's annual contract.

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Teacher/Coordinator

QUALIFICATIONS

EDUCATION: An earned Bachelor's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in ESOL.

EXPERIENCE REQUIRED: Two (2) years teaching experience in the field of ESOL and/or bilingual education. Computer skills are required for the position.

PREFERRED: Preferred degree major in Secondary Education, or related field.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum and ELL Plans for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Serve as a staff contact person for the ESOL program.
- Work with administration, teachers and personnel in the ESOL program, as directed.
- Oversee/assist staff, as directed, in meeting the needs of the School's ELL population.
- Coordinate the ordering of materials and equipment needed to implement the ESOL program, as directed.
- Assist to implement the school's ESOL program.
- Assist with coordination of identification, assessment and placement of students in the ESOL program.
- Assist with the coordination of the CELLA testing.
- Be responsible for developing and updating Student ELL Plans, as directed.
- Maintain a record of parental contact and ESOL Program Records Folder.

- Convene LEP Committee meeting, as applicable, including to determine the reason(s) for the student's lack of progress.
- Convene an ELL Committee to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program, as applicable.
- Coordinate, with input from classroom teacher(s) and any other applicable staff, Post program reviews to follow-up on former ELLs once they have exited the program.
- Update student LEP folders.
- Coordinate activities with early intervention programs to provide services for limited-English proficient students.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

TERMS OF EMPLOYMENT: Ten (10) months

JOB DESCRIPTION

POSITION TITLE: Teacher

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: valid Florida certification in the subject area.

EXPERIENCE PREFERRED: Experience - Two (2) years of successful classroom teaching experience in the appropriate subject area.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a positive online classroom environment that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and the use of technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES: The teacher shall:

- Possess knowledge of curriculum and Next Generation Sunshine State
- Standards (and/or Common Core Standards, as adopted) in the appropriate subject area.
- Be able to adapt, design and implement online curriculum to meet the needs of the individual students.
- Be able to suggest online educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES - The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies.
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level.
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios.
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency.

- Demonstrate punctuality.
- Demonstrate consistent attendance.
- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs.
- Initiate opportunities for professional development.
- Provide supplemental and differentiated instruction and intervention as-is necessary.
- Respond to all teacher, parent and student communications within 24 hours.
- Follow through on commitments made to teachers, parents and students.
- Ensure that student records (e.g. grades in electronic grade book) are accurate and updated and that parents have timely access to this information.
- Ensure that parents are kept updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to work assignments.
- Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning.
- Role model using the state competency checklist.
- Consistently maintain portfolios (dating and ordering each piece).
- Demonstrate mastery in effective teaching and learning strategies.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.
- Role model using the state competency checklist.
- Administer student surveys twice yearly.
- Promote problem-solving skills and character education.
- Promote and enforce school policies and rules.
- Demonstrate oral and written proficiency.
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home.
- Encourage and facilitate parental and community involvement promoting student achievement.
- Document parent phone calls, conversations, and conferences.
- Work as partners to create behavior modification plans and create
- Progress Monitoring Plans (PMP) for students.
- Maintain flexibility and frequent contact with parents about student

progress and school events.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics.
- Establish, maintain, assess, and (if needed) modify individual student progression plans.
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs.
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS, STUDENTS AND PARENT/GUARDIANS

- Interact with maturity and professionalism among administration, staff, students parent/guardians at all times.
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment.
- Exhibit congeniality among co-workers, students, and parents.
- Communicate effectively and professionally both orally and in writing and adhere to standards of etiquette of online communications in adherence with school policies.
- Show assertiveness - delegate when necessary to help others help you.
- Be a team player while respecting others differences.
- Separate professional and personal spheres.
- Be flexible - always have a back-up plan.
- Be willing to help where help is needed.
- Proactively keep parents updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports (keeping one in permanent file and sending one home to parents).
- Complete, distribute, and maintain files of all behavior and homework referrals as required.
- Maintain up-to-date lesson plans within the guidelines of the school's curriculum.
- Complete and maintain files of all report cards, interim reports, and county test records.
- Take immediate action if there is any question that a student has violated any of the schools policies or rules, and notify the Principal immediately if bullying or cyber-bullying is suspected.
- Follow safety requirements of the School at all times.
- Keep dangerous objects/all toxic substances (e.g. knives, ammonias, medicines, etc.) out of the reach of students at all times.
- Follow appropriate medication guidelines for all students
- Participate in fire and other such safety drills as applicable.

TERMS OF EMPLOYMENT: 10-month salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the School's Board as stipulated in employee's annual contract.

JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program. A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Bilingual skills preferred. Computer skills are required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous schoolwork experience which demonstrated an expertise to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Registrar shall:

- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.
- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits and corresponding grade levels.
- Review students' immunization forms to verify adherence to governmental requirements.
- Interact effectively with the general public, staff members, students, Teachers, parents, and administrators, using tact and good judgment.
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, , etc., as well as equipment developed or advanced from future technology as required by the job.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment and perform other duties as assigned by the administrator/principal or designee.

TERMS OF EMPLOYMENT: Nine (9) to Eleven (11) months, hourly

JOB DESCRIPTION

POSITION TITLE: Administrative Assistant

QUALIFICATIONS

EDUCATION: A high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program. Supplemental coursework in business, computer skills and other related coursework is preferred. Previous working knowledge within a school system, to include terminology, acronyms, laws that affect students, and organizational structures, is highly desirable.

EXPERIENCE REQUIRED: A minimum of two years previous related work experience and/or training is also required, with three to five years preferred.

REPORTS TO: Principal POSITION GOAL: To support the Principal in performing clerical and administrative functions for the school.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Administrative Assistant:

- Composes and types correspondence, meeting agendas and subsequent minutes, makes copies, prepares packets and information for Principal and meeting participants.
- Organizes and maintains electronic filing systems for retrieval and historical storage.
- Prepares complex reports and summaries requiring specialized knowledge and strict confidentiality.
- Conducts research, compiles data and prepares documents for consideration by Principal and others as requested.
- Answers and screens telephone calls, arranges conference calls and online meetings and presentations and takes and delivers messages.
- Reads, analyzes and routes mail, including emails, faxes, and other documents.
- Arranges and coordinates travel schedules and reservations.

SKILLS AND ABILITIES: The Administrative Assistant shall: • Be proficient in spreadsheet, word processing, presentation, email, and data management software packages in a Microsoft Office environment.

- Have the ability to perform work accurately and thoroughly within time-sensitive deadlines.
- Maintain the ability to deal proactively with work-related problems.
- Possess the ability to demonstrate conduct conforming to a set of values and accepted standards and in alignment with the schools policies and procedures.
- Have organizational skills and be able to follow a systematic method of performing most functions.
- Demonstrate strong time-management skills.
- Have the ability to read and comprehend instructions, correspondence, and memos.
- Possess strong verbal and written communication skills.
- Be able to maintain confidentiality and handle sensitive materials and information.
- Have the ability to listen well, get clarification, and respond positively to questions and directions and treat everyone in a courteous and professional manner.
- Maintain the willingness to follow policies and procedures.

TERMS OF EMPLOYMENT: 12-month salary and benefits shall be paid consistent with the School's compensation plan.

JOB DESCRIPTION

GUIDANCE COUNSELOR

JOB REQUIREMENTS

- Bachelor's degree from an accredited college or university or equivalent.
- Possession of valid Florida certification for Guidance Counselor.
- Minimum three (3) years experience of successful teaching or counseling services.
- Looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
Strives to research, evaluate and implement best practices.
- Effective communication skills.
- Proficient experience with Microsoft Office (Word, Excel, PowerPoint), Student Information System (SIS).
- Commitment to company values

GUIDANCE COUNSELOR: To help students achieve personal fulfillment by providing them with guidance and counseling services to make successful personal, educational and occupational life plans.

Report to: Principal

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Individual Student Counseling
- Assists students in evaluating their aptitudes and abilities through the use of teacher comments, interpretation of individual standardized test scores and other pertinent data. Works with students in evolving educational and career plans in terms of such evaluation
- Provides individual counseling sessions for assigned students in dealing with their personal needs as they affect school performance, as well as their educational and career plans
- Provides small and large group counseling sessions, as needed, to address students' personal educational and career plans

- Assists students in course selections and the scheduling process. Works to prevent students from dropping out of school, and assists those that do in finding alternative educational programs.
- Assists in making arrangements for enrollment in summer school programs to make up noted deficiencies
- Participates in follow-up studies of former students for the purpose of improving services and evaluating the effectiveness of the educational program being offered by the school
- Provides emergency support to students as needed during crises.
- Provides students with college financial aid/scholarship resources and assists with college selection (High School).
- Staff Consultation
- Serves as a consultant to the faculty concerning matters related to guidance services
- Confers with staff regarding students with problems and/or special needs
- Serves as a resource person for administration in matters relating to students and guidance services; provides thorough and timely reports, data, etc. as requested by administration.
- Student and Parent Orientation
- Provides students new to the school orientation and information relative to school procedures, curriculum and extra-curricular opportunities

Guidance Counselor

- Participates in planning and implementing programs which contribute to a smooth transition between grade levels, which may include orientation programs for students and parents
- Serves as a resource for information regarding the educational program, activities and services of the school.

Record Keeping

- Supervises the maintenance of cumulative records for assigned students in accordance with state and federal laws and regulations.
- Provides information and prepares recommendations to colleges for admissions and scholarships as well as to potential employers and other agencies for assigned students.
- Maintains counseling record (i.e., summary, log) regarding conferences or other sessions with assigned students.

Assessment

- Assists in the administration of state-mandated and assessment programs.
- Reviews and interprets results of assessment programs for assigned students and utilizes results for counseling purposes.
- Contributes to the evaluation of current curriculum offerings.
- Assists in developing and implementing an evaluation plan for the guidance program and utilizing results to determine strengths and areas in need of improvement.

School and Community Relations

- Strives to establish cooperative relations and makes a reasonable effort to communicate with parents when necessary and appropriate.
- Utilizes the resources of the community in developing and enhancing guidance services and activities.
- Cooperates and shares professionally with members of the staff.
- Assists in interpreting the Guidance Services Program within the school and community.
- Assists community agencies and resource people who deal with students' needs.

SKILLS AND KNOWLEDGE

1. Ability to work and interact with individual at all level of the organization.
2. Ability to organize, prioritize and manage multiple priorities.
3. Ability to prepare comprehensive business reports, including writing report sections, integrating content, and formatting business documents.
4. Ability to establish a set of operating principles and routines; driving projects to completion, while insisting on highest level of quality. Guidance Counselor
5. Ability to consistently be at work, be on time, follow instructions, respond to management direction and solicit feedback to improve performance.
6. Establish excellent interpersonal skills between all constituents: being courteous, professional, and helpful; Oral (including presentations), Written, Interpersonal (active listening), Negotiating and Influencing.
7. Computer Basics: Windows, MS Word, Excel, Outlook, PowerPoint; Student Information System (SIS).
8. Good knowledge of organization's policies and procedures. 9. Detailed knowledge of Federal, State, and local requirements for K-12 schools and charter school law.

School Parent Contract

I (WE) the parent/guardian(s) of _____, agree that: (Please print student name)
WHEREAS, in order to provide my child with a unique educational opportunity; WHEREAS, my desire to enroll my child at the School is premised upon my desire to become an active partner in the education of my child; NOW THEREFORE, in consideration of the following: 1. As a parent of a student at the School, my commitment is to abide by the following resolution:

- A. To recognize and embrace my role as the primary educator of my child.
- B. I understand and will assure compliance of the School's Student Code of Conduct, given to me at registration.
- C. I understand that attendance is mandatory. Parents/Guardians are to contact the office if their son/daughter is going to be absent. On the day he or she returns to school, he or she must bring a handwritten note from the parents explaining the reason for the absence, otherwise, the absence will be considered non-excused. A maximum of 10 handwritten notes will be accepted per school year, 5 notes per semester. Following the allotted number of handwritten notes an official note from a doctor, judge, immigration officer, etcetera, will be required. I am aware that 5 or more unexcused absences within a semester course or 10 or more unexcused absences within an annual course will result in the withholding of a student's grade. Chronic absenteeism from school will result in adherence to truancy procedures.
- D. I understand that I must provide or make transportation arrangements for my child to and from school.
- E. I understand that Arrival time is from __a.m. to __a.m. I am aware of the School's policy that

excessive tardiness will result in detentions and referrals and a parent conference will be conducted. F. I understand that I need to provide proof of medical/dental appointment to pick up my child early (on a regular school day), and that after ___p.m., I will not be permitted to pick up my child for early dismissal. Students will only be dismissed to persons who I have authorized on the Emergency Contact_____.

I understand that my child is not allowed to bring any games, toys, or electronic devices from home into the classroom. The teacher will confiscate any unauthorized items that my child may bring into the school. The teacher or administration may keep such items until the end of the school year. While the school will endeavor to protect such confiscated items, I agree not to hold the school responsible for lost or damaged items.

H. I agree that uniforms must be worn everyday as stated in the uniform policy (in the parent/student handbook) I am aware that students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the policy. Repeat offenders may be suspended outdoors.

I. I agree that my family is required to complete 25 volunteer hours or the equivalent prior to the last day of school and if I have more than one kid I will complete 30 volunteer hours. I am aware that this commitment is required as an investment in my child's education and that the School will provide me with various options to complete these hours. I agree that if I fail to complete the hours required by the designated date it may result in my child losing preferential re-enrollment status at the school and being placed on a waiting list for the following school year.

J. If a student must receive medication during school hours, the parents/guardians must obtain an Authorization for Medication Form. The form will be filled out and signed by both the parent and the physician. Under NO CIRCUMSTANCE will medication be administered without a form on file.

K. I agree to attend all conferences scheduled with any member of the School staff.

L. I agree to be responsible for timely payment of any fees accrued to my account.

Parents/Guardians and students are required to read the Parent/Student Handbook. The Handbook details the responsibilities staff members, students, and parents are expected to fulfill. If parents and students do not meet these obligations, it will be recommended that the student attend another school. If necessary, the school will pursue the withdrawal or transfer through administrative procedures, as set forth by the school's charter, and administered by the school personnel.

We understand the rules of the School and will abide by them. Student's Name:

_____ Date: _____ Grade: _____ ID# _____

_____ Parent or Guardian Name Parent or Guardian

Signature Date

_____ Parent or Guardian Name Parent or Guardian

Signature Date

*At least one signature is required to complete the registration process

Class Size	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1 st grade	18	18	18	18	18
2 nd Grade	18	18	18	18	18
3 rd Grade	18	18	18	18	18
4 th Grade	22	22	22	22	22
5 th Grade	22	22	22	22	22
6 th Grade	22	22	22	22	22
7 th Grade	0	22	22	22	22
8 th Grade	0	0	22	22	22
Total	1,088	1,352	1,594	1,594	1,594

Projected Student Enrollment 2014 thru 2019

	Year 1 2014/2015	Year 2015/2016	Year 3 2016/2017	Year 4 2017/2018	Year 5 2018/2019
Kindergarten	162	162	162	162	162
1 st grade	162	162	162	162	162
2 nd Grade	162	162	162	162	162
3 rd Grade	162 648	162	162	162	162
4 th Grade	154	176	176	176	176
5 th Grade	88	176	176	176	176
6 th Grade	198	198	198	198	198
7 th Grade	0	198	198	198	198
8 th Grade	0	0	198	198	198
Total	1,088	1,396	1,594	1,594	1,594

Homeroom	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	9	9	9	9	9
1 st grade	9	9	9	9	9
2 nd Grade	9	9	9	9	9
3 rd Grade	9	9	9	9	9
4 th Grade	8	8	8	8	8
5 th Grade	8	8	8	8	8
6 th Grade	9	9	9	9	9
7 th Grade	0	9	9	9	9
8 th Grade	0	0	9	9	9

Calculation of the FEFP 2013-14						
School District:		Broward				
1. 2013-14 FEFP State and Local Funding						
Student Allocation		\$3,752.30		District Cost Differential:	1.0235	
Program (a)	Number of FTE (b)		Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)	
101 Basic K-3	518.40		1.125	583.2000	\$ 2,239,767	
111 Basic K-3 with ESE Services	64.80		1.125	72.9000	\$ 279,971	
102 Basic 4-8	352.00		1.000	352.0000	\$ 1,351,849	
112 Basic 4-8 with ESE Services	44.00		1.000	44.0000	\$ 168,981	
103 Basic 9-12			1.011	0.0000	\$ -	
113 Basic 9-12 with ESE Services			1.011	0.0000	\$ -	
254 ESE Level 4 (Grade Level PK-3)			3.558	0.0000	\$ -	
254 ESE Level 4 (Grade Level 4-8)			3.558	0.0000	\$ -	
254 ESE Level 4 (Grade Level 9-12)			3.558	0.0000	\$ -	
255 ESE Level 5 (Grade Level PK-3)			5.089	0.0000	\$ -	
255 ESE Level 5 (Grade Level 4-8)			5.089	0.0000	\$ -	
255 ESE Level 5 (Grade Level 9-12)			5.089	0.0000	\$ -	
130 ESOL (Grade Level PK-3)	64.80		1.145	74.1960	\$ 284,948	
130 ESOL (Grade Level 4-8)	44.00		1.145	50.3800	\$ 193,483	
130 ESOL (Grade Level 9-12)			1.145	0.0000	\$ -	
300 Career Education (Grades 9-12)			1.011	0.0000	\$ -	
Totals	1088.00			1176.6760	\$ 4,518,999	
2. ESE Guaranteed Allocation:		FTE	Grade Level	Matrix Level	Guarantee Per Student	
	64.80		PK-3	251	\$ 1,058	\$ 68,558
			PK-3	252	\$ 3,418	\$ -
			PK-3	253	\$ 6,974	\$ -
	44.00		4-8	251	\$ 1,187	\$ 52,228
			4-8	252	\$ 3,546	\$ -
			4-8	253	\$ 7,102	\$ -
			9-12	251	\$ 845	\$ -
			9-12	252	\$ 3,204	\$ -
			9-12	253	\$ 6,760	\$ -
ESE Services	108.80	al from ESE Guarantee				\$ 120,786
3. Supplemental Academic Instruction:						
ct SAI Allocation	##### #				Per Student	
ad by district FTE	#####				\$ 206	\$ 224,128
(with eligible services)						
4. Reading Allocation:						
Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.						
ee, and SAI						\$ 4,863,913
5. Class size Reduction Funds:						
	Weighted FTE (From Section 1)	DCD	X	Allocation factors		
PK - 3	730.2960	1.0235		1320.15 =	986,757	
4-8	446.3800	1.0235		900.48 =	411,402	
9-12	0.0000	1.0235		902.65 =	0	
Total *	1176.6760	Reduction Funds				\$ 1,398,159
(*Total FTE should equal total in Section 1, column (d).)						
6A. Divide school's Weighted FTE (WFTE) total computed						
in (d) above:		1,176.6760	by district's WFTE:	#####		
to obtain school's WFTE share.					0.4199%	
6B. Divide school's Unweighted FTE (UFTE) total computed						
in (b) above:		1,088.00	by district's UFTE:	#####		
to obtain school's UFTE share.					0.4223%	
fer to Notes At Bottom:						
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.4199%	\$ 25,763
Applicable to all Charter Schools:						
Declining Enrollment		0				
Sparsity Supplement		0				
Program Related Requirements:						
Safe Schools		6,135,390				
Lab School Discretionary		0				
8. Discretionary Local Effort (WFTE share)		(d)	98,260,848	x	0.4199%	\$ 412,597
9. Discretionary Millage Compression Allocation .748 mills (UFTE share)		(b)	0	x	0.4223%	\$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.4199%	\$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.4199%	\$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.4223%	\$ 83,973
Dual Enrollment Instructional Materials Allocation (See footnote i below)						
13. Student Transportation		(e)				
Enter	All Riders			x	#####	\$ -
Enter	ESE Student Riders			x	#####	\$ -
14. Teacher Salary Allocation (WFTE share)		(j)	46,981,326	x	0.4199%	\$ 197,275
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						289
Total						\$ 6,981,680

Paramount Charter School

Paramount Charter School

Based on the First Calculation of the FEFP 2013-14						
School District:		Broward				
1. 2013-14 FEFP State and Local Funding						
Base Student Allocation		\$3,752.30	District Cost Differential:		1.0235	
Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)		
101 Basic K-3	518.40	1.125	583.2000	\$	2,239,767	
111 Basic K-3 with ESE Services	64.80	1.125	72.9000	\$	279,971	
102 Basic 4-8	756.80	1.000	756.8000	\$	2,906,475	
112 Basic 4-8 with ESE Services	94.60	1.000	94.6000	\$	363,309	
103 Basic 9-12		1.011	0.0000	\$	-	
113 Basic 9-12 with ESE Services		1.011	0.0000	\$	-	
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$	-	
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$	-	
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$	-	
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$	-	
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$	-	
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$	-	
130 ESOL (Grade Level PK-3)	64.80	1.145	74.1960	\$	284,948	
130 ESOL (Grade Level 4-8)	94.60	1.145	108.3170	\$	415,989	
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$	-	
300 Career Education (Grades 9-12)		1.011	0.0000	\$	-	
Totals	1594.00		1690.0130	\$	6,490,459	
2. ESE Guaranteed Allocation:						
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	FTE	Grade Level	Matrix Level	Guarantee Per Student		
	64.80	PK-3	251	\$ 1,058	\$	68,558
		PK-3	252	\$ 3,418	\$	-
		PK-3	253	\$ 6,974	\$	-
	94.60	4-8	251	\$ 1,187	\$	112,290
		4-8	252	\$ 3,546	\$	-
		4-8	253	\$ 7,102	\$	-
		9-12	251	\$ 845	\$	-
		9-12	252	\$ 3,204	\$	-
		9-12	253	\$ 6,760	\$	-
Total FTE with ESE Services	159.40	Total from ESE Guarantee			\$	180,848
3. Supplemental Academic Instruction:						
District SAI Allocation	\$ 53,067,950			Per Student		
divided by district FTE	257,637.67			\$ 206	\$	328,364
(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				\$	6,999,671	
5. Class size Reduction Funds:						
	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	730.2960		1.0235		1320.15	= 986,757
4-8	959.7170		1.0235		900.48	= 884,515
9-12	0.0000		1.0235		902.65	= 0
Total =	1690.0130	Total Class Size Reduction Funds				\$ 1,871,272
(*Total FTE should equal total in Section 1, column (d).)						
6A. Divide school's Weighted FTE (WFTE) total computed						
in (d) above:	1,690.0130	by district's WFTE:	280,213.62			
to obtain school's WFTE share.				0.6031%		
6B. Divide school's Unweighted FTE (UFTE) total computed						
in (b) above:	1,594.00	by district's UFTE:	257,637.67			
to obtain school's UFTE share.				0.6187%		
Letters Refer to Notes At Bottom:						
7. Other FEFP (WFTE share)	(a)	6,135,390	x	0.6031%	\$	37,003
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	6,135,390					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)	(d)	98,260,848	x	0.6031%	\$	592,611
9. Discretionary Millage Compression Allocation	(b)	0	x	0.6187%	\$	-
.748 mills (UFTE share)	(a)	0	x	0.6031%	\$	-
10. Proration to Funds Available (WFTE share)	(a)	0	x	0.6031%	\$	-
11. Discretionary Lottery (WFTE share)	(a)	0	x	0.6031%	\$	-
12. Instructional Materials Allocation (UFTE share)	(b)	19,884,665	x	0.6187%	\$	123,026
Dual Enrollment Instructional Materials Allocation (See footnote 1 below)						
13. Student Transportation	(e)		x	0.6031%	\$	-
Enter All Riders			x	0.6031%	\$	-
Enter ESE Student Riders			x	0.6031%	\$	-
14. Teacher Salary Allocation (WFTE share)	(c)	1,489,136	x	0.6031%	\$	283,344
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation	(g)					
17. Performance Pay Plan						
Total				\$	9,906,927	

Paramount Charter School

Based on the First Calculation of the FEFP 2013-14						
School District:		Broward				
1. 2013-14 FEFP State and Local Funding						
Base Student Allocation		\$3,752.30	District Cost Differential:		1.0235	
Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2013-14 Base Funding WFTE x BSA x DCD (e)		
101 Basic K-3	518.40	1.125	583.2000	\$	2,239,767	
111 Basic K-3 with ESE Services	64.80	1.125	72.9000	\$	279,971	
102 Basic 4-8	598.40	1.000	598.4000	\$	2,298,143	
112 Basic 4-8 with ESE Services	74.80	1.000	74.8000	\$	287,268	
103 Basic 9-12		1.011	0.0000	\$	-	
113 Basic 9-12 with ESE Services		1.011	0.0000	\$	-	
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$	-	
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$	-	
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$	-	
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$	-	
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$	-	
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$	-	
130 ESOL (Grade Level PK-3)	64.80	1.145	74.1960	\$	284,948	
130 ESOL (Grade Level 4-8)	74.80	1.145	85.6460	\$	328,922	
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$	-	
300 Career Education (Grades 9-12)		1.011	0.0000	\$	-	
Totals	1396.00		1489.1420	\$	5,719,019	
2. ESE Guaranteed Allocation:						
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.	FTE	Grade Level	Matrix Level	Guarantee Per Student		
	64.80	PK-3	251	\$ 1,058	\$	68,558
		PK-3	252	\$ 3,418	\$	-
		PK-3	253	\$ 6,974	\$	-
	74.80	4-8	251	\$ 1,187	\$	88,788
		4-8	252	\$ 3,546	\$	-
		4-8	253	\$ 7,102	\$	-
		9-12	251	\$ 845	\$	-
		9-12	252	\$ 3,204	\$	-
	9-12	253	\$ 6,760	\$	-	
Total FTE with ESE Services	139.60	Total from ESE Guarantee			\$	157,346
3. Supplemental Academic Instruction:						
District SAI Allocation	\$ 53,067,950			Per Student		
divided by district FTE	257,637.67			\$ 206	\$	287,576
(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				\$	6,163,941	
5. Class size Reduction Funds:						
	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	730.2960		1.0235		1320.15	= 986,757
4-8	758.8460		1.0235		900.48	= 699,384
9-12	0.0000		1.0235		902.65	= 0
Total *	1489.1420	Total Class Size Reduction Funds				\$ 1,686,141
(*Total FTE should equal total in Section 1, column (d).)						
6A. Divide school's Weighted FTE (WFTE) total computed						
in (d) above:		1,489.1420	by district's WFTE:		280,213.62	
to obtain school's WFTE share.						0.5314%
6B. Divide school's Unweighted FTE (UFTE) total computed						
in (b) above:		1,396.00	by district's UFTE:		257,637.67	
to obtain school's UFTE share.						0.5418%
Letters Refer to Notes At Bottom:						
7. Other FEFP (WFTE share)		(a)	6,135,390	x	0.5314%	\$ 32,603
Applicable to all Charter Schools:						
Declining Enrollment		0				
Sparsity Supplement		0				
Program Related Requirements:						
Safe Schools		6,135,390				
Lab School Discretionary		0				
8. Discretionary Local Effort (WFTE share)		(d)	98,260,848	x	0.5314%	\$ 522,158
9. Discretionary Millage Compression Allocation		(b)	0	x	0.5418%	\$ -
.748 mills (UFTE share)		(b)	0	x	0.5314%	\$ -
10. Proration to Funds Available (WFTE share)		(a)	0	x	0.5314%	\$ -
11. Discretionary Lottery (WFTE share)		(a)	0	x	0.5314%	\$ -
12. Instructional Materials Allocation (UFTE share)		(b)	19,884,665	x	0.5418%	\$ 107,735
Dual Enrollment Instructional Materials Allocation (See footnote 1 below)						
13. Student Transportation		(e)		x	0.5314%	\$ -
Enter All Riders				x	0.5314%	\$ -
Enter ESE Student Riders				x	0.5314%	\$ -
14. Teacher Salary Allocation (WFTE share)		(c)	1,489.1420	x	0.5314%	\$ 249,659
15. Florida Teachers Lead Program Stipend						
16. Food Service Allocation		(g)				
17. Performance Pay Plan						
Total				\$	8,762,237	

Paramount Charter School

Electronic Articles of Incorporation For

N11000007223
FILED
July 29, 2011
Sec. Of State
bmcknight

FLORIDA ADVANCEMENT AND EDUCATION OF SCHOLARS CORP.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

FLORIDA ADVANCEMENT AND EDUCATION OF SCHOLARS CORP.

Article II

The principal place of business address:

433 PLAZA REAL
275
BOCA RATON, FL. US 33432

The mailing address of the corporation is:

433 PLAZA REAL
275
BOCA RATON, FL. US 33432

Article III

The specific purpose for which this corporation is organized is:

NON PROFIT CHARTER SCHOOLS

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

JIMIKA MASON
433 PLAZA REAL
275
BOCA RATON, FL. 33432

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: JIMIKA MASON

Article VI

The name and address of the incorporator is:

JIMIKA MASON
433 PLAZA REAL
275
BOCA RATON FLORIDA 33432

Electronic Signature of Incorporator: JIMIKA MASON

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: PRES
JIMIKA MASON
433 PLAZA REAL # 275
BOCA RATON, FL. 33432 US

Title: VP
CONSTANCE BROWN
433 PLAZA REAL # 275
BOCA RATON, FL. 33432 US

Title: SEC
RICKY WILLIAMS
433 PLAZA REAL # 275
BOCA RATON, FL. 33432

Article VIII

The effective date for this corporation shall be:

07/29/2011

The School will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures.

Planning, Program Design & Implementation Grant

Account Code	Description	Units	Rate	Total	Budget Notes
Classroom Instruction (5000)					
100	Salaries Lead Teacher (3 months before school opens)				Rate = Your Average Teacher SalaryRange: \$35,000-\$48,000
	Total Instructional Personnel				
210	Retirement				Florida Retirement (9.85%) or Company match 401(b)
220	Social Security				Percent of Total Salaries plus Substitutes
230	Health Insurance (includes dental, life, etc.)				Avg Company contribution of \$485/month = \$5,820/employee
240	Workers' Compensation				Total Instructional Salaries x rate. Average rate = 1.25%
250	Unemployment Compensation				Number of employees x rate (based on 2.7% of first \$7,000 = \$189)
310	Professional Services (contracted instructional services)				
	Speech Therapy				Units = # of hours. Rate = average hourly rate. Range: \$50-\$65
	Occupational/Physical Therapy				Units = # of hours. Rate = average hourly rate. Range: \$45-\$65
	Physical Education, Art, Technology				Units = # of hours. Rate = average hourly rate. Range: \$15-\$30
350	Computer Repairs				Units = # of hours. Average rate = \$90
510	Classroom Supplies				Units = number of students. Average rate = \$70 per student
520	Instructional Materials (textbooks, workbooks, etc.)				Units = number of students. Average rate = \$125 per student
641-642	Classroom Equipment (desks, chairs, etc.)				Variable, based on need
643-644	Computer Equipment				Units = number of computers. Average cost per computer = \$750
690	Software				Variable, based on need
	Total Instruction				
Media Services (6200)					
610	Library Books				Range: \$10-\$18 per hardbound book
620	Audio-Visual Materials				Average cost of overhead projector = \$200
	Total Media Services				
Curriculum Development (6300)					
310	Professional Services (consultants, etc.)				Curriculum Consultants
	Total Curriculum Development				
Staff Development (6400)					
100	Workshop Stipends				Average = \$180/day stipend for teachers to attend workshop
220	Social Security				Percent of Total Salaries
310	Professional Services (workshop, consultants, training, etc.)				Average fee per day = \$800
330	Travel (workshop registration, lodging, etc.)				Variable, based on need
	Total Staff Development				
Instructional-Related Technology(6500)					
310	Professional Services (workshop, consultants, training, etc.)				Average fee per day = \$800
330	Travel (workshop registration, lodging, etc.)				Variable, based on need
643-644	Computer Equipment				
	Total Staff Development				
General Support Services					
Board (7100)					
310	Professional Services (Legal)				Range: Hourly rate \$150-\$250
320	Insurance Liability/Errors & Omissions/Crime Officers and Directors				Range: \$14-\$22 per studentAverage: \$4,000 annual
310	Audit				Average: \$15,000 annual
330	Governance Training				Average: \$1,500 annual
330	Travel (workshop registration, lodging, etc.)				Variable, based on need
	Total Board				
School Administration (7300)					
100	Salaries Principal (Two months before the school opens)		15,833.33	\$ 15,833.33	Range: \$50,000-\$85,000
	Total Office Personnel			\$ 15,833.33	
210	Retirement	15,833.33	0.00%	\$ -	Company match 401(k)
220	Social Security	15,833.33	7.65%	\$ 1,211.25	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	3	500	\$ 1,500.00	Avg Company contribution of \$385/month = \$4,620/employee
240	Workers' Compensation	15,833.33	1.22%	\$ 193.17	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	1	189	\$ 189.00	Number of employees x rate (based on 2.7% of first \$7,000 = \$189)
360	Lease-Copy Machine				Per month: 10,000 copies: \$100-300/mo. 50,000 copies \$400-675/mo.
370	Postage				Marketing
390	Printing (includes advertising)				Recruitment/Report Cards/Annual Reports, etc.
510	Office Supplies		1,000.00	\$ 1,000.00	Average: \$4,000 per year
641-642	Office Equipment			\$ 1,000.00	Average: \$1,000 - \$5,000
643-644	Computer Equipment			\$ 1,500.00	Average: \$750/computer plus printer
730	Dues and Fees				Professional association dues
330	Travel (workshop registration, lodging, etc.)				Average: \$2,500 per year per administrator
	Total School Administration			\$ 22,426.75	
Facilities Acquisition and Construction (7400)					
350	Repairs and Maintenance				Based on age of building/equipment
360	Building Lease (Three months before school opens)				Average:60- 80 sq ft/student @\$12-\$17/sq ft

	Total Facilities Acquisition and Construction				
Fiscal Services (7500)					
310	Professional Services: Bookkeeping/Accountant				Set Up financial controls
730	Bank Fees/Payroll Processing Fees				Range: \$0- \$20 per month
	Total Fiscal Services				
Central Services (7700)					
310	Professional Services				Independent Evaluation. Cost Range: \$1,500-\$4,000
	Marketing/Staff Recruiting and Placement		2,573.25	\$ 2,573.25	Information Services. Cost Range: \$1,000-\$10,000
730	Dues and Fees				Staff Leasing Fees, Fingerprint Fees
	Total Central Services			\$ 2,573.25	
Operation of Plant (7900)					
390	Other Purchased Services				
	Total Operation of Plant				
Administrative Technology Services (8200)					
310	Consultants - Administrative Networks				
350	Repairs and Maintenance				
510	Supplies				
641-642	Offcie Equipment				
643-644	Computer Equipment				Network Equipment
690	Software				Network Software
	Total Administrative Technology Services				
	Total Budgeted Expenditures			\$ 25,000.00	
	Balance Planning, Program Design & Implementation Grant			\$ -	

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

	Yr1	Yr2	Yr3	Yr4	Yr5	
Number of Students	1,088	1,396	1,594	1,594	1,594	
Grade Levels	K-8	K-8	K-8	K-8	K-8	
Revenue Growth		100.0%	100.0%	100.0%	100.0%	No Growth rate applied
Expense Inflation		102.5%	102.5%	102.5%	102.5%	
Estimated Revenue Per Student:	6,417	6,277	6,215	6,215	6,215	Based on 2013 - 2014 FEFP.
FEFP Basic Gross - 3310	4,518,999	5,719,019	6,490,459	6,490,459	6,490,459	
Instructional Materials - 3336	83,973	107,735	123,026	123,026	123,026	
Discretionary Lottery Funds - 3344	-	-	-	-	-	
Class Size Reduction - 3355	1,398,159	1,686,141	1,871,272	1,871,272	1,871,272	
Discretionary Local Effort - 3411	412,597	522,158	592,611	592,611	592,611	
Transportation - 3354	-	-	-	-	-	
School Recognition Funds - 3361						
Florida Teacher Lead - 3334						
Subtotal	6,413,728	8,035,053	9,077,368	9,077,368	9,077,368	
Less 5% FTE over 250	(246,999)	(329,806)	(382,685)	(382,685)	(382,685)	Restricted for capital outlay. See Capital Project Fund Budget
VPK - 3371						
Before/After Care - 3473						
Preschool Programs - 3471						
Financial Support Donation	75,000					
Fundraising Not Restricted - 3440						

100 General Funds **Total Revenue:** 6,981,680 8,762,237 9,906,927 9,906,927 9,906,927

Account Code	Description	Units	Rate	Total	Total	Total	Total	Total	Budget Notes
Classroom Instruction (5000)									
100	Salaries								
	Classroom Teachers	61	42000	2,562,000	2,709,450	2,815,196	2,939,911	3,059,769	
	Substitute Teachers	55	1100	60,500	61,248	65,874	76,998	80,137	
	Other Teachers (ESE,ESOL, Reading/Math Coaches	0	42000	-	-	-	-	-	
	Paraprofessionals	4	14000	56,000	58,853	71,382	75,382	77,267	
	Hourly Instructional Personnel (Tutoring/Part-time Teachers)	8							
	Total Instructional Personnel	67		2,678,500	2,829,551	2,952,452	3,092,291	3,217,173	
210	Retirement	2,678,500.00	0.00%	-	-	-	-	-	
220	Social Security	2,678,500.00	7.65%	204,905	216,461	225,863	236,560	246,114	Percent of Total Salaries plus Substitutes
230	Health Insurance (includes dental, life, etc.)	67	6,000.00	402,000	419,800	448,529	452,294	470,224	Avg Company contribution of 500/month = 6,000/employee
240	Workers' Compensation	2,678,500.00	1.25%	33,481	35,369	38,774	41,626	44,389	Total Instructional Salaries x rate. Average rate = 1.25%
250	Unemployment Compensation	67	189	12,663	12,828	13,230	13,230	13,419	Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Professional Services (contracted instructional services)								
	Speech Therapy	400	50	20,000	25,625	31,519	37,691	38,633	Units = # of hours. Rate = average hourly rate. Range: 50-65
	Occupational/Physical Therapy	40	60	2,400	4,920	6,304	7,754	7,947	Units = # of hours. Rate = average hourly rate. Range: 45-65
	Physical Education, Art, Technology				-				Units = # of hours. Rate = average hourly rate. Range: 15-30
350	Computer Repairs	100	90	9,000	13,838	18,911	24,230	24,836	Units = # of hours. Average rate = 90
510	Classroom Supplies	1,088	100	108,800	143,090	167,470	171,656	175,948	Units = number of students. Average rate = 100 per student
520	Instructional Materials (textbooks, workbooks, art supplies)	1088	250	272,000	357,725	418,674	429,141	439,869	Units = number of students. Average rate = 250 per student
641-642	Classroom Equipment (desks, chairs, art, music, etc.)	61	1500	91,500	95,338	102,828	104,997	104,997	Variable, based on need
643-644	Computer Equipment	244	500	122,000	124,450	126,771	126,771	126,771	Units = number of computers. Average cost per computer = 550
690	Software	1	30,000.00	30,000	20,000	10,000	30,000	30,000	Based on quotes
750	Substitute Teachers	260	85	22,100	31,365	35,721	45,768	46,912	Per day/ Average 5 days per teacher. Average cost per day 85
	Total Instruction			4,009,350	4,330,360	4,597,045	4,814,009	4,987,233	

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

Number of Students	Yr1	Yr2	Yr3	Yr4	Yr5	
Grade Levels	1,088	1,396	1,594	1,594	1,594	
Revenue Growth	K-8	K-8	K-8	K-8	K-8	
Expense Inflation		100.0%	100.0%	100.0%	100.0%	No Growth rate applied
		102.5%	102.5%	102.5%	102.5%	

Instructional Support Services (6000)									
Pupil Personnel Services (6100)									
100	Salaries								Rate=Your Average Salary
	Guidance Counselors	2	84,000.00	84,000	86,100	88,253	90,459	92,720	Range: 35000-42000
	School Nurse	0							Average=20/hr for 7 hrs/182 days=25,480
	Health Assistant	0							Average=12/hr for 7 hrs/182 days=15,288
	Parent Liason	0							Average=10/hr for 6 hrs/ 182 days=10,920
	Total Pupil Personnel Staff	0	84000	84,000	86,100	88,253	90,459	92,720	
210	Retirement		0.00%		-	-	-	-	Company match 401(k)
220	Social Security		7.65%		6,587	6,751	6,920	7,093	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	0	6000		6,150	6,304	6,461	6,623	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation		1.22%		1,050	1,131	1,188	1,249	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	0	189		189	189	189	189	Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Profesional Services								
	Counseling Services								Units = number of hours. Range = 32-60
	Contracted Nurse (Health Department)		\$27,600	27,600	28,290	28,997	29,722	30,465	Based on 65 hrs/day/180 day contract with Health Dept=27,600
	Total Pupil Personnel Services			111,600	128,366	131,625	134,940	138,339	
Media Services (6200)									
100	Salaries								
	Librarian								Range: 30,000-38,000
	Media Specialist	1	\$42,000.00	42,000	43,050	44,126	45,229	46,360	Range: 39,000 - 42,000
	Total Media Personnel	1		42,000	43,050	44,126	45,229	46,360	
210	Retirement	\$42,000.00	0.00%		-	-	-	-	
220	Social Security	\$42,000.00	7.65%	3,213	3,293	3,376	3,460	3,547	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	1	6,000.00	6,000	6,150	6,304	6,461	6,623	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation	\$42,000.00	1.22%	512	525	566	594	624	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	1	189	189	189	189	189	189	Number of employees x rate (based on 2.7% of first 7,000 = 189)
610	Library Books								Range: 10-18 per hardbound book
620	Audio-Visual Materials	0							Average cost of overhead projector = 200
	Total Media Services			51,914	53,208	54,560	55,934	57,343	
Curriculum Development (6300)									
100	Salaries								

Budget Worksheet
Paramount Charter School
Fiscal Year 2014 - 2019

				Yr1	Yr2	Yr3	Yr4	Yr5	
		Number of Students		1,088	1,396	1,594	1,594	1,594	
		Grade Levels		K-8	K-8	K-8	K-8	K-8	
		Revenue Growth			100.0%	100.0%	100.0%	100.0%	No Growth rate applied
		Expense Inflation			102.5%	102.5%	102.5%	102.5%	
	Curriculum Specialist	0							Range: 40,000-60,000
210	Retirement		0.00%						Company match 401(k)
220	Social Security		7.65%						Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	0	4,620.00						Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation		1.22%						Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	0	189						Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Professional Services (consultants, etc.)								Curriculum Consultants
	Total Curriculum Development								

Staff Development (6400)									
100	Workshop Stipends	61	500	30,500	31,113	33,943	34,999	36,426	Average = 180/day stipend for teachers to attend workshop
220	Social Security	30,500.00	7.65%	2,333	2,480	2,597	2,677	2,787	Percent of Total Salaries
310	Professional Services (workshop, consultants, training, etc.)								Average fee per day = 800
330	Travel (workshop registration, lodging, etc.)	61	100	6,100	6,223	6,989	7,000	7,285	Variable, based on need
	Total Staff Development			38,933	39,816	43,529	44,676	46,498	
Instructional-Related Technology(6500)									
100	Instructional Technology Support Salaries	0							Average = 180/day stipend for teachers to attend workshop
220	Social Security		7.65%						Percent of Total Salaries
310	Professional Services (workshop, consultants, training, etc.)								Average fee per day = 800
330	Travel (workshop registration, lodging, etc.)								Variable, based on need
643-644	Computer Equipment								
	Total Staff Development								
General Support Services									
Board (7100)									
310	Professional Services (Legal)	1	10,000.00	10,000	10,000	10,000	10,000	10,000	Range: Hourly rate 150-250
320	Insurance								
	Liability/Errors & Omissions/Crime	1088	22	23,936	30,712	35,068	35,068	35,068	Range: 14-22 per student
	Officers and Directors		4,000.00	4,000	4,000	4,000	4,000	4,000	Average: 4,000 annual
310	Audit		10,000.00	10,000	10,500	12,000	12,000	12,000	
330	Governance Training		1,600.00	1,600	1,600	1,600	1,600	1,600	
330	Travel (workshop registration, lodging, etc.)								
	Total Board			49,536	56,812	62,668	62,668	62,668	
General Administration (7200)									
310	Professional Services-Management	1,088	450	489,600	628,200	717,300	717,300	717,300	450 / Student
730	Administrative Fee	6,413,728.00	5%	73,687	74,947	76,947	76,947	76,947	Based on total revenue for first 250 students

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

			Yr1	Yr2	Yr3	Yr4	Yr5		
Number of Students			1,088	1,396	1,594	1,594	1,594		
Grade Levels			K-8	K-8	K-8	K-8	K-8		
Revenue Growth				100.0%	100.0%	100.0%	100.0%	No Growth rate applied	
Expense Inflation				102.5%	102.5%	102.5%	102.5%		
	Total General Administration		563,287	703,147	794,247	794,247	794,247		
School Administration (7300)									
100	Salaries								
	Principal	1	95,000.00	95,000	97,375	99,809	102,305	104,862	Range: 80,000-100,000
	Assistant Principal	1	75,000.00	75,000	76,875	78,797	80,767	82,786	Range: 52,000-70,000
	Secretary / Business Manager	1	24,000.00	24,000	24,600	25,215	25,845	26,492	Range: 25,000-30,000
	Office Assistant	1	20,000.00	20,000	20,500	42,025	43,076	44,153	Range: 8-14 per hour/196 days
	Other Office Personnel	0							
	Total Office Personnel	4		214,000	219,350	245,846	251,992	258,292	
210	Retirement	214,000.00	0.00%	-	-	-	-	-	Company match 401(k)
220	Social Security	214,000.00	7.65%	16,371	16,780	18,807	19,277	19,759	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	4	6,000.00	24,000	24,600	31,519	32,307	33,114	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation	214,000.00	1.22%	2,611	2,676	3,151	3,311	3,478	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	4	189	756	756	945	945	945	Number of employees x rate (based on 2.7% of first 7,000 = 189)
360	Lease-Copy Machine	10	400	4,000	4,000	4,000	4,000	4,000	Per month: 10,000 copies: 100-300/mo. 50,000 copies 400-675/mo.
370	Postage	1088	6	6,528	8,585	10,048	10,299	10,557	Average = 6.00 per student
390	Printing (includes advertising)	1	5,000.00	5,000	5,125	5,253	5,384	5,519	Recruitment/Report Cards/Annual Reports, etc. Average = 2,500-5,000
510	Office Supplies	1	4,000.00	4,000	4,100	4,203	4,308	4,415	Average: 4,000 per year
641-642	Office Equipment			-	2,000	2,000	2,000	2,000	Average: 1,000 - 5,000
643-644	Computer Equipment	4	750	3,000	3,075	3,940	4,038	4,139	Average: 750/computer plus printer
730	Dues and Fees	1088	4	4,352	5,724	6,699	6,866	7,038	Professional association dues
330	Travel (workshop registration, lodging, etc.)	1	2,500.00	2,500	5,125	5,253	5,384	5,519	Average: 2,500 per year per administrator
	Total School Administration			287,118	301,896	341,664	350,113	358,777	

	Facilities Acquisition and Construction (7400)								
350	Repairs and Maintenance			30,000	40,000	40,000	40,000	40,000	Based on age of building/equipment
360	Building Lease			761,600	977,200	1,115,800	1,215,800	1,315,800	
630	Buildings and Fixed Equipment								
660	Land								
670	Improvements Other than Buildings								Fencing, landscaping, playground equipment, paving, etc.
680	Remodeling and Renovations								Carpet replacement, AC replacement, fire alarm systems, etc.
	Total Facilities Acquisition and Construction			791,600	1,017,200	1,155,800	1,255,800	1,355,800	
	Fiscal Services (7500)								
100	Salaries								
	Bookkeeper or Accountant	0							Range: 24,000-40,000
210	Retirement		3.00%						Florida Retirement (9.85%) or Company match 401(b)
220	Social Security		7.65%						Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	0	6,000.00						Avg Company contribution of 485/month = 5,820/employee
240	Workers' Compensation		1.22%						Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	0	189						Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Professional Services:								

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

				Yr1	Yr2	Yr3	Yr4	Yr5	No Growth rate applied
		Number of Students		1,088	1,396	1,594	1,594	1,594	
		Grade Levels		K-8	K-8	K-8	K-8	K-8	
		Revenue Growth			100.0%	100.0%	100.0%	100.0%	
		Expense Inflation			102.5%	102.5%	102.5%	102.5%	
	Bookkeeping/Accountant	12	500	6,000	6,150	6,304	6,461	6,623	Bookkeeping Services
730	Bank Fees/Payroll Processing Fees	12	30	360	369	378	388	397	Range: 0- 20 per month
	Total Fiscal Services			6,360	6,519	6,682	6,849	7,020	
Central Services (7700)									
310	Professional Services								Independent Evaluation. Cost Range: 1,500-4,000
	Marketing/Staff Recruiting and Placement								Information Services. Cost Range: 1,000-10,000
730	Dues and Fees	73	75	5,475	5,500	6,058	6,300	6,540	Staff Leasing Fees, Fingerprint Fees
	Total Central Services			5,475	5,500	6,058	6,300	6,540	
Pupil Transportation Services (7800)									
100	Salaries- Bus Drivers	0							Range: 12-14 per hour/4-6 hours per day
210	Retirement		3.00%						Florida Retirement (9.85%) or Company match 401(b)
220	Social Security		7.65%						Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	0	6,000.00						Avg Company contribution of 485/month = 5,820/employee
240	Workers' Compensation		8.62%						Total Salaries x rate. Average rate = 8.62%
250	Unemployment Compensation	0	189						Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Professional Services-Contracted Transportation								Range: 114-195 per route/day
320	Insurance								Auto Liability Insurance per bus. No accidents Avg: 1,500 per bus
350	Repairs and Maintenance								Bus Repairs. Average 1,500 per bus
371	Phone								Radios/Cell Phones- Average 720 annual per radio
390	Other Purchased Services	1	0	-	-	-	-	-	Per Bus Costs per Day
450	Gasoline								Per bus/per year (variable, based on distance) Average = 5,000
651	Buses								Range: 6,500-50,000. 12-yr old bus = 12,500
730	Dues and Fees	0							Drug Testing & License Fees/driver = 125
750	Substitutes	0							Average Rate: 10 per hour
	Total Pupil Transportation Services			-	-	-	-	-	

Operation of Plant (7900)									
100	Salaries								
	Custodians	1	12,000.00	12,000	24,600	25,215	38,768	39,737	Range: 10-13 per hour
210	Retirement	12,000.00	0.00%	-	-	-	-	-	Company match 401(k)
220	Social Security	12,000.00	7.65%	918	1,882	1,929	2,966	3,040	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	1	6,000.00	6,000	12,300	12,608	19,384	19,869	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation	12,000.00	8.38%	1,006	2,061	2,220	3,499	3,676	Total Salaries x rate. Average rate = 8.38%
250	Unemployment Compensation	1	189	189	378	378	567	567	Number of employees x rate (based on 2.7% of first 7,000 = 189)
320	Property Insurance								Variable, based on location/type of building. Range 4,000-8,000
371	Phone	12	1000	12,000	12,300	12,608	12,923	13,246	Includes fax, internet. Average: 1000 per month
381	Water and Sewage	12	600	7,200	9,000	9,000	10,000	10,000	Average = 200-700 per month

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

				Yr1	Yr2	Yr3	Yr4	Yr5	
Number of Students				1,088	1,396	1,594	1,594	1,594	
Grade Levels				K-8	K-8	K-8	K-8	K-8	
Revenue Growth					100.0%	100.0%	100.0%	100.0%	No Growth rate applied
Expense Inflation					102.5%	102.5%	102.5%	102.5%	
382	Garbage	12	300	3,600	3,690	3,782	3,877	3,974	Range: 200-400 per month
390	Other Purchased Services								
	Custodial Services (contracted)	12							Includes groundskeeping
	Fire Alarm Monitoring	12	200	2,400	2,460	2,522	2,585	2,649	Average: 200 per month
	Security System Monitoring	4	375	1,500	1,538	1,576	1,615	1,656	Average: 375 per quarter
	Fire Inspections	2	250	500	513	525	538	552	Average: 250 per year
	Carpet Cleaning								Variable, based on need
	Grounds Maintenance	1	7,000.00	7,000	7,175	7,354	7,538	7,727	Average: 7,000/yr
	Pest Control	5	150	750	769	788	808	828	Range:750 per year
410	Natural Gas	12							
430	Electricity	20,000.00	1	20,000	40,000	40,000	80,000	80,000	Average: 1 per square foot
510	Supplies	1	1,500.00	1,500	1,538	1,576	1,615	1,656	Average: 1000-1500 per year
641-642	Equipment								Variable, based on need
	Total Operation of Plant			76,563	120,203	122,080	186,682	189,175	
	Maintenance of Plant (8100)								
350	Repairs and Maintenance		2,000.00	2,000	2,050	2,101	2,154	2,208	A/C, Plumbing, Electrical Repairs
510	Supplies								Paint, Fertilizer, etc.
	Total Maintenance of Plant			2,000	2,050	2,101	2,154	2,208	
	Administrative Technology Service(8200)								
310	Consultants - Administrative Networks	1							
350	Repairs and Maintenance	1							
510	Supplies	1							
641-642	Offcie Equipment	1							
643-644	Computer Equipment	1	4,000.00	4,000	4,100	4,203	4,308	4,415	Network Equipment
690	Software	1	2,000.00	2,000	2,050	2,101	2,154	2,208	Network Software
	Total Administrative Technology Services			6,000	6,150	6,304	6,461	6,623	
	Other financing uses: Debt Service (9200)								
710	Redemption of Principal					-			Payment of Principal and Interest
720	Interest Expense	-	4.25%	-	-				Long Term Debt (loans, mortgage)
	Total Debt Service			-	-	-	-		
	Reserve Fund	6,981,680.00	5%	349,084	401,753	453,868	453,868	453,868	5% of Revenue
	Total Budgeted Expenditures			6,348,820	7,172,979	7,778,232	8,174,702	8,466,339	
	Balance			632,860	1,589,258	2,128,695	1,732,225	1,440,588	

Cashflow Y1
nt Charter School
2014 - 2015

[illegible]

Cashflow Y1
nt Charter School
2014 - 2015

[illegible]

Cashflow Y1
nt Charter School
2014 - 2015

[illegible]

Cashflow Y1
nt Charter School
2014 - 2015

Social Security	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	1,364	16,371
Health Insurance (includes dental, life, etc.)	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Workers' Compensation	218	218	218	218	218	218	218	218	218	218	218	218	2,611
Unemployment Compensation	63	63	63	63	63	63	63	63	63	63	63	63	756
Lease-Copy Machine	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Postage	544	544	544	544	544	544	544	544	544	544	544	544	6,528
Printing (includes advertising)	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Office Supplies	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Dues and Fees	4,352												4,352
Travel (workshop registration, lodging, etc.)					1,250						1,250		2,500
Total School Administration	27,707	23,355	23,355	23,355	24,605	23,355	23,355	23,355	23,355	23,355	24,605	23,355	287,118

[illegible]

Cashflow Y1
nt Charter School
2014 - 2015

[illegible][illegible]

Cashflow Y1
nt Charter School
2014 - 2015

Maintenance of Plant (8100)													
Repairs and Maintenance	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Supplies													
Total Maintenance of Plant	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Administrative Technology Service(8200)													
Consultants - Administrative Networks													
Repairs and Maintenance													
Supplies													
Offcie Equipment													
Computer Equipment		2,000	2,000										4,000
Software		2,000											2,000
Total Administrative Technology Services	-	4,000	2,000	-	-	-	-	-	-	-	-	-	6,000
Debt Service (9200)													
Redemption of Principal													
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund	29,090	29,090	29,090	29,090	29,090	29,090	29,090	29,090	29,090	29,090	29,090	29,090	349,084
Total Budgeted Expenditures	186,672	578,440	576,440	554,973	556,223	554,973	554,973	554,973	554,973	554,973	561,223	559,973	6,348,820
Balance	395,135	3,367	5,367	26,834	25,584	26,834	26,834	26,834	26,834	26,834	20,584	21,834	632,860

Cashflow Y2
nt Charter School
2015 - 2016

[illegible]

General Funds

[illegible]

Cashflow Y2
nt Charter School
2015 - 2016

[illegible]

Cashflow Y2
nt Charter School
2015 - 2016

[illegible]

Cashflow Y2
nt Charter School
2015 - 2016

Printing (includes advertising)	427	427	427	427	427	427	427	427	427	427	427	427	5,125
Office Supplies	342	342	342	342	342	342	342	342	342	342	342	342	4,100
Office Equipment	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Computer Equipment	256	256	256	256	256	256	256	256	256	256	256	256	3,075
Dues and Fees	5,724												5,724
Travel (workshop registration, lodging, etc.)					2,563						2,563		5,125
Total School Administration	29,978	24,254	24,254	24,254	26,816	24,254	24,254	24,254	24,254	24,254	26,816	24,254	301,896

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Cashflow Y2
nt Charter School
2015 - 2016

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Cashflow Y2
nt Charter School
2015 - 2016

Offcie Equipment													
Computer Equipment		2,050	2,050										4,100
Software		2,050											2,050
Total Administrative Technology Services	-	4,100	2,050	-	-	-	-	-	-	-	-	-	6,150
Debt Service (9200)													
Redemption of Principal													
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund	33,479	33,479	33,479	33,479	33,479	33,479	33,479	33,479	33,479	33,479	33,479	33,479	401,753
Total Budgeted Expenditures	231,921	734,430	732,380	730,330	701,113	647,222	575,677	566,343	560,120	560,120	562,682	570,620	7,172,980
Balance	498,265	(4,244)	(2,194)	(144)	29,073	82,964	154,509	163,843	170,066	170,066	167,504	159,566	1,589,258

Cashflow Y3
nt Charter School
2016 - 2017

[illegible]

General Funds

[illegible]

Cashflow Y3
nt Charter School
2016 - 2017

[illegible]

Cashflow Y3
nt Charter School
2016 - 2017

[illegible]

Cashflow Y3
nt Charter School
2016 - 2017

Health Insurance (includes dental, life, etc.)	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	2,627	31,519
Workers' Compensation	263	263	263	263	263	263	263	263	263	263	263	263	3,151
Unemployment Compensation	79	79	79	79	79	79	79	79	79	79	79	79	945
Lease-Copy Machine	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Postage	837	837	837	837	837	837	837	837	837	837	837	837	10,048
Printing (includes advertising)	438	438	438	438	438	438	438	438	438	438	438	438	5,253
Office Supplies	350	350	350	350	350	350	350	350	350	350	350	350	4,203
Office Equipment	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Computer Equipment	328	328	328	328	328	328	328	328	328	328	328	328	3,940
Dues and Fees	6,699												6,699
Travel (workshop registration, lodging, etc.)					2,627						2,627		5,253
Total School Administration	34,175	27,476	27,476	27,476	30,102	27,476	27,476	27,476	27,476	27,476	30,102	27,476	341,664

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Cashflow Y3
nt Charter School
2016 - 2017

[illegible][illegible]

Cashflow Y3
nt Charter School
2016 - 2017

Total Operation of Plant	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	10,173	122,080
Maintenance of Plant (8100)													
Repairs and Maintenance	175	175	175	175	175	175	175	175	175	175	175	175	2,101
Supplies													
Total Maintenance of Plant	175	175	175	175	175	175	175	175	175	175	175	175	2,101
Administrative Technology Service(8200)													
Consultants - Administrative Networks													
Repairs and Maintenance													
Supplies													
Offcie Equipment													
Computer Equipment		2,101	2,101										4,203
Software		2,101											2,101
Total Administrative Technology Services	-	4,203	2,101	-	-	-	-	-	-	-	-	-	6,304
Debt Service (9200)													
Redemption of Principal	-	-											-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	453,868
Total Budgeted Expenditures	261,941	787,834	785,733	783,632	786,258	690,350	606,615	613,604	640,558	606,615	609,241	618,615	7,778,232
Balance	563,636	37,743	39,844	41,945	39,319	135,227	218,962	211,973	185,019	218,962	216,336	206,962	2,128,695

Cashflow Y4
nt Charter School
2017 - 2018

	July	August	September	October	November	December	January	February	March	April	May	June	Total
FEFP Basic Gross - 3310	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	6,490,459
Instructional Materials - 3336	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	123,026
Discretionary Lottery Funds - 3344	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction - 3355	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	1,871,272
Discretionary Local Effort - 3411	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	592,611
Transportation - 3354													-
School Recognition Funds - 3361													-
Florida Teacher Lead - 3334													-
Subtotal	602,666	602,666	602,666	602,666	602,666	602,666	602,666	602,666	602,666	602,666	602,666	602,666	7,231,992
Less 5% FTE over 250	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(24,418)	(293,011)
VPK - 3371													-
Before/After Care - 3473													-
Preschool Programs - 3471													-
Line of credit													-
ESP Advance													-
Fundraising Not Restricted - 3440													-

eneral Funds	825,577	825,577	825,577	825,577	825,577	825,577	825,577	825,577	825,577	825,577	825,577	825,577	9,906,927
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Description													
Classroom Instruction (5000)													
Salaries													
Classroom Teachers	-	267,265	267,265	267,265	267,265	267,265	267,265	267,265	267,265	267,265	267,265	267,265	2,939,911
Substitute Teachers	-	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	76,998
Other Teachers (ESE,ESOL, Reading/Math Coaches	-	-	-	-	-	-	-	-	-	-	-	-	-
Paraprofessionals	-	6,853	6,853	6,853	6,853	6,853	6,853	6,853	6,853	6,853	6,853	6,853	75,382
Hourly Instructional Personnel (Tutoring/Part-time Teach	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Personnel	-	281,117	281,117	281,117	281,117	281,117	281,117	281,117	281,117	281,117	281,117	281,117	3,092,291
Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Security	-	21,505	21,505	21,505	21,505	21,505	21,505	21,505	21,505	21,505	21,505	21,505	236,560
Health Insurance (includes dental, life, etc.)	-	41,118	41,118	41,118	41,118	41,118	41,118	41,118	41,118	41,118	41,118	41,118	452,294
Workers' Compensation	-	3,784	3,784	3,784	3,784	3,784	3,784	3,784	3,784	3,784	3,784	3,784	41,626
Unemployment Compensation	-	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	1,203	13,230
Professional Services (contracted instructional services)	-	-	-	-	-	-	-	-	-	-	-	-	-
Speech Therapy	-	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	3,426	37,691
Occupational/Physical Therapy	-	705	705	705	705	705	705	705	705	705	705	705	7,754
Physical Education, Art, Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Repairs	-	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	2,203	24,230
Classroom Supplies	-	42,914	42,914	42,914	42,914								171,656
Instructional Materials (textbooks, workbooks, art suppli	-	71,524	71,524	71,524	71,524	71,524	71,524						429,141
Classroom Equipment (desks, chairs, art, music, etc.)	-	34,999	34,999	34,999									104,997
Computer Equipment	-	39,924	39,924	39,924									119,771
Software	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	30,000
Substitute Teachers	-	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	4,161	45,768
Total Instruction	-	551,310	551,310	551,310	476,387	433,473	433,473	361,949	361,949	361,949	361,949	361,949	4,807,010

Cashflow Y4
nt Charter School
2017 - 2018

[illegible]

Cashflow Y4
nt Charter School
2017 - 2018

[illegible]

Cashflow Y4
nt Charter School
2017 - 2018

Health Insurance (includes dental, life, etc.)	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	2,692	32,307
Workers' Compensation	276	276	276	276	276	276	276	276	276	276	276	276	3,311
Unemployment Compensation	79	79	79	79	79	79	79	79	79	79	79	79	945
Lease-Copy Machine	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Postage	858	858	858	858	858	858	858	858	858	858	858	858	10,299
Printing (includes advertising)	449	449	449	449	449	449	449	449	449	449	449	449	5,384
Office Supplies	359	359	359	359	359	359	359	359	359	359	359	359	4,308
Office Equipment	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Computer Equipment	337	337	337	337	337	337	337	337	337	337	337	337	4,038
Dues and Fees	6,866												6,866
Travel (workshop registration, lodging, etc.)					2,692						2,692		5,384
Total School Administration	35,021	28,155	28,155	28,155	30,847	28,155	28,155	28,155	28,155	28,155	30,847	28,155	350,113

[illegible]

Cashflow Y4
nt Charter School
2017 - 2018

[illegible][illegible]

Cashflow Y4
nt Charter School
2017 - 2018

Total Operation of Plant	15,557	15,557	15,557	15,557	15,557	15,557	15,557	15,557	15,557	15,557	15,557	15,557	186,682
Maintenance of Plant (8100)													
Repairs and Maintenance	179	179	179	179	179	179	179	179	179	179	179	179	2,154
Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Maintenance of Plant	179	179	179	179	179	179	179	179	179	179	179	179	2,154
Administrative Technology Service(8200)													
Consultants - Administrative Networks													
Repairs and Maintenance													
Supplies													
Offcie Equipment													
Computer Equipment	2,154		-		2,154								4,308
Software	2,154	-											2,154
Total Administrative Technology Services	4,308	-	-	-	2,154	-	-	-	-	-	-	-	6,461
Debt Service (9200)													
Redemption of Principal													-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	453,868
Total Budgeted Expenditures	280,451	825,215	825,215	825,215	762,138	724,878	724,878	635,854	635,854	635,854	638,546	647,854	8,161,939
Balance	545,126	362	362	362	63,439	100,699	100,699	189,723	189,723	189,723	187,031	177,723	1,744,988

Cashflow Y5
nt Charter School
2018 - 2019

	July	August	September	October	November	December	January	February	March	April	May	June	Total
FEFP Basic Gross - 3310	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	540,872	6,490,459
Instructional Materials - 3336	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	10,252	123,026
Discretionary Lottery Funds - 3344	-	-	-	-	-	-	-	-	-	-	-	-	-
Class Size Reduction - 3355	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	155,939	1,871,272
Discretionary Local Effort - 3411	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	49,384	592,611
Transportation - 3354													-
School Recognition Funds - 3361													-
Florida Teacher Lead - 3334													-
Subtotal	612,045	612,045	612,045	612,045	612,045	612,045	612,045	612,045	612,045	612,045	612,045	612,045	7,344,538
Less 5% FTE over 250	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(24,893)	(298,714)
VPK - 3371													-
Before/After Care - 3473													-
Preschool Programs - 3471													-
Line of credit													-
ESP Advance													-
Fundraising Not Restricted - 3440													-

General Funds

825,577825,577825,577825,577825,577825,577825,577825,577825,577825,577825,577825,577825,5779,906,927

Description													
Classroom Instruction (5000)													
Salaries													
Classroom Teachers	-	278,161	278,161	278,161	278,161	278,161	278,161	278,161	278,161	278,161	278,161	278,161	3,059,769
Substitute Teachers	-	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	7,285	80,137
Other Teachers (ESE,ESOL, Reading/Math Coaches	-	-	-	-	-	-	-	-	-	-	-	-	-
Paraprofessionals	-	7,024	7,024	7,024	7,024	7,024	7,024	7,024	7,024	7,024	7,024	7,024	77,267
Hourly Instructional Personnel (Tutoring/Part-time Teachers)	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instructional Personnel	-	292,470	292,470	292,470	292,470	292,470	292,470	292,470	292,470	292,470	292,470	292,470	3,217,173
Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-
Social Security	-	22,374	22,374	22,374	22,374	22,374	22,374	22,374	22,374	22,374	22,374	22,374	246,114
Health Insurance (includes dental, life, etc.)	-	42,748	42,748	42,748	42,748	42,748	42,748	42,748	42,748	42,748	42,748	42,748	470,224
Workers' Compensation	-	4,035	4,035	4,035	4,035	4,035	4,035	4,035	4,035	4,035	4,035	4,035	44,389
Unemployment Compensation	-	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	1,220	13,419
Professional Services (contracted instructional services)	-	-	-	-	-	-	-	-	-	-	-	-	-
Speech Therapy	-	3,512	3,512	3,512	3,512	3,512	3,512	3,512	3,512	3,512	3,512	3,512	38,633
Occupational/Physical Therapy	-	722	722	722	722	722	722	722	722	722	722	722	7,947
Physical Education, Art, Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Computer Repairs	-	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	24,836
Classroom Supplies	-	35,190	35,190	35,190	35,190	35,190	35,190						175,948
Instructional Materials (textbooks, workbooks, art supplies)	-	62,838	62,838	62,838	62,838	62,838	62,838	62,838					439,869
Classroom Equipment (desks, chairs, art, music, etc.)	-	26,249	26,249	26,249	26,249								104,996
Computer Equipment	-	29,943	29,943	29,943	29,943								119,771
Software	-	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	30,000
Substitute Teachers	-	4,265	4,265	4,265	4,265	4,265	4,265	4,265	4,265	4,265	4,265	4,265	46,912
Total Instruction	-	530,552	530,552	530,552	530,552	474,360	439,170	439,170	376,332	376,332	376,332	376,332	4,890,234

Cashflow Y5
nt Charter School
2018 - 2019

[illegible]

Cashflow Y5
nt Charter School
2018 - 2019

[illegible]

Cashflow Y5
nt Charter School
2018 - 2019

Social Security	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	1,647	19,759
Health Insurance (includes dental, life, etc.)	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	2,760	33,114
Workers' Compensation	290	290	290	290	290	290	290	290	290	290	290	290	3,478
Unemployment Compensation	79	79	79	79	79	79	79	79	79	79	79	79	945
Lease-Copy Machine	333	333	333	333	333	333	333	333	333	333	333	333	4,000
Postage	880	880	880	880	880	880	880	880	880	880	880	880	10,557
Printing (includes advertising)	460	460	460	460	460	460	460	460	460	460	460	460	5,519
Office Supplies	368	368	368	368	368	368	368	368	368	368	368	368	4,415
Office Equipment	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Computer Equipment	345	345	345	345	345	345	345	345	345	345	345	345	4,139
Dues and Fees	3,519					3,519							7,038
Travel (workshop registration, lodging, etc.)					2,759.53						2,760		5,519
Total School Administration	32,371	28,852	28,852	28,852	31,611	32,371	28,852	28,852	28,852	28,852	31,611	28,852	358,777

[illegible]

Cashflow Y5
nt Charter School
2018 - 2019

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Cashflow Y5
nt Charter School
2018 - 2019

Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operation of Plant	15,765	15,765	15,765	15,765	15,765	15,765	15,765	15,765	15,765	15,765	15,765	15,765	189,175
Maintenance of Plant (8100)													
Repairs and Maintenance	184	184	184	184	184	184	184	184	184	184	184	184	2,208
Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Maintenance of Plant	184	184	184	184	184	184	184	184	184	184	184	184	2,208
Administrative Technology Service(8200)													
Consultants - Administrative Networks													
Repairs and Maintenance													
Supplies													
Offcie Equipment													
Computer Equipment		2,208	2,208										4,415
Software		2,208											2,208
Total Administrative Technology Services	-	4,415	2,208	-	-	-	-	-	-	-	-	-	6,623
Debt Service (9200)													
Redemption of Principal													-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-
Reserve Fund	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	37,822	453,868
Total Budgeted Expenditures	278,584	819,435	817,227	815,020	817,779	762,347	730,923	760,064	660,800	660,800	663,559	672,800	8,366,553
Balance	546,993	6,142	8,350	10,557	7,798	63,230	94,654	65,513	164,777	164,777	162,018	152,777	1,540,374

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

	Yr1	Yr2	Yr3	Yr4	Yr5
Number of Students	1,088	1,396	1,594	1,594	1,594
Grade Levels	K-8	K-8	K-8	K-8	K-8
Revenue Growth		100.0%	100.0%	100.0%	100.0%
Expense Inflation		102.5%	102.5%	102.5%	102.5%

FEFP for Capital Projects	246,999	329,806	382,685	382,685	382,685	Amount restricted for capital outlay from the 5% Adm Fee
Capital Outlay - 3397	-	-	-	478,200	478,200	\$300 per student

390 Capital Projects Fund

Total Revenue:	246,999	329,806	382,685	860,885	860,885
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Account Code	Description	Units	Rate	Total	Total	Total	Total	Total	Budget Notes
350	Repairs and Maintenance								Based on age of building/equipment
360	Building Lease			246,999	329,806	382,685	-	-	At \$8 per sq ft. Amount in excess of capital outlay
630	Buildings and Fixed Equipment								Purchase of building
660	Land								Purchase of land
670	Improvements Other than Buildings								Fencing, landscaping, playground equipment, paving, etc.
680	Remodeling and Renovations								Carpet replacement, AC replacement, fire alarm systems, etc.
	Total Facilities Acquisition and Construction			246,999	329,806	382,685	-	-	
Operation of Plant (7900)									
320	Property Insurance								Variable, based on location/type of building. Range 4,000-8,000
641-642	Equipment						48,411	60,714	Variable, based on need
	Total Operation of Plant			-	-	-	48,411	60,714	
	Total Budgeted Expenditures			246,999	329,806	382,685	48,411	60,714	
	Balance			-	-	-	812,474	800,171	

Monthly Cashflow Y1
Paramount Chartr School
Fiscal Year 2014 - 2015

390 Capital Projects Fund

[illegible]

Monthly Cashflow Y2
Paramount Charter School
Fiscal Year 2015 - 2016

390 Capital Projects Fund

[illegible]

Account Code	Description
350	Repairs and Maintenance
360	Building Lease
630	Buildings and Fixed Equipment
660	Land
670	Improvements Other than Buildings
680	Remodeling and Renovations
	Total Facilities Acquisition and Construction
Operation of Plant (7900)	
320	Property Insurance
641-642	Equipment
	Total Operation of Plant
	Total Budgeted Expenditures
	Balance

Monthly Cashflow Y3
Paramount Charter School
Fiscal Year 2016 - 2017

390 Capital Projects Fund

[illegible]

Monthly Cashflow Y4
Paramount Charter School
Fiscal Year 2017 - 2018

390 Capital Projects Fund

[illegible][illegible]

Monthly Cashflow Y5
Paramount Charter School
Fiscal Year 2018 - 2019

390 Capital Projects Fund

[illegible][illegible]

Budget Worksheet
Paramount Charter School
Fiscal Year: 2014 - 2019

	Yr1	Yr2	Yr3	Yr4	Yr5
Number of Students	1,088	1,396	1,594	1,594	1,594
Grade Levels	K-8	K-8	K-8	K-8	K-8
Revenue Growth		100.0%	100.0%	100.0%	100.0%
Expense Inflation		102.5%	102.5%	102.5%	102.5%

Special Revenue Fund	Student Meals	117,504	150,768	172,152	172,152	172,152	60% student participation
	NSLP & Paid Reimbursement	2.70	2.77	2.84	2.91	2.98	
410 Food Service	Total Revenue:	317,261	417,627	488,912	500,962	513,013	

Account Code	Description	Units	Rate	Total	Total	Total	Total	Total	Budget Notes
	Food Service (7600)								
100	Salaries								
	Lunchroom Manager	1	12,000.00	12,000	12,300	12,608	12,923	13,246	Range: 12-15 per hour
	Lunchroom Workers	2	8,100.00	16,200	33,210	34,040	43,614	53,645	Range: 6-9 per hour (part-time - two for 250 students)
	Total Lunchroom Personnel	3		28,200	45,510	46,648	56,537	66,891	
210	Retirement	28,200.00	0.00%	-	-	-	-	-	Company match 401(k)
220	Social Security	28,200.00	7.65%	2,157	3,482	3,569	4,325	5,117	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	3	6,000.00	18,000	30,750	31,519	38,768	46,360	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation	28,200.00	1.22%	344	555	598	743	901	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	3	189	567	945	945	1,134	1,323	Number of employees x rate (based on 2.7% of first 7,000 = 189)
510	Materials								
570	Food	117,504	2.25	264,384	339,228	387,342	387,342	387,342	
641-642	Equipment								
750	Substitutes								
	Total Food Services			313,652	420,470	470,620	488,849	507,934	
	Balance			3,608	(2,842)	18,292	12,114	5,079	To be subsidized by projected surplus from General Fund

Special Revenue Fund
410 Food Service

[illegible]

Monthly Cashflow Y2
Paramount Charter School
Fiscal Year 2015 - 2016

Special Revenue Fund
410 Food Service

[illegible]

Monthly Cashflow Y3
Paramount Charter School
Fiscal Year 2016 - 2017

Special Revenue Fund
410 Food Service

[illegible]

Monthly Cashflow Y4
Paramount Charter School
Fiscal Year 2017 - 2018

Special Revenue Fund

410 Food Service

[illegible]

Monthly Cashflow Y5
Paramount Charter School
Fiscal Year 2018 - 2019

Special Revenue Fund
410 Food Service

			July	August	September	October	November	December	January	February	March	April	May	June	Total
	Student Meals	144,720	-	7,236	14,472	14,472	14,472	14,472	14,472	14,472	14,472	14,472	14,472	7,236	144,720
	NSLP & Paid Reimbursement	2.98	-												
	Total Revenue:	431,266	-	21,563	43,127	43,127	43,127	43,127	43,127	43,127	43,127	43,127	43,127	21,563	431,266
Account Code	Description	Total													
	Food Service (7600)														
100	Salaries														
	Lunchroom Manager	13,246	-	662	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	662	13,246
	Lunchroom Workers	53,645	-	2,682	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	5,365	2,682	53,645
	Total Lunchroom Personnel	66,891	-	3,345	6,689	6,689	6,689	6,689	6,689	6,689	6,689	6,689	6,689	3,345	66,891
210	Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
220	Social Security	5,117	-	256	512	512	512	512	512	512	512	512	512	256	5,117
230	Health Insurance (includes dental, life, etc.)	46,360	-	2,318	4,636	4,636	4,636	4,636	4,636	4,636	4,636	4,636	4,636	2,318	46,360
240	Workers' Compensation	901	-	45	90	90	90	90	90	90	90	90	90	45	901
250	Unemployment Compensation	1,323	-	66	132	132	132	132	132	132	132	132	132	66	1,323
510	Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
570	Food	325,620	-	16,281	32,562	32,562	32,562	32,562	32,562	32,562	32,562	32,562	32,562	16,281	325,620
641-642	Equipment		-	-	-	-	-	-	-	-	-	-	-	-	-
750	Substitutes		-	-	-	-	-	-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Food Services	446,212	-	22,311	44,621	44,621	44,621	44,621	44,621	44,621	44,621	44,621	44,621	22,311	446,212
	Balance	(14,947)	-	(747)	(1,495)	(1,495)	(1,495)	(1,495)	(1,495)	(1,495)	(1,495)	(1,495)	(1,495)	(747)	(14,947)

Monthly Cashflow Y1-Y5
Paramount Charter School
Fiscal Year - Various

	Yr1	Yr2	Yr3	Yr4	Yr5
Number of Students	1,088	1,396	1,594	1,594	1,594
Grade Levels	K-8	K-8	K-8	K-8	K-8
Revenue Growth		100.0%	100.0%	100.0%	100.0%
Expense Inflation		102.5%	102.5%	102.5%	102.5%

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Total Revenue:	-	-	-	-	-
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Account Code	Description	Units	Rate	Total		Total		Total		Total		Total	Budget Notes
Classroom Instruction (5000)													
100	Salaries												
	Paraprofessionals	0	0	-	-	-	-	-	-	-	-	-	
	Hourly Instructional Personnel (Tutoring/Part-time Teachers)	0											
	Total Instructional Personnel	0		-	0	-	0	-	0	-	0	-	
210	Retirement	0.00	0.00%	-	-	-	-	-	-	-	-	-	
220	Social Security	0.00	7.65%	-	-	-	-	-	-	-	-	-	Percent of Total Salaries plus Substitutes
230	Health Insurance (includes dental, life, etc.)	0	6,000.00	-	-	-	-	-	-	-	-	-	Avg Company contribution of 500/month = 6,000/employee
240	Workers' Compensation	0.00	1.25%	-	-	-	-	-	-	-	-	-	Total Instructional Salaries x rate. Average rate = 1.25%
250	Unemployment Compensation	0	189	-	-	-	-	-	-	-	-	-	Number of employees x rate (based on 2.7% of first 7,000 = 189)
310	Professional Services (contracted instructional services)												
510	Classroom Supplies	-		-	-	-	-	-	-	-	-	-	Units = number of students. Average rate = 100 per student
520	Instructional Materials (textbooks, workbooks, art supplies)	0		-	-	-	-	-	-	-	-	-	Units = number of students. Average rate = 250 per student
641-642	Classroom Equipment (desks, chairs, art, music, etc.)	0		-	-	-	-	-	-	-	-	-	Variable, based on need
643-644	Computer Equipment	0		-	-	-	-	-	-	-	-	-	Units = number of computers. Average cost per computer = 550
690	Software	0		-	-	-	-	-	-	-	-	-	Based on quotes
750	Substitute Teachers	0		-	-	-	-	-	-	-	-	-	Per day/ Average 5 days per teacher. Average cost per day 85
	Total Instruction			-	-	-	-	-	-	-	-	-	
Instructional Support Services (6000)													
Pupil Personnel Services (6100)													
100	Salaries												Rate=Your Average Salary
	Parent Liason	0											Average=10/hr for 6 hrs/ 182 days=10,920
	Total Pupil Personnel Staff	0				-	-	-	-	-	-	-	
210	Retirement		0.00%			-	-	-	-	-	-	-	Company match 401(k)
220	Social Security		7.65%			-	-	-	-	-	-	-	Percent of Total Salaries
230	Health Insurance (includes dental, life, etc.)	0	6000			-	-	-	-	-	-	-	Avg Company contribution of 385/month = 4,620/employee
240	Workers' Compensation		1.22%			-	-	-	-	-	-	-	Total Salaries x rate. Average rate = 1.22%
250	Unemployment Compensation	0	189			-	-	-	-	-	-	-	Number of employees x rate (based on 2.7% of first 7,000 = 189)
	Total Pupil Personnel Services			-		-	-	-	-	-	-	-	
Staff Development (6400)													
100	Workshop Stipends	0	500	-		-	-	-	-	-	-	-	Average = 180/day stipend for teachers to attend workshop
220	Social Security	0.00	7.65%	-	-	-	-	-	-	-	-	-	Percent of Total Salaries
310	Professional Services (workshop, consultants, training, etc.)												Average fee per day = 800
330	Travel (workshop registration, lodging, etc.)	0	100	-	-	-	-	-	-	-	-	-	Variable, based on need
	Total Staff Development			-		-	-	-	-	-	-	-	
Pupil Transportation Services (7800)													
310	Professional Services-Contracted Transportation												Range: 114-195 per route/day
	Total Pupil Transportation Services			-		-	-	-	-	-	-	-	
	Total Budgeted Expenditures			-		-	-	-	-	-	-	-	
	Balance			-		-	-	-	-	-	-	-	