



UNITED COMMUNITY MIDDLE & HIGH SCHOOL

AUGUST 2013

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: United Community Middle/High School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: United Community Middle/High School, Inc.

The Organization has applied for 501(c)(3) Non-profit Status: Yes

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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: August 2014

PROJECTED STUDENT ENROLLMENT

School Years	Grade Levels	Enrollment Per Grade	Total Enrollment	Avg. Enrollment (Core Classes)
2014-2015	6-9	75	300	Grades 6-8 = 22
2015-2016	6-10	80	400	
2016-2017	6-11	85	500	
2017-2018	6-12	100	700	Grades 9-12 = 25
2018-2019	6-12	100	700	

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

Walner Joseph

Printed Name

Title

8/01/2013

Date

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

Through the cooperation of students, parents, teachers, and the local community, United Community Middle/High School (UCMHS) will create a learning environment that engenders growth in character, academic achievement, service-learning, and respect for collective interdependence with the local and global communities. We believe that each student has unique qualities that must be identified and developed to the fullest potential of the individual. Our name, “United,” epitomizes the guiding principles of our school. By promoting high standards of academic achievement, addressing each student’s individual strength, providing opportunities for social interaction and insisting on service to foster humanity, each student will matriculate through our middle school program fully prepared to master the challenges of our rigorous high school program, and thus prepared to successfully compete for postsecondary opportunities and all other career and life options.

To this end, the mission of United Community Middle/High School is to provide a unique, rigorous and enriching learning experience through innovative academic programming and an enhanced technological environment to guide our students toward postsecondary and career opportunities that will enable them to sustain productive lives as responsible citizens.

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

The guiding principles of United Community Middle/High School (UCMHS) are strategically aligned to the guiding principles found in section 1002.33(2)(a). Broward County Public Schools (BCPS) is a large urban public school district, and is currently the sixth-largest school district in the United States of America, serving more than 260,000 students. BCPS is a

large minority public school system with approximately 26% of its students being of Hispanic descent, 38% are African American; 30% are Non-Hispanic White; 3% are Asian or Pacific Islander; and less than 3% are comprised of other minorities. This level of diversity requires innovative approaches to reach students of such differing needs.

UCMHS will be a school that offers such a uniquely tailored program to students in grades 6 through 12 that responds to the needs of the District. While the State of Florida is undergoing a tremendous demographic change, South Florida, and Broward County in particular, continues to respond to the challenging and diverse student population, unique to the community. Our school will provide specific educational services and strategies by addressing the growing community needs posed by a large and increasing influx of new immigrants from many parts of the world. Our program will focus on high standards for all students by offering programming specific to the needs of students in the South Florida area. Our commitment to our school community is to provide our students an enriching academic experience in which each student will achieve a year's progress in both reading and mathematics, and over the period of the charter, will meet or exceed state and national standards in the core subject areas of English/language arts, mathematics, science, and social studies, as measured by state-required assessments. The state of Florida will transition to full implementation of Common Core State Standards in the 2014-2015 school year. If approved for a charter, UCMHS will assume the awesome responsibility of implementing the Common Core State Standards during its first year of full implementation. While this poses a unique challenge, likewise, it offers a unique opportunity as well. UCMHS will:

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

Because our parents have taken the pivotal step of enrolling their child into a charter school, UCMHS believes that it is the school's responsibility to foster engagement of parents for

the school to be most effective and for the child's academic experience to be most fulfilling.

Parent engagement must penetrate into the home and become an integral part of the culture of the school. We will hire a Family Engagement Specialist who will be responsible for mobilizing our parent body. For example, our middle school grades at UCMHS will compete yearlong to see which classroom completes the most homework. At the end of the year, the winners will receive recognition in a public awards program during which we will also recognize their parents. This will acknowledge the school's commitment to our parents and the respect the school has for the important role that parents play in education. To implement functions of this magnitude requires the work of a dedicated staff member year around. The Family Engagement Specialist will not only connect our school to the community but he/she will be from the community. The ideal candidate will have grown up in south Florida and will be keenly aware of the specific needs of the community.

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

The state of Florida has established annual learning expectations for all students including students with special needs. Recognizing that instruction must at times be modified to provide some students full and appropriate access to the general education curriculum, our academic model will address the complexities and realities of this enormous challenge through the rigorous and comprehensive approach to the implementation of our curriculum. Students who enter UCMHS will receive all of the federal and state required services. Beyond what is required, however, we will measure our own progress in meeting the needs of our student population by ensuring that the Response to Intervention (RTI) process is implemented with fidelity so that all students can benefit from the academic program. The School will follow the RTI model, integrating assessment and necessary interventions within a multi-level prevention system to maximize student achievement and to reduce major behavioral disruptions.

As important as the academic program, it is equally important to ensure fiscal efficiency. To this end, the school will implement a similar approach to measuring accountability. UCMHS is committed to using resources effectively and efficiently and within the guidelines of sound business practices required of organizations that operate with 501 (c) (3) status. UCMHS will be operated by its Governing Board with an onsite Executive Director who will be responsible for overseeing the day to day operation of the school for the board. The board and the School Advisory Council, comprised of community leaders, professionals, educators, parents, school's principal, teacher representatives, and selected students, will work together to provide direction for the school in matters related to finances and academic accountability. The Executive Director will outline specific goals and strategies to achieve fiscal efficiency including developing an annual budget and School Improvement Plan. With input from the School Advisory Committee, the recommendations for each will be put before the school's governing board. The Executive Director will also be responsible and accountable for providing governing board members not only with the required annual audit and regular financial statements but also with the necessary training to understand the mammoth undertaking of running a nonprofit business. By communicating specific educational goals and assuming total financial accountability to all of our stakeholders - governing board, staff, students, and parents – the school will be safeguarding the public trust and ensuring continuous academic success and financial efficiency.

- 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.

UCMHS believes there is just no substitute for a good teacher. In fact, there is considerable evidence that indicates that there is wide variation among teachers in their ability to produce student learning gains, as measured by standardized achievement tests (Armor, Conry-Oseguera, Cox, King, McDonnell, Pascal, Pauly, & Zallman, 1976; Rivkin, Hanushek, & Kain,

2005; Kane, Rockoff, & Staiger, 2006). Based on these findings, our academic program is heavily reliant on the efficacy of our teaching staff. To this end, the school will only hire highly qualified teachers who are committed to the success of students entrusted to them each year.

We believe that the magnitude of differences among teachers is so great that we will get the most significant results from a competent, reliable and highly qualified staff. Based on the research of Hanushek (2002) who demonstrated that “teachers near the top of the quality distribution can get an entire year’s worth of additional learning out of their students compared to those near the bottom” we will focus our efforts on the efficacy of our teaching staff.

One of the advantages of a small school is the enhanced ability of the faculty to know what their students' achievable challenges might be, to offer increased support, and to spend more time with each student toward meeting those challenges. Notwithstanding a positive attitude toward all students, the faculty will be selected for their propensity to this kind of teaching. In addition, they will receive ongoing training in theories of various pedagogical theories including but not limited to multiple intelligences, varied learning and teaching styles, and ways of overcoming student resistance to learning.

The estimates of teacher effect support that highly effective teachers tended to be effective with all groups of students regardless of initial achievement level, while highly ineffective teachers produced unsatisfactory gains among all groups of students (Sanders & Rivers, 1996). We believe that when students are assigned to highly effective teachers after having been assigned to a series of highly ineffective teachers, they may make greater than expected gains, but it will not be enough to make up for lost ground from having been with an ineffective teacher. Our teachers will plan interdisciplinary units. Teachers will be trained to link subject matter through thematic units and project based instruction. The school will partner with local experts at the various colleges and universities in South Florida to take advantage of our

diverse urban community so that our teachers learn to apply sound instructional approaches in their practice. Ultimately, all of these methods will benefit our students by ensuring that each student acquires a year's worth of learning.

Our dedicated team of professional educators will ensure that parents are kept informed and involved every step of the way. Our personalized learning approach will ensure that this process is not only practiced by every educator at UCMHS but also it will be institutionalized as part of our process. Our teachers will be trained in the identification of each student's strengths and weaknesses as identified by student performance in each of these strands: Reading, Writing, Mathematics, and Science. As part of our responsibility to our parents and students, each student will have a Personalized Education Plan (PEP) that addresses each child's needs in each of these areas.

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

The tenets of United Community Middle/High School are closely aligned to many of the tenets fostered by The School Board of Broward County (SBBC). Specifically:

- Improve student learning and academic achievement.

As required by the new Florida statute, UCMHS will offer a college-preparatory track. Our middle school students will improve their learning and commit to a very rigorous and challenging curriculum that is aligned with the Common Core State Standards. Our students will have the opportunity to experience a broad range of courses that will introduce them to various subjects and areas of interests. When the students enter the ninth grade, they will have to choose one of three tracks and an accompanying academy. It should be noted that while a student may switch tracks during the first two years of high school, switching tracks in the junior and senior years could create a conflict with the required credits for graduation. UCMHS will utilize state-

adopted textbooks, research-based curriculum in all subject areas, and will employ the most promising pedagogical practices, including data-driven decision making, and most of all, parental involvement within the confines of a safe, family-friendly environment. This will be one of the major tenets of our program because we believe for successful student learning to occur, parents must be integrally involved in the academic community. In addition to the core subject areas, students will take enrichment courses designed to further the students' growth from early adolescence through college admission, and Advanced Placement and Dual Enrollment courses will be encouraged for most juniors and seniors.

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

UCMHS will offer a well-rounded, balanced academic program that will incorporate a variety of plethora of meaningful learning experiences for all students. Using data by various sources including Florida Assessment for Instruction in Reading (FAIR), Benchmark Assessment Test (BAT), FCAT Explorer, and practice PARC, the school will enrich instruction for all students. In addition, the school will take into account each child's individual learning styles to facilitate their learning. We will utilize data to accurately identify low performing students in the area of reading and provide the appropriate instructional strategies, tutoring, small group settings (including pull-out and push-in), and many other pedagogical strategies to ensure their academic achievement. It is expected that all of our high performing students will participate in Level Three courses but we will likewise encourage our students performing in the middle quadrant to participate in advanced courses as well. Students will be exposed to higher order thinking and test taking skills that will enhance their overall academic performance.

- Encourage the use of innovative learning methods.

Banks (2007) posits that mass immigration and the increasing diversity of communities have created a conundrum for this country. Nowhere is this more of an issue than in South Florida. Perhaps one of the most complex and divisive issues raised by our emerging immigration patterns is the need to deal effectively with the problem of constructing civic communities that reflect and incorporate the diversity of citizens and yet have an overarching set of shared values, ideals, and goals to which all of the citizens of the community are committed. UCMHS believes that while the rights of the individual are paramount, group identities and rights are inconsistent with and inimical to the rights of the individual. Strong attachments to ethnic, racial, religious, and other identity groups can lead to conflicts and harmful divisions within society. By promoting multiculturalism throughout our curriculum, we will create a learning environment that fosters participation and awareness of the diversity of our community while allowing our students to explore different cultures programmatically and existentially.

- Require the measurement of learning outcomes.

UCMHS believes that the school should be judged by the outcomes it produces. Our outcomes will be measured against observable, measurable goals, both self-imposed as well as those required by the State of Florida. Each student will receive a diagnostic evaluation at the beginning of the school year, using various assessments including the FAIR, BAT, and practice PARC examinations. The data from these assessments will be used to identify strengths and needs for all students and will be the basis for establishing individual learning plans for each student. This will help to establish a baseline to measure academic improvement throughout the school year and will provide meaningful evidence of the growth of each student from year to year.

In addition, academic performance in all core subjects will be monitored by teachers who will be trained to create student portfolios to document and monitor student learning throughout

the year. Portfolios will be jointly compiled with students' work so that they reflect typical products completed during instruction and long-term projects. Portfolios will be regular components of parent/teacher conferences and will support data from standardized assessments, by giving parents a clear understanding of their child's academic development. Moreover, teacher-generated tests, quizzes, and rubric-based projects will be used as data gathering and monitoring tools. This comprehensive approach to assessment will provide our primary stakeholders (administration, teachers, students, parents and governing board) with a clear picture of the impact of the School's educational program.

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.

- Create innovative measurement tools.

Florida's waiver from reporting Adequate Yearly Progress (AYP) under the Elementary and Secondary Education Act (ESEA) requires the state to report performance on annual measurable objectives (AMOs) in several areas of academic achievement. Student academic data will be carefully analyzed on a regular basis to determine individual student strengths and weaknesses. Teachers will use these assessments to determine skills and information that students have mastered and specific learning needs or deficits. These data will be the foundation for any required academic intervention. They will inform teacher decisions about what to teach next and for improving any identified learning deficits. Teachers will be able to address individual student learning needs effectively by using assessments as the basis for designing learning activities appropriate to the learning style of the individual student.

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 they will be able to make informed choices about the role they will play in improving student 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.

If formative and summative data analysis suggests that annual measurable objectives are in jeopardy, immediate steps will be taken to address any deficits. These steps include remedial instruction on 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. Finally, consistent with the performance culture of the school, continued employment, and salary adjustments will be based on the yearly academic success of the school.

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

Some parents feel they don't have a strong enough voice in traditional schools. Often, they feel intimidated by the system, by an administrator or teacher, or by the complex process that goes with being an organization that serves more than 300,000 constituents. Ultimately, UCMHS is not about competing with Broward County Public Schools. In fact, we view the Broward school district as a partner in meeting the needs of our community. To this end, our mission is to:

- Expand the capacity of the public school system.

UCMHS will provide an academically challenging, disciplined, and innovative school environment in which the entire school community – governing board members, administrators, teachers, parents and students – understand and are driven by the mission of the school. UCMHS has a strong demand from families who want their children prepared for college and beyond.

Ostensibly, the very creation of charter schools represents a significant step toward increasing parental options in education. We will provide a viable and promising alternative track for students. One of our goals will be to develop articulation agreements with local colleges and universities to expand the vision of choice in education. The result of our efforts will be higher retention rates, higher graduation rates, and greater college readiness of students who matriculate for six years at UCMHS. By expanding the capacity of the public school system, we will provide parents seeking a rigorous, individualized educational experience for their children with an excellent choice option.

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

Despite the tremendous decline the South Florida economy experienced during the Great Recession (as it has been called), the housing market in South Florida and Broward County, in particular, is on a clear upward trajectory. The increase in home sales will likely create the need for more student stations throughout Broward County. In addition to suburban communities, inner city neighborhoods will also likely grow. The Florida Center for Investigative Reporting analyzed data relating to poverty rates, homeless students and subsidized meals for all school districts before the financial crisis began up to and through the 2010-11 school year. The widespread increase in these three poverty indicators suggests that Florida has become much poorer after the Great Recession. That said, more Floridians will take advantage of low income housing. Moreover, students considered homeless by the U.S. Department of Education include those who have experienced loss of housing and are currently staying with a relative, neighbor or friend. It also includes students living in motels, hotels, Federal Emergency Management Agency trailers, trailer parks or camping grounds, as well as those living in emergency or transitional shelters and awaiting foster care placement.

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

Notwithstanding the requirement that the credentials of charter school teachers have parity with traditional public school teachers, charter school teachers are expected to boost academic achievement, regardless of conditions like poverty or students' histories of low academic performance. The faculty of UCMHS will be competent and caring professionals, who will work as teams to teach, coach, and motivate students to learn. The founding board of UCMHS believes that all students can learn but that some students learn best in a small, supportive environment, specifically designed to meet each student's specific needs. Our teachers will continuously strive to increase their own professional efficacy and skills by becoming proficient in the latest educational technologies, by continually developing their pedagogical skills, and by being outstanding role models for students. Moreover, in accordance with current national trends, UCMHS will offer financial incentives for all of our teachers to pursue Reading and ELL endorsement. Teachers will bear the responsibility to live up to the high expectations of their profession and will take an active role in their communities and in their school. Teachers will be expected to identify opportunities for continuous education and training to further develop their skills and abilities.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

In accordance with federal and state anti-discrimination laws and in adherence with the Florida Educational Equity Act, Section §1000.05(2)(a), UCMHS will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its admission process. Through a coordinated and intensive marketing strategy to appeal to families of varied backgrounds, nationalities, races, ability levels, and, of course, genders, UCMHS students will reflect the racial/ethnic diversity of the County. For example, parents and/or guardians of students who recognize that their students will thrive in an environment uniquely

suites to English Language Learners will find special appeal in UCMHS. Although we will offer a traditional program in ESOL curricula based on Common Core Sunshine State Standards, we are committed to working closely with the Broward School District to ensure that each student's needs are met, preparing them to succeed in high school and beyond.

In accordance with Florida Stat. §1002.33(10), the school will enroll any eligible student who submits an application prior to the posted deadline and whose parents accept the conditions of the Parental Involvement Contract, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, alternate registrations periods may be held for the purpose of achieving student capacity.

The school may give enrollment preference, as provided for in Florida Stat. §1002.33(10)(e):

1. Students who are a sibling of a student enrolled in the school.
2. Students who are children of a member of the governing board of the school.
3. Students who are the children of an employee of the school.

A student may withdraw from the school at any time and enroll in another public school as determined by school board policy. Parents and students will be clearly informed regarding the specific purposes and objectives of the school, the nature and the extent of the school's programs and educational offerings, the qualifications of the faculty and the expectations and requirements of students and parents for satisfactory performance and graduation.

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.

Admission will be opened to 300 students in grades 6-9 in the inaugural year of UCMHS with approximately 75 students per grade level. Enrollment will increase each year by approximately 100 students not exceed 700 students by the fourth year of operation of the school. It is the intent of the founding board to have UCMHS reflect the diversity of the central Broward County community. To this end, we will pursue an aggressive marketing to target various communities.

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

PROJECTED STUDENT ENROLLMENT

School Years	Grade Levels	Enrollment Per Grade	Total Enrollment	Avg. Enrollment (Core Classes)
2014-2015	6-9	75	300	Grades 6-8 = 22
2015-2016	6-10	80	400	
2016-2017	6-11	85	500	
2017-2018	6-12	100	700	Grades 9-12 = 25
2018-2019	6-12	100	700	

Section 3: Educational Program Design

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

United Community Middle/High School will follow the Broward County School District's annual calendar with a minimum of 180 annual school days. The instructional day at the school will follow an eight-period rotating block schedule, beginning at 7:50 A.M and ending at 2:40 p.m., Monday through Friday. Each block will last a minimum of 90 minutes and will be aligned with state and district requirements for secondary grades.

Sample High School Daily Schedule

Period	Start Time	End Time	# of Instructional Minutes

First Block/HR Periods 1 - 2	7:50	9:30	100
Passing	9:30	9:35	5
Second Block Periods 3 - 4	9:35	11:05	90
Passing	11:05	11:10	10
Third Block Periods 5 - 6	11:10	12:40	90
Passing/Lunch	12:40	1:10	30
Fourth Block Periods 7 - 8	1:10	2:40	90
Dismissal	2:40		
Enrichment/Tutorials	2:40	3:30	50

Sample Middle School Daily Schedule

Period	Start Time	End Time	# of Instructional Minutes
First Block/HR Periods 1 - 2	7:50	9:30	100
Passing	9:30	9:35	5
Second Block Periods 3 - 4	9:35	11:05	90
Passing	11:05	11:10	10
Third Block Periods 5 - 6	11:10	12:40	90
Passing/Lunch	12:40	1:10	30
Fourth Block Periods 7 - 8	1:10	2:40	90
Dismissal	2:40		

Extended Day/Afterschool Program	2:40	5:40	180
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Annual Calendar: UCMHS will follow the same annual calendar established by the Broward County School District, which observes the state-required 180 instructional days, in accordance with Fla. Stat. §1011.60(2).

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

Carnegie Corporation of New York recently published a report, *Opportunity by Design: New High School Models for Student Success* (2013), that calls for a renewed focus on how schools use teaching, time, technology, money, and other resources to bring students to much higher levels of achievement necessary to meet the demands of Common Core State Standards. UCMHS answers the call by proposing a small, learner-directed, innovative learning community that encourages investigative learning and global citizenship and, at the same time, nurtures a sense of belonging. Collaboration and project-based learning are key components of our learning environment. These methods foster creative connections and synthesis - skills that students will need to succeed. UCMHS will foster each student's intellectual talents by identifying students' academic strengths and weaknesses with a rigorous curriculum that will be administered by a highly qualified, highly skilled, and highly motivated faculty who will deliver instruction based upon each student's needs.

Our innovative approach to pedagogy is centered on a strategy called Personalized Education Plans (PEP). This management techniques, though not new, is innovative in that it addresses all aspects of the student from intellectual to social and artistic to help each student reach his or her established goals, based on a program that is designed with the assistance and cooperation of students, parents and administrators who will collaboratively decide what is best for the child. The curriculum will be aligned to the Common Core/Next Generation Sunshine

State Standards which will be fully implemented in K-12 by the time UCMHS opens its doors.

To fully comprehend our approach, one must understand the concept of teaching the total curriculum. Our approach incorporates:

- Common Core State Standards for reading and mathematics which will be fully implemented in 2014-2015
- Next Generation Sunshine State Standards (NGSSS) which will continue to be the majority of the standards used for science and social studies courses
- The Broward County Public Schools K-12 Comprehensive Research-based Reading Plan to ensure that reading is a major focus of the entire school curriculum
- Jamestown Navigator (Glencoe/McGraw-Hill) to respond to each student's specific learning needs in Reading
- Achieve3000 to differentiate instruction and to ensure that all students - mainstream, English Language Learners, special needs, and gifted - are prepared for college and career success.
- FCAT Explorer so students can work independently while teachers track their success on standards, benchmarks, and specific skills
- Arts and physical education electives as well as community service opportunities and secondary internships will augment the core curriculum in all grades to stimulate young minds and to motivate students through hands-on learning opportunities.
- Leadership training and conflict resolution are additional components of the curriculum that will be used to help students acquire the tools they need to become effective citizens from adolescence to adulthood.

UCMHS believes that every student can learn the required competencies. This can be accomplished by fostering enthusiasm for learning, pride of accomplishment, self-esteem, self-

discipline and respect for the different points of view of others. The application of knowledge transcends the individual and our goal is to build upon the strong academic foundation developed in the early years to increased development of each student's social and academic consciousness.

UCMHS will have a unique emphasis on the integration of all educational initiatives with technology, service-learning projects and environmental awareness. Through our innovative approaches to learning that includes collective community service projects in the middle school grades and individual community service requirements at the high school level. UCMHS will address all aspects of the student as an intellectual, social, and emotional being connected to the natural world and to society. We want UCMHS to participate as a vibrant integral component of a well-established consortium of elements in the community at large. Students will learn the reciprocal nature of social involvement and have the chance to embrace, first-hand, the value of giving back to the society which in turn nurtures and supports them. Our strategy of engaging students early in life empowers them to take part in the democratic process of decision-making and increase their access to full participation in citizenry. Our interdisciplinary approaches to secondary education will augment the core curriculum in a way that will stimulate young minds and motivate young people.

C. Describe the research base for the educational program.

The debate over the most effective school configuration is not new. In fact, the K-8 school, which was a mainstay early in the 20th century, is now experiencing a resurgence after losing ground in recent decades to the junior high (often with a 7-8 structure) and middle school (6-8 configuration). It is widely known and accepted that the transition from eighth grade to ninth can be extremely difficult; it is often called one of the toughest changes in a student's life. Because many middle-school students arrive at high school unprepared for secondary work, a 6-12 school can get children on the right path and guide them to graduation.

Researchers at the Northwest Regional Educational Laboratory looked at eight schools with seven different grade spans. They examined the history of each school's decision on grade configuration along with observed advantages and disadvantages of each configuration and principals' comments on the success of their programs (Paglin & Fager, 1997). Based on this research, Paglin and Fager compiled a list of nine factors that school districts might want to consider when making decisions about grade configurations of individual schools:

- the cost and length of student travel, particularly in a school district that covers a large area
- a possible increase or decrease in parent involvement, possibly affected by the distance to the school and the number of schools a family's children attend
- the number of students at each grade level, which may affect class groupings and courses offered
- the effect of school setting on achievement, particularly for grades 6-9
- effect on whether the neighborhood schools close or remain open
- the number of school transitions for students
- the opportunities for interaction between age groups
- the influence of older students on younger students
- the building design - is it suitable for only a few or for several grade levels?

Taking these factors into consideration, UCMHS will offer a 6-12 configuration which in theory promotes more coherent course scheduling for students and inculcates a sense of community in schools. This configuration has been successful in cities such as New York City and Houston and has led to higher graduation rates and better skill development among students. Although the 6-12 configuration is not as common as the K-8 design for elementary and middle-grade students, the traditional 9-12 high school nor the 7-12 middle/high design, the model is gaining popularity, particularly among small-school advocates. The structure offers special opportunities for learning because it allows schools officials to meet the distinct needs of two

student groups -- pubescent, rambunctious middle-grade children and high school teens preparing for adulthood, college and careers.

Moreover, this design helps students build long-term relationships with faculty and gives continuity to curriculum as students move from one level to the next, promotes theme-based learning and represents a break with low-performing, traditionally structured schools, and, finally, makes for more efficient use of building space. It should be noted that while this design allows high school students to tutor or become role models for middle-grade students, the founders of UCMHS understand that the appropriate boundaries must be observed and will exercise all the necessary safety precautions to ensure that the design of the school does not in any way conflict with the success of the academic program.

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

Through the cooperation of parents, teachers, students and the local community, UCMHS will create a learning environment that engenders growth in character, academic achievement, service-learning, and respect for the individual's interdependence with the local and global communities. Each student's unique qualities will be celebrated and their direct relationship with his or her natural and social surroundings will be explored.

The guiding principles of our school will be based in our faith that by promoting high standards of academic achievement, addressing each student's individual strength, providing opportunities for social interaction and insisting on service to humanity, each student will be prepared to successfully advance to each subsequent grade level.

By the middle grades, students will have acquired the readiness for further development upon these foundations for the greater social connectedness that will become the theme of their secondary years. In the middle and high school grades, we will provide a rigorous academic

program based on the following reports: *Breaking Ranks: Changing an American Institution* from the NASSP, the Carnegie Foundation; and *Turning Points: Preparing American Youth for the 21st Century: Recommendations for Transforming Middle Grade Schools* from the Carnegie Council on Adolescent Development, and numerous studies documenting the effectiveness of academy models as a basis for interdisciplinary learning. With diverse teaching methods, an individualized approach to instruction that respects differences among students, personalized “learning contracts” and assessment systems, and an imaginative use of technology, the arts, and an abundance of community involvement, it will enable us to ensure that each student actually learns, and that no one falls irrevocably behind.

Upon graduating from the school each student will have:

- A clearly demonstrated set of academic and/or vocational skills

- Experience as a result of community service and service learning

- A clear awareness of his or her rights and responsibilities as a citizen

- A personal development plan for the years beyond high school

- Competence in leadership, conflict resolution, and personal responsibility

- At all levels students along with their teachers will identify civic, environmental and social issues in the community. The students will develop learning projects based on issues of particular interest, collecting or creating classroom materials and then identifying local community members that are directly involved in the related challenge that is in need of resolution. Together the local community and the students of UCMHS will develop solutions to problems. This approach to education builds a partnership with the local community. Thus, the local community becomes a stakeholder involved in the success of the school.

The faculty and staff of our school will be competent and caring professionals, who will work as teams to teach, coach, and motivate students to learn. Our faculty and staff will continuously strive to increase their skills, to be proficient in the latest educational technologies

and to be outstanding role models for students. All teachers will be certified and will have or pursue ESOL Endorsement. Teachers will be expected to be aware of the personal educational needs of each of their students. Teachers will bear the responsibility to live up to the high expectations of their profession and will take an active role in their communities and in their school. Teachers will be expected to identify opportunities for continuous education and training to further develop their skills and abilities.

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 will follow the Next Generation Sunshine State Standards/Common Core State Standards (NGSSS/CCSS) Benchmarks and the Grade Level Expectations as mandated by the State of Florida and implemented by the School District of Broward County as required by section 1002.33, F.S. The meeting of these standards will be the standard for promotion to the next grade level. In all of the ways mentioned above, students will be exposed to a wide range of subject areas and various teaching techniques with particular emphasis on language acquisition and citizenship. Courses will include all minimum requirements, as well as a wide range of electives. For example, classes in leadership and community service which already exist in the State of Florida Course Code Directory will be stressed as electives to complement and augment the core curriculum. We will provide, as per state requirements, curriculum addressing the Holocaust and African-American Studies. In addition, the core will be taught through interdisciplinary cooperative art projects across subject areas. Syllabi for all courses will be provided at the beginning of each course and will include standards for passing the course.

Interdisciplinary approaches and an emphasis on reading and writing throughout the curriculum will be central. For example, reading in the content areas of social studies and science will enforce language arts and mathematics coursework. Teachers will be trained to use

interactive approaches that involve all aspects of the whole person (intellectual, physical, emotional, social, and others). For students both at risk and not at risk, we will go beyond traditional learning models of lecture as described throughout this application.

Among the advantages of a small school is the enhanced ability of the faculty to know what their students' achievable challenges might be, to offer increased support, and to spend more time with each student toward meeting those challenges. The faculty will be selected for their propensity to this kind of teaching, and they will receive ongoing training in the theories of multiple intelligences, varied learning and teaching styles, and ways of overcoming student resistance to learning. An accepting attitude toward all students, based on the psychologist Carl Rogers' idea of unconditional positive regard, is expected to facilitate student learning and confidence.

In keeping with the above, UCMHS will focus on:

- Performance-based outcomes
- Intersiplinary approaches to teaching and learning

In the traditional curriculum, the student learns subject by subject. This does not allow students to connect new and old ideas or to construct their own meaning of the information. In the core curriculum of the transformed school, the student confronts themes, which are clusters of subjects, and learns to inquire, associate and synthesize across subjects. Our teachers, by planning interdisciplinary units or courses, by linking subject matter thematically or through specially designed projects and programs, by teaming with community faculty who have a special knowledge or expertise, or by using any other sound instructional approach, will help our students see the connectedness of what they are learning. Examples such as a horticultural project that involves specific, content-based lessons in graphic layout and design, economics, geometry, and chemistry demonstrate the interdisciplinary nature of our curriculum. Community service projects will be designed to enhance course content, as in a student's project for a government course that involves his or her participation in a community charette, attendance at

city council and other government meetings, and correspondence with foreign ambassadors on local assignment. Volunteer work on school premises as well as off-site can enhance social studies coursework as well as supplement language arts and science courses.

As stated in Florida's Statewide Problem Solving Response to Intervention Plan (2008) "...all schools in Florida should ensure evidence-based practices, instructionally relevant assessments, systematic problem-solving to meet all students' needs, data-based decision making, effective professional development, supportive leadership, and meaningful student and parent involvement." UCMHS will embrace and implement these principles as part of our Response to Intervention (RtI) strategy. Consistent with the state requirements, our RtI plan provides (1) for delivering high-quality instruction/intervention matched to student needs, (2) for using learning rate over time and level of performance, and (3) for making important educational decisions.

Our systematic approach uses student performance data and other related data to guide instructional decisions and intervention decisions for our students. As required, the process is a multi-tiered, problem-solving model of prevention, early intervention, and use of educational resources to address student needs. Our RtI team will match instructional strategies and supports to student need in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of the curriculum, the instruction, and related supports.

The RtI framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have seamless access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings.

Tier 2: Targeted Supplemental Interventions and Supports – More focused targeted instruction/intervention and supplemental support *in addition to and aligned with the core academic and behavior curriculum and instruction.*

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided *in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.*

Tier I Instruction

The UCMHS standard curriculum will include a variety of instructional approaches and curriculum offerings to provide alternatives to learners who may struggle with accessing information. Our standard professional development program will require that teachers be trained in instructing students from different backgrounds, ability levels, and learning styles. As a result, we will be able to readily identify when students potentially have disabilities that may hinder their academic progress.

As required for all public school students in Florida, our students must participate in the statewide assessment tests required by FS.1008.22. When a student who does not meet specific required levels of academic performance in reading, writing, science, and mathematics for each grade level, or a student who does not meet specific levels of academic performance as determined by statewide assessments, UCMHS will offer additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Assessments will include, but are not limited to:

- Benchmark Assessment Test
- Diagnostic Assessment of Reading (DAR)
- Florida Assessments for Instruction in Reading (FAIR)
- Classroom Assessments
- PARCC Practice Tests

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the Common Core State Standards and/or needs additional help in order to meet the progression requirements for his/her grade level. When the RtI team identifies and/or diagnoses an academic deficiency, the team will develop and implement a remediation plan that includes Progress Monitoring Plans (PMPs), in collaboration with the student's parent/guardian. The PMP will be included in the student's Personalized Education Plan (PEP). The PMP is designed to assist the student in meeting state and district expectations for proficiency. To be clear about the difference between a PMP and PEP, the PMP is a specific, detailed plan tailored to identify the individual assistance which will be implemented to remedy a diagnosed deficiency, the PEP is a guide to show parents and teachers where each student is at any given point during the school year. As required, each PMP will include the provision of intensive remedial instruction in the areas of weakness and outline the strategies that classroom teachers will implement to address each deficiency.

Tier II Instruction

Some students require higher levels of intervention. Each student's academic progress will be monitored quarterly to determine if interventions are necessary to help the student to catch up with his or her peers. If classroom modifications are not successful and a student fails to show significant improvement in academic skills despite the implementation of several proven interventions, UCMHS will begin to monitor any student needing more intense monitoring on a weekly to monthly basis by consistently using data from diagnostic tests and/or progress monitoring measures to make informed decisions when to determine to move students to more intense levels of assistance.

Specific Tier II strategies may include, but are not limited to, any combination of the following as deemed appropriate by the RtI team:

Direct Instruction
Daily Student Planner
Daily/Weekly Assignment Sheet
Pullouts/Pushins
ESOL Support
Retention (when required or necessary)
Flexible Skill Groups
Modification of Curriculum
Suspension of Curriculum (in extreme cases only)
Weekly Progress Report
Targeted Skill/Small Group Instruction
One-to-One Mentoring

Tier III Instruction

When necessary, UCMHS will convene a Student Support Team (SST) to monitor the progress of specific students. The goal of the SST is through early intervention to identify students who are not-at-risk so that students who potentially are at-risk can benefit from available remedies through early intervention. This approach offers the promise and advantage of early diagnosis of educational disabilities so that the school can intervene early to meet the needs of struggling learners. Another advantage is that the approach provides specific instructional strategies that research has found to be of benefit to a particular student. A final advantage is that the approach underscores the commitment of UCMHS to using data to help both teachers and parents in their decision making about students. If the student continues to experience difficulty after receiving intensive services, they will be evaluated for possible special education services. When a learning disability is diagnosed, the student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached. When an Individual Education Plan (IEP) is written, it will take the place of the PMP for Special Education students (except those special education students who are placed for Speech/Language or Gifted services only).

The state wants to ensure the efficacy of each tier of instruction therefore the process must be closely monitored to ensure fidelity. UCMHS will implement the four steps of the problem-solving process, identified by the state. These steps are applied to facilitate decision making to improve the effectiveness of the delivery of instruction and appropriate interventions. The problem-solving process is described below:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, “What specifically do we want students to know and be able to do when compared to what they do know and are able to do?” When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, “What exactly is the problem?”

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/nonvalid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team’s problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student’s or group of students’ progress will be monitored and implementation integrity will be supported. Ask, “What are we going to do?”

IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student’s or group of students’ response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student’s or group of students’ progress?” Team discussion centers on how to maintain or better enable learning for the student(s).

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

UCMHS will not replicate an existing school design.

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

Not applicable.

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Standards. If the curriculum has not been developed, describe how the plan for curriculum development shows how students will be prepared to attain the Next Generation Sunshine State Standards.

The school will follow the Next Generation Sunshine State Standards/Common Core State Standards Benchmarks (NGSSS/CCSS) and the Grade Level Expectations as mandated by the State of Florida and implemented by the School Board of Broward County as required by section 1002.33, F.S. Students will be exposed to a wide range of subject areas and various teaching techniques with particular emphasis on language acquisition and citizenship. UCMHS will take an integrated and comprehensive approach to how we utilize all of the school's resources to both meet students where they are and accelerate their learning to develop the necessary skills they will need for college and/or career. In addition to individual interventions such as adjusting curriculum, strengthening our teacher preparation through professional development, and increasing quality learning time we will develop and implement in-house strategies that are likely to produce strong outcomes to help all students meet the standards. These strategies will include but are not limited to flexible learner-centered scheduling, personalized education plans, and parent involvement contracts.

The curriculum is specifically tailored to ensure that all students meet and/or exceed the requirements for high school graduation in accordance with the Student Progression Plan, as adopted by the School Board of Broward County, including mastery of all respective NGSSS/CCSS. The required course of study for all students will include:

- Language Arts/English (4 credits)
- Mathematics (4 credits)
- Science (3 credits)
- Social Science (3 credits)

- Fine/Practical/Performing Arts (1 credit)
- Physical Education (1 credit)
- Electives (8 credits)

In addition to the required course of study, additional requirements will apply:

- Earn a qualifying score on the Reading section of the PARCC
- Earn a passing score on the required Mathematics End-of-Course examinations, as applicable
- Earn a passing score on the required Science End-of-Course examinations, as applicable
- Demonstrate computer literacy from a valid course taken between sixth and twelfth grades
- Complete a minimum of 40 hours of Community Service at a pre-approved community-based organization
- Earn an unweighted cumulative grade point average of 2.0 or higher and earn a minimum grade of “D” in order to receive a course credit

In addition, some students may be required to take remediation courses, in accordance with state mandates. Included are Intensive Reading and Intensive Mathematics for students who do not meet grade level proficiency and/or mastery of the state standards in reading and mathematics, as evidenced by proficiency scores on the PARCC.

UNITED CHARTER MIDDLE/HIGH SCHOOL GRADUATION REQUIREMENTS			
	24 Credit Program	18 Credit College Preparatory Option	18 Credit Career Preparatory Option
English/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
Mathematics	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 1 level or higher)	3 credits (Algebra 1, Geometry, & a course at the Algebra 1 level or higher)	3 credits (Algebra 1, Geometry, & a course at the Algebra 1 level or higher)
Science	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)
Social Science	3 Credits (World	3 Credits (World	3 Credits (World

	History, American History, American Government & Economics)	History, American History, American Government & Economics)	History, American History, American Government & Economics)
Foreign Language	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
Performing/Fine Arts/Practical Arts/Career & Technical Education	1 credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination	Not required	3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses
Physical Education/Health Electives	1 credit	Not required	Not required
	8 credits (4 credits must be in the students major area of interest; remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses)	3 Credits	2 credits, unless earning 5 credits in career/technical education
Grade Point Average (GPA)	2.0	3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter; for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)	3.0
Minimum Grade to Earn Course Credit	"D"	"B" (weighted or unweighted)	"C"(weighted or unweighted)
Testing	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.
Community Service	40 hours Required	Not required	Not required
Anticipated Time to Complete	4 years	3 years	3 years

Academy of Mathematics and Science				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
	English I	English II	English III	English IV
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	Elective Course
	World History	Elective Course	American History	American Government/Economics
	9 th Grade Transition	Foreign Language	Foreign Language	Foreign Language or Elective
	Elective	Music Theory I	Music Theory II	Music Theory II
	Interest Elective	Interest Elective	Interest Elective	Interest Elective
	Elective	Elective	Elective	Elective

Academy for Early College Admission				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Required Coursework: 6 th Grade 7 th Grade 8 th Grade	English I	English II	English III	AP English
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	AP Chemistry
	World History	Elective Course	American History	AP American Government/Economics
	9 th Grade Transition	Foreign Language	AP Spanish	Elective
	Elective	Music Theory I	AP Music Theory	Elective
	Interest Elective	Interest Elective	Elective	Interest Elective
	Elective	Elective	Elective	Elective

Academy of Business/Entrepreneurship				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
	English I	English II	English III	English IV
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	Elective Course
	World History	Elective Course	American History	American Government/Economics
	9 th Grade Transition	Foreign Language	Foreign Language	Foreign Language or Elective
	Elective	Music Theory I	Music Theory II	Music Theory II
	Interest Elective	Interest Elective	Interest Elective	Interest Elective
	Elective	Elective	Elective	Elective

Sample High School Elective Course Offerings

Course	Grade(s)	Credits		Course	Grade(s)	Credits
Speech I	9,10,11	1.0		Spanish I (Non-Speakers)	9,10,11	1.0

Speech II	10,11	1.0		Spanish II (Non-Speakers)	10,11,12	1.0
Journalism I	9,10	1.0		Spanish for Spanish Speakers I	9,10,11	1.0
Journalism II	10,11	1.0		Spanish for Spanish Speakers II	10,11,12	1.0
Journalism III	11,12	1.0		French I	9,10,11	1.0
Journalism IV	12	1.0		French II	10,11,12	1.0
Debate I	9,10,11	1.0		Haitian Creole for Creole Speakers I	9,10,11	1.0
Debate II	10,11,12	1.0		Haitian Creole for Creole Speakers II	10,11,12	1.0
Creative Writing I	9,10,11	1.0		American Sign Language I	9,10,11	1.0
Creating Writing II	10,11,12	1.0		American Sign Language II	10,11,12	1.0
Personal Fitness	9-12	.5		Carribean Studies	9-12	1.0
Introduction to Computers I	9,10,11	1.0		African American History	9-12	1.0
Computer Applications I	9,10,11	1.0		Team Sports I	9,10,11	1.0
Computer Applications II	10,11,12	1.0		Team Sports II	10,11,12	1.0
Web Design I	9,10,11	1.0		ESOL Developmental Language (L1)	9-12	1.0
Web Design II	10,11,12	1.0		ESOL Developmental Language (L2)	9-12	1.0
Music Appreciation	9-12	.5		ESOL Developmental Language (L3)	9-12	1.0
Art Appreciation	9-12	.5		ESOL Developmental Language (L4)	9-12	1.0
Art	9-12	1.0		Computer Graphics		

Sample Advanced Placement Course Offerings

Course	Grade(s)	College Credits		Course	Grade(s)	College Credits
AP English	12	3.0		AP Economics	11,12	3.0
AP Chemistry	11,12	3.0		AP Psychology	11,12	3.0
AP Spanish	11,12	3.0		AP European History	12	3.0
AP French	12	3.0		AP Microeconomics	11,12	3.0
AP Human Geography	12	3.0		AP Calculus	11,12	3.0
AP U. S. History	11,12	3.0		AP Art History	11,12	3.0
AP Am. Govt/Economics	11,12	3.0		AP Music Theory	11,12	3.0

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

Research by the Department of Defense Education Activity confirms that 90 minutes of daily instructional time is necessary to achieve maximum student growth in reading ability. It also confirmed that students in need of remedial courses are frequently alienated toward reading and academic learning in general. Because they haven't experienced much academic success, the intensive teacher support and interaction with classmates is very important. Brain researchers suggest that in order to make learners want to learn, the affective part of the brain must be stimulated before the cognitive part will begin working. Students who need Intensive Reading at the secondary level must be taught differently from "regular" students if they are to become successful. The instructional model implemented at UCMHS will provide a level of interaction that has been demonstrated to be successful for underachieving students. The model involves whole class instruction and small groups comprised of computer-assisted instruction, independent reading of authentic, Lexiled materials, and small group teacher directed materials (*Putting a World-Class Education at the Fingertips of All Children*, 2000). Before deciding the type of classroom and reading program one will have, one must understand how reading develops. Understanding how a person reads helps one decide what to teach and emphasize during the reading instruction period. (Leu and Kinzer, 1991) The comprehension framework is represented as Interactive (approximately equal attention is devoted to all knowledge sources: decoding, vocabulary, syntactic, discourse, and metacognitive knowledge) and Holistic Language (Reading is learned as an entity. Student-directed, inductive learning is common. Individualized reading, language and experience stories, cooperative learning groups, and inductive instruction are common method frameworks). (Leu and Kinzer, 1991).

Each classroom at UCMHS will represent the “wholeness” of language, whether in the subject areas of reading, mathematics, art, music, or physical education. Our goal is to develop richly literate environments in which students become effective users of language. Language skills are inseparable from the actual speaking, writing, and reading experiences.

All students at all levels need rich experiences with good literature; and need a wide range of literature-based activities that focus on vocabulary, comprehension, writing, study skills, and strategies. Students also need opportunities to practice essential reading and writing skills.

The multimedia features in available software programs will create an excellent environment in which to motivate students, developing a love of reading while building essential reading skills. Lively animation, colorful graphics, and sound come together to help students discover the joy of the printed word and enhance comprehension and understanding.

Instructional flexibility will be maximized, as lesson plans, reading lists, and reports are customized for the students who enroll. The ability to accelerate or move at a slower pace, depending on a particular student’s performance, will be a key feature of our classes. On-line student portfolios enable teachers to assess students’ writing skills.

In as much as the literature is flexible, so should be the instructional grouping. Group sizes will vary with the objectives, purposes, and the materials of the lessons. Cooperative learning strategies play a role in these groupings. The teacher serves as the director and coach of student learning. One role of the teacher is to implement strategies that help students effectively enter into and move out of the assigned pieces of literature. Both silent and oral reading have an important place in curriculum. Daily, teacher read- aloud is appropriate for all students. Students develop language and literacy through listening, speaking, reading and writing experiences.

collaborative learning. According to the National Council of Teachers of Mathematics, mathematics education should enable students to:

1. Value mathematics
2. Become confident in their ability to do mathematics
3. Become mathematics problem solvers
4. Communicate mathematically, and
5. Learn to reason mathematically.

To implement these standards, the mathematics program at UCMHS will emphasize computer assisted- instruction and independent learning via computers in addition to traditional classroom instruction. In the words of the Council: “We must ensure that all students have an opportunity to become mathematically literate . . . and become informed citizens capable of understanding issues in a technological society.” The flexibility of a computer assisted classroom and its ability to support different scenarios as well as to give students the opportunity to interpret graphs and manipulate data and to create visual images will facilitate UCMHS’s responsiveness to these recognized points:

- Mathematically literate citizens are needed in our technology-driven world.
- Mathematics directly relates to students’ lives and concerns.
- Mathematics materials must build upon student experiences, including their community service projects and art.
- Students are guided in the development of abstract concepts through technology, modeling, and manipulatives.
- Computers, calculators and manipulatives are integral tools of instruction, extending student-centered lessons with hands-on activities.
- Performance based assessment is essential to the effective evaluation of the understanding of mathematical concepts.

Assessment and instruction will be continually intertwined. Students must become proficient in applying reading/language arts skills and strategies. Evaluation takes place in the following forms: teacher observation, self-evaluation, formal testing, and student's work. Continuous feedback is necessary to guide instruction. Students will also be taught to monitor and direct themselves within their own learning. They will become aware of how they learn and what they do while learning. Self-correction is essential when acquiring new strategies. After all reading is not passive. It is a process that involves the text itself (including all the writer brings to it) the reader (and all the prior knowledge) and the context of the reading situation.

The engaging classrooms at UCMHS will also contain a variety of print to promote reading. Bulletin boards covered with students' work, classroom libraries filled with various literature at all instructional levels and reading areas that provide students a private place to read their favorite books—these are among the elements of UCMHS's learning environment. The centers provide meaningful fun activities that correlate with the themes of instruction as well as provide reinforcement of previous lessons. Learning laboratories will be situated in a central place to allow for mini-lessons and individual instruction as needed. All of these provide an environment that reflects a balance of instructional, creative, and meaningful experiences for students. Within this environment, students will be encouraged to read, write, speak, listen and view the world around them safely and effectively in a way that allows them to pursue meaningful roles in their school, families and community.

Mathematics (6 through 12)

Exciting and meaningful math instruction is key to capturing student enthusiasm. New multimedia environments feature problem-based learning, powerful tools for inventive math solutions, guided instruction for individualized experience, and interdisciplinary activities for

Science (6 through 12)

UCMHS's Science program will consist of a comprehensive curriculum consisting of thematic project-based lesson plans, hands-on activities, and arts infused educational initiatives. Science education is an activity through which problems and questions dealing with the natural world can be identified and defined and solutions proposed and tested. The integration of technology in the science curriculum provides students with an exciting classroom learning experience. Through the use of full motion video, stunning graphics, audio, a rich database of scientific knowledge and on-line services, students are motivated to explore and take virtual field trips into the wonders of the natural world, as they learn with an integrated science curriculum that makes connections across the disciplines. When students are shown how science applies to the real world, interest awakens. Students at our middle and high school will have regular opportunities to participate in science projects that involve the arts, community service, and technological applications.

At UCMHS, the multimedia science classroom will be designed to enable the teacher to develop students who will be enthusiastic about science, through the utilization of exciting, interactive explorations, full motion video, thousands of breathtaking visuals, a vast database, and on-line services. The multimedia science classroom will contain a wealth of information and simulation for the instruction of science. Teachers and students will have the ability to create multimedia presentations by linking audio, text, graphic and video events to each other or to an unlimited variety of new media imported from other sources. It will allow students to explore connections among the four science disciplines: biology, chemistry, earth/space, and physics. Students solve problems, test hypotheses, and publish their findings. As a result, students gain a far better understanding of science, the scientific process and the world around them. In addition, arts infused community projects will be based on sound understanding of the natural world, as in the application of chemistry and physics lessons to a garden project, and in the

construction of a computerized communication system that involves student technological expertise.

Comprehensive teacher support materials and on-site training will assist educators in making the transition to a new type of classroom teaching. The ongoing curriculum will meet the following objectives:

- To develop process skills in order to think scientifically, supporting scientific inquiry.
- To recognize how advancements in science and technology have changed the lives of people in local, national, and global communities.
- To develop necessary skills to manipulate scientific equipment and materials in order to make observations and gather data.
- To realize that science and technology are relevant to the world of work.
- To understand the interactions of science, technology, and society.
- To think critically, creatively and rationally in order to solve problems and promote life long learning.
- To develop appropriate attitudes, values, and ethics to use as a basis for science-related decisions.
- To possess a sense of custodianship (collective responsibility for the environment over a period of time) as the need for conservation increases.
- To develop the problem-solving skills needed to respond to a changing society and environment.
- To develop a positive attitude toward science that will encourage continued interest and learning.

UCMHS's Social Studies curriculum will be based upon the idea that the best place to begin learning about social studies is one's own environment. Students will learn how to become leaders and citizens by participating in programs such as those offered by such organizations as the Florida Humanities Council. Grant writing and civil leadership skills will be linked to social studies curricula through projects. We will study the universal issues that faces Florida as a state. Through an issues approach, students will be engaged in examining topics, making informed judgments, and applying problem-solving skills to address ecological, political, social, economic, and ethical issues. At the secondary level, students will be led to understand how immigration and settlement patterns have shaped the history of Florida. They will know the unique geographic and demographic characteristics that define Florida as a region. They will understand the patterns and processes of migration and diffusion throughout the world. We will make extensive use of computers in connecting world geography to the classroom. Through direct contact with classrooms around the world, pen pals (and email pal projects) will be encouraged. Through our strategic partnerships with schools around the country, our students will actually be able to see and talk with students in other cities around the country (and where possible, the world). In addition, the cultures of other countries will be a vital part of UCMHS's geography classes, where students' multicultural understanding will grow as they use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations. Students will use various map forms and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

In fulfilling the State's requirement for Florida History and Civics, students will study United States History, World History, economics, and government. The purpose of these courses is to enable students to understand the development of the US within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities in their dealings with the community at large.

In addition, UCMHS will implement strategies that were found in a recent study by the Eli and Edythe Broad Foundation to increase participation in Level Three courses while simultaneously raising their level of performance in these classes. In addition, a May 2013 report, "The Road to Equity: Expanding AP Access and Success for African-American Students," outlines the methodology used in six urban districts to increase college readiness of African-American students by improving their AP passing rates quickly enough to gain on their white peers while increasing or keeping participation rates steady. The tenets of this research will be in place in UCMHS:

1. Provide extra academic and social support to students
2. Increase the number of AP course offerings
3. Increase professional development opportunities for teachers
4. Establish a college readiness program to ensure that our students are prepared for college
5. Involve parents in the education of student to ensure that college readiness is a family affair
6. Expand access to gifted programs

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

Considerable research supports the best practice of 90 minutes of daily instructional time allocated to reading to achieve optimal student growth in reading ability. Brain researchers

suggest that in order to make learners want to learn, the affective part of the brain must be stimulated before the cognitive part will begin working. Students who need Intensive Reading at the secondary level must be taught differently from students in the regular curriculum program, if they are to become successful readers. The instructional model implemented at UCMHS will provide a level of interaction that has been demonstrated to be successful for underachieving students. The model involves whole class instruction and small groups comprised of computer-assisted instruction, independent reading of authentic, Lexiled materials, and small group, teacher directed materials (*Putting a World-Class Education at the Fingertips of All Children*, 2000). Before deciding the type of classroom and reading program one will have, one must understand how reading develops. Understanding how a person reads helps one decide what to teach and to emphasize during the reading instruction period. (Leu and Kinzer, 1991) The comprehension framework is represented as Interactive (approximately equal attention is devoted to all knowledge sources: decoding, vocabulary, syntactic, discourse, and metacognitive knowledge) and Holistic Language (Reading is learned as an entity. Student-directed, inductive learning is common. Individualized reading, language and experience stories, cooperative learning groups, and inductive instruction are common method frameworks). (Leu and Kinzer, 1991).

Each classroom at UCMHS will be a print-rich which affords students the opportunity to increased exposure to the effective use of language. It should be noted that language skills are inseparable from the actual speaking, writing, and reading experiences. Students at all levels need rich experiences with good literature and a wide range of literature-based activities that focus on vocabulary, comprehension, writing, study skills, and strategies. Students develop language and literacy through listening, speaking, reading and writing experiences. They also need opportunities to practice essential reading and writing skills. Our school will create an

environment motivates students, develops a love of reading while building essential reading skills. The role of the teacher will be to implement strategies that help students effectively expose students to vast amounts of literature. Bulletin boards will be up to date with with students' work, classroom libraries will be required and will provide students a private place to read their favorite books—these are among the elements of UCMHS's learning environment. The required centers will provide meaningful and engaging activities that correlate with the themes of instruction as well as provide reinforcement of prior lessons. All of these provide an environment that reflects a balance of instructional, creative, and meaningful experiences for students. Within this environment, students will be encouraged to read, write, speak, listen and view the world around them safely and effectively in a way that allows them to pursue meaningful rolls in their school, families and community.

Reading and writing skills (spelling, decoding, mechanics, usage, and grammar) will be taught in meaningful context. They will also be applied and reinforced in the work our students produce. To this end, writing will be an essential part of our reading program. Our writing will include an intense focus on the fundamental process of writing which includes pre-writing, drafting, sharing, revising, editing and publishing. The entire writing process will not only be emphasized in all areas of the curriculum but also will be a required component for every composition assignment. It is important to have students learn the process and work with teachers to develop their writing skills over a period of time. During the publishing phase, our technology program will prepare students for word processing complete with the use of graphics and other advanced technology skills, as an integral part of the reading/language arts component.

For Struggling Readers

Students who require intervention because they are having difficulty accessing the regular curriculum will be provided with age- and grade-appropriate research-based

interventions. UCMHS will implement with fidelity the Broward County School District Comprehensive Research-Based Reading Plan, as demonstrated below:

Scholastic Reading Associates (SRA) Corrective Reading is a research-based intervention program for intermediate to adult struggling readers. The program offers explicit, sequenced, and scaffold(ed) direct instruction in reading instruction that focuses on decoding, fluency, vocabulary and comprehension.

Scholastic Read XL includes instruction on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, guided reading, comprehension aligned with benchmark instruction, fluency building, and the reading-writing connection. Integral components of the program are instructional sequences coordinated with daily lesson plans. *READ XL* will be taught in a 55 – 90 minute reading block, depending on student placement data as identified on the *Middle School Placement Chart*.

Junior Great Books and *Novel/Content Literacy Study* use age-appropriate literature and non-fiction texts with the shared inquiry method of discussion. Junior Great Books and Novel/Content Literacy Study bring literature to life and help students discover a joy of reading they will carry with them into adulthood. In addition to quality young adult literature, it engages students in authentic and meaningful experiences with biographies, autobiographies, historical novels, textbooks, and other non-fiction content-area texts that help students build background knowledge and support content learning across the curriculum. Junior Great Books and Novel/Content Literacy Study help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the reading process. Instruction is aligned to mastery of the Sunshine State Standards and employs before, during, and after reading strategies. Students use Socratic questioning techniques to increase critical thinking, and develop skills in formulating their own questions to guide their inquiry.

English Language Learners (ELLs) who are classified as Level 1 or Level 2 must receive Developmental Language Arts through ESOL in place of a remedial/intensive reading course. Developmental Language Arts through ESOL is an elective course that students can take more than once if necessary. It provides ELLs with the additional skills needed in order to continue developing their reading and writing while acquiring English. The goal is for ELLs to be transitioned into regular classes as soon as possible. The amount of time students may stay in this course will vary. However, it will give them an opportunity to become acclimated to the school and culture in a safe environment before being scheduled into a remedial/intensive reading course.

Progress Monitoring in these programs is conducted through in-program mastery tests, as well as fall, winter and spring Florida Oral Reading Fluency (FORF) probes. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessments, FORF, Lexile reports, the Florida

Assessments for Instruction in Reading (FAIR), and FCAT and PARCC results. The Progress Monitoring schedule is outlined on the Middle School Assessment Chart.

Oral Language/Phonemic Awareness/Phonics/Decoding

Sounds and Letters by Sopris West provides intervention support for multi-syllabic word study. While not needing the intensity of direct instruction in phonemic awareness or phonics, some students may need additional practice in word study, especially in multi-syllabic words. Research has found that the ability to decode long words increases the qualitative differences between good and poor readers and that the number of multi-syllabic words begin to dramatically increase in third grade (Perfetti, 1986).

Fluency

Jamestown Reading Fluency is used for medium-risk students who need to increase their oral fluency rate. Through paired reading, repeated reading and self-monitoring, students increase their accuracy, prosody and rate. The program is used at the students' readability levels and increases in difficulty as the program grows.

Six-Minute Solution by Sopris West will be utilized to increase fluency and reading practice. In this program, students are paired for fluency practice in like pairs. Current instructional levels are determined and students practice and record timed readings as well discuss what they have read.

Vocabulary

Word Wisdom combines teacher-directed instruction with cooperative group learning (proven effective for teaching heterogeneous groups of students) and individual activities for reinforcement. For each grade, teachers instruct an age-appropriate, curriculum for approximately 20 - 30 minutes a day. Each curriculum consists of eight regular lessons built around a section of a story or novel that takes two weeks each. Two review lessons take one week each and use new activities to reinforce what students have learned. *Vocabulary Improvement Program*, or VIP, is a vocabulary development curriculum for English language learners and native English speakers. The 15-week program includes 30-45 minute whole class and small group activities, which aim to increase students' understanding of target vocabulary words included in the weekly reading assignments. On Mondays English language learner students are given the weekly reading assignment in their native language to preview before it is introduced in English on the following day. On Tuesdays the teacher leads whole-group lessons to review the text and define the target vocabulary. On Wednesdays teachers divide the students into heterogeneous language groups to complete two cloze4 activities. On Thursdays teachers again divide the students into small groups to complete word association, synonym/antonym, and semantic feature analysis activities. On Fridays, teachers lead activities that cover a range of topics including analysis of root words and knowledge of multiple meanings of words.

Comprehension

Jamestown Critical Reading Series consists of the *Critical Reading Series*, the *Wildside Series*, and the *Outer Edge Series*. The *Critical Reading Series* is used with students that need additional vocabulary and comprehension instruction. The series employs high interest nonfiction selections with comprehension instruction based on the latest reading research. Comprehension questions, including author's purpose, personal response, and self-assessment, are included. The *Critical Reading Series* serves students reading between grade levels 6.0 - 8.0. The *Wildside Series* is designed for students needing support with word study, fluency, vocabulary and comprehension. The *Wildside Series* uses the same instructional design as the *Critical Reading Series*, but is targeted for students reading at grade levels from 4.0 to 6.0. The *Outer Edge Series*, written for students reading at grade levels from 2.0 to 4.0, includes motivational texts for secondary students. The *Outer Edge Series* supports students with the greatest needs, such as those in *Wilson* or *Corrective Reading* during the 90-minute block.

Jamestown Signature Series emphasizes strategies to improve comprehension. The program helps students build background knowledge and vocabulary, and practice writing to prompts. Silent reading fluency drills are also a part of every lesson. The readings consist of fiction and non-fiction texts and increase in length and rigor with each grade level.

Cars and *Stars* from Curriculum Associates is another program to enhance comprehension. In this program, seven areas of comprehension are addressed and directly taught. The program includes ongoing assessments and scaffolded instruction in comprehension strategies.

Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time must be taught by the same teacher.

This intervention course will include on a daily basis:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher
- infusion of subject specific benchmarks
- a focus on informational text

UCMHS may also serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes will be required to complete the 150-hour

Content Area Reading Professional Development (CAR-PD) bundle or the Reading Endorsement and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

UCMHS will progress monitor Level 1 and 2 students a minimum of three times per year, utilize the BAT which includes a Baseline, Midyear, and End of the Year assessment. In addition, each struggling reader will be given instruction that best fits his or her needs; however, all of the support given to our struggling readers will utilize data from diagnostic testing, progress monitoring and other formative classroom assessments, as well as the required use of standardized proficiency levels determined from annual state testing.

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

The mission of UCMHS is to promote high standards of academic achievement for all students by addressing each student's individual strength. To achieve this end often requires that some students, especially students with special needs and those who are low performing, receive specific focus, particularly in the area of reading. The reading program will be part of a comprehensive and balanced reading/language arts program consisting of phonics, grammar, spelling, narrative and expository writing, and advanced literary analysis. A precursor of instruction and an on-going component will be diagnosis and assessment. All students in grades 6-10 will undergo diagnostic testing using instruments such as the FAIR and the Gates-MacGinitie Reading Test and other instruments, when necessary. These instruments provide information such as skills and abilities related to literacy concepts, oral language, letter and letter/sound correspondence, listening comprehension, word decoding, comprehension, and word knowledge. As a result, teachers will have detailed information of deficits. Once identified, teachers will provide small group instruction and other targeted instruction designed to address

deficits and to 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. Furthermore, the Scholastic Reading Inventory will be used to determine Lexile levels for each child. These data will allow teachers to select text materials at levels where students reading at lower and/or higher levels can be successful. Teachers can also strategically select appropriately challenging materials that push students toward more advanced skills without being overly difficult and frustrating to students. The overall approach to helping lower level reading students is to assess, provide focused instruction, reassess, remediate as needed, and challenge students toward advanced proficiency.

The Florida Continuous Improvement Model (FCIM) will be the method utilized for insuring that all levels of students are provided with meaningful instruction in reading and mathematics. The FCIM is a continuous process in which data analysis determines classroom instruction and is designed to assist administrators, teachers, and students in recognizing students' academic strengths and weaknesses through a systematic approach to data collection and analysis from student assessment. This same educational philosophy is being used in most schools throughout the state of Florida. Through continuous assessment we will be able to work with each child and address their individual needs. The administrators and faculty will analyze information obtained from classroom and state/district assessments to evaluate the academic strengths and weaknesses of individual students. Data will also be derived from formal and informal assessments and will use supporting data when determining adjustments that may need to be made to the curriculum.

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 difference, creating learning experiences that suit the learner and maximize his or her ability to progress.

Each student must participate in the statewide assessment tests required by F.S1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the Next Generation Sunshine State Standards/Common Core State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation will be given a diagnostic test to determine the area of deficiency and will be placed on a PMP that outlines the strategies that will be used to help the student. Available diagnostic tests include, but are not limited to:

- Diagnostic Assessment of Reading (DAR)
- Florida Assessments in Reading (FAIR)
- Gates-MacGinitie

Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the School. UCMHS believes that every child can meet and exceed the annual learning expectations established by the state including students with disabilities, recognizing that instruction must at times be modified to provide some students full and appropriate access to the general education curriculum. The complexities and realities of this enormous challenge will be met through our comprehensive and balanced curriculum approach.

Students who enter the School with a current Individual Education Plan or Section 504 Plan will receive services as required on the IEP or 504. We will establish a Student Support Team (SST) that convenes whenever a student enrolls with a current IEP or 504 to ensure that the appropriate accommodations will be made and disseminated to teachers from the first day the child enters the school. The team will consist of the following: Principal, special education program specialist, special education teacher, core curriculum teacher, and the parent/guardian.

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

Career academies are small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span. Students enter the academy through a voluntary process; they must apply and be accepted with parental knowledge and support. UCMHS career academies will offer an interdisciplinary approach to meeting the needs of our students. It involves teachers from different subjects working together as a team. Staff teams, who may share common planning time, work together to implement the key features of the model and provide students with exposure to the career field. Students are grouped together for several periods every day with a core group of teachers. This promotes a family-like atmosphere and results in close student-teacher ties.

Each career academy includes the following essential elements:

- A small learning community
- A college-prep curriculum with a career theme
- Partnerships with employers, the community, and local colleges/universities

By design, these three central elements of a career academy lead to a school that is rigorous, relevant, and relational. The three academies to be offered at UCMHS are: Academy for Early College Admissions, Academy for Business/Entrepreneurship, and Academy of Mathematics and Science.

Academy for Early College Admissions

The mission of the Academy for Early College Admission is to provide a rigorous course of study that emphasizes critical analysis, informed discussions, and skilled inquiry. This academy will offer an alternative track to the traditional high school. The philosophy of this academy is based on the premise that some highly motivated students are capable of handling advanced course of study. Students who pursue this track graduate with a high school diploma and tuition-free college credits up to an associate's degree.

Academy for Early College Admission				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Required Coursework: 6 th Grade 7 th Grade 8 th Grade	English I	English II	English III	AP English
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	AP Chemistry
	World History	Elective Course	American History	AP American Government/Economics
	9 th Grade Transition	Foreign Language	AP Spanish	Elective (DE Course)
	PE/Health	Music Theory I	AP Music Theory	
	Elective	Elective	Elective	Elective (DE Course)
	Elective	Elective	Elective	Elective

Academy of Business/Entrepreneurship

The mission of the Academy of Business and Entrepreneurship (ABE) is to prepare students for successful careers in business by exposing them to technology-driven, globally-connected academic experiences that incorporates hands-on economics and entrepreneurial training in the classroom and through internships. This will be accomplished through the use of an innovative and vibrant curriculum that is aligned with the Common Core State Standards, as well as the daily integration of critical thinking, innovation, collaboration, and technology as students participate in experiential entrepreneurship programs and develop essential entrepreneurial and financial literacy skills. Graduates of ABE will have the knowledge and skills required to pursue small business management and/or to be competitive for admission to college business programs.

Academy of Business/Entrepreneurship				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Required Coursework: 6 th Grade 7 th Grade 8 th Grade	English I	English II	English III	English IV
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	Elective Course
	World History	Elective Course	American History	American Government/Economics
	9 th Grade Transition	Foreign Language	Foreign Language	Foreign Language or Elective
	Elective	Music Theory I	Portfolio I	Portfolio II
	PE/Health	Academy Elective	Academy Elective	Academy Elective
	Elective	Elective	Elective	Internship Elective

Academy of Mathematics and Science

The mission of the Academy of Mathematics and Science is to provide students in grades 6-12 with a well-rounded learning experience that prepares them to be successful in life by exposing them to various STEM programs that allows students to explore careers and get hands-on learning through a rich assortment of career, technical education classes and STEM readiness courses. The goal of this academy is to:

- identify students who have an innate desire to pursue advanced STEM-related areas of study and to provide them with opportunities to expand their interest into career and or professional opportunities.
- strengthen the District's talent pool by producing high-performing students who are well-prepared for postsecondary study in STEM areas; and
- strengthen the skills of teachers through additional training in science, math and technology instruction.

Academy of Mathematics and Science				
Pre-Academy Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
Required Coursework: 6 th Grade 7 th Grade 8 th Grade	English I	English II	English III	English IV
	Algebra I or higher	Geometry or higher	Algebra II or higher	Pre-Calculus or Other Mathematics Course
	Earth & Space Science or Biology	Biology or Chemistry	Physical Science, Chemistry or Physics	Elective Course
	World History	Elective Course	American History	American Government/Economics
	9 th Grade Transition	Foreign Language	Foreign Language	Foreign Language or Elective
	Elective	Music Theory I	Music Theory II	Music Theory II
	Academy Elective	Academy Elective	Academy Elective	Academy Elective
	Elective	Elective	Elective	Elective

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

UCMHS will use a school improvement program that combines successful, standards-based instructional practices with technology-based assessment tools, school created assessments using the Benchmark Assessment Test and state mandated assessments including PARCC. These assessment tools are used to analyze student performance on state and district assessments and to create school-based interim assessments that are aligned to state standards and paced to the curriculum. The result is a balanced approach to assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments.

UCMHS will create focus calendars to ensure that all aspects of the Next Generation Sunshine State Standards/Common Core State Standards are being taught in a timely manner. Students will be able to achieve more in the core subject areas because teachers can:

- Focus on the most important standards (for high-stakes tests and for learning in the following years)
- Monitor students' academic performance using interim assessments
- Analyze those assessment results in group meetings and plan appropriate interventions

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels. Teachers will plan curriculum using the Next Generation Sunshine State Standards/Common Core State Standards and they will choose which classroom activities are likely to produce a greater return—in terms of student achievement—for their investment of time.

Through the use of focus calendars, teachers will pace essential standards over the school year to ensure proper sequencing and adequate teaching time is allocated for mastery of the essential standards. This pacing ensures teachers spend more time on fewer, but more critical standards. By integrating data analysis, research and best classroom practices the curriculum can continuously be adjusted to meet the needs of the students.

After school administrators examine the data, teachers will begin to identify/implement additional strategies to use for closing the gaps by identifying the following:

- Which strategies are already in place
- What resources are needed to implement new strategies
- What new actions are needed

Strategies that support the school's achievement plan may include the following:

- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models
- Engage/reach out to students' families
- Hire staff from the community who speak 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 curricula
- Focus on 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, foundations in schools' work

Section 5: Student Performance, Assessment and Evaluation

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

All public schools are required to develop annually a School Improvement Plan (SIP) that includes performance goals. The SIP will comply with the standards and requirements established by the Department of Education for all public schools and will be developed and approved by the School's governing board in accordance with timelines established by the Department of Education. Once approved, the School will work with the Sponsor to ensure that the annual goals meet the approval of the Sponsor and are in accordance with all statutory requirements.

UCMHS will participate in all statewide testing programs, grades six through eleven, and will comply with any other testing requirements established by the State of Florida. The School will participate in all District-sponsored formative assessments as well as all training related to student assessments required for school staff to participate. In addition, The School may select and administer other appropriate standardized tests to facilitate educational planning and/or evaluation. The School will be responsible for all costs related to tests given to students that are not part of the state's adopted testing program.

The curriculum objectives will be parallel with those required under the Next Generation Sunshine State Standards/Common Core State Standards. The School will also submit the information required in the annual school report and the education accountability system governed by Florida statutes.

The mission of UCMHS is to provide a unique, rigorous and enriching learning experience through innovative academic programming and an enhanced technological environment to guide our students toward postsecondary and career opportunities that will enable them to sustain productive lives as responsible citizens. To this end, the following goals will serve as indicators of the school's success, how it will be evaluated, and the collective results the school expects to attain::

Academic Goals:

Goal 1: Given the innovative curriculum program, professionalism and expertise of staff, UCMHS will attain "A" School status within three years of the school's operation, as determined by the state's evaluation system for middle/high schools. Under the following standard, the school will have attained an outstanding overall level of academic achievement, increased learning gains by the majority of the students i.e. more than 50% of the lowest 25% of students will achieve gains in reading and mathematics, and an improvement in the graduation rate of our students.

Goal 2: Given the rigor and relevance of the school's curriculum, the school will perform at the required level defined by established Annual Measureable Objectives, and all subgroups will score sufficiently high enough to earn satisfactory growth toward Annual Measureable Objectives.

Goal 3: Given the full implementation of Common Core State Standards, 70% of all students required to test will have learning gains as defined by the standards of PARCC in reading and mathematics. We expect that a large majority of students should be either increasing a level on the FCAT, maintaining their grade level performance, or showing a significant improvement if they are not on grade level.

Goal 4: Given the school's focus on career and college readiness, the school will achieve a Graduation Rate of 85% of our students by the first graduating class in June 2018.

Goal 5: Given the rigor of our academic program, the school will meet or exceed the District passing rate on Advanced Placement exams. Our goal is to achieve a passing rate of 50% for all takers for the first year of AP examination administration.

Goal 6: Given the rigor of our academic program, 80% of our students in grades 11 and 12 will enroll in a minimum of one Advanced Placement course.

Non Academic Goals:

Goal 7: Given the commitment of UCMHS to reducing the suspension rate, overall suspension rates will decrease one percentage point from the prior year after baseline is established.

Goal 8: Given a focus on innovative teaching strategies, the school will maintain an average daily attendance rate of 95% annually.

Goal 9: Given a 50% return rate of the annual school climate survey, 80% of our parent respondents will acknowledge satisfaction with the school's academic program.

Expected Levels of Performance:

The School will meet the following results each year in addition to the required academic performance goals outlined in federal mandates and the Florida School Accountability System:

- The School will implement the FCIM model and will show steady improvement each quarter as evidenced by monthly benchmark assessments of the Next Generation Sunshine State Standards/Common Core Standards.
- The School will collect and monitor academic data for each student and will be able to show the academic level of each student in our school in reading, writing and mathematics on a monthly basis.
- The School will develop a Personalized Education Plan for each student which will include a portfolio for each student and will review the plan with each student's parent(s) each semester to mandate and document parental participation in the academic progress of our students.
- The School will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student's parent/guardian, when the school identifies and/or diagnoses an academic deficiency in reading or mathematics. Each plan will include the provision of intensive remedial instruction in the areas of weakness and outline the

strategies that classroom teachers will implement. The School will mandate academic tutorials and/or supplemental instruction for every student who does not demonstrate that he/she is proficient in reading, writing and mathematics.

- The School will train each teacher in research-based instructional modalities including the following:
 - Differentiated Instruction
 - The Model Classroom
 - Classroom Efficacy
 - Differentiated Reading Groups
 - Intervention strategies

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

The School will adopt the Broward County Public Schools' Student Progression Plan including the current criteria and standards for promotion. The School will use the Sponsor's grading scale as approved by the School Board of Broward County and included in the annual Student Progression Plan. The FAIR assessment will be administered to all students in grades 6-8 to determine baseline student achievement levels in the fall of each year. An additional method of determining baseline achievement levels will be assessed utilizing the Benchmark Assessment Test. A determination will be made if the student has an LEP, IEP or 504 Plan. Prior year FCAT/PARCC scores will be primarily used to determine prior rates of academic progress. For students with no relevant state-standardized test scores, these students will be assessed in the reading using the Gates-MacGinitie for reading placement. The Gates-MacGinitie Reading Test (GMRT) is a multiple-choice test. The timed test lasts 55 minutes for learners in grades 6 and up. The test examines five language and reading abilities, including literary concepts, oral language concepts, letter recognition and letter-sound relationships. Readers receive scores judging their vocabulary and comprehension to see if they need remedial help, are at grade level or could proceed with advanced instruction. The GMRT allows students to join appropriate instructional groups working at their reading level, whether in separate classrooms or within their class. Test scores measure student progress throughout the school year and from grade to grade. In addition,

parents receive progress reports on their students, while school programs gain a common standard to evaluate their reading initiatives.

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.

Promotion standards and course requirements will be in accordance with state-mandated directives, and will be adhered to in all grade levels. The specific graduation requirements are listed below and will change to reflect any updates by the district and/or state changes. UCMHS will utilize the District gradebook system to keep track of grades, attendance records, and student transcripts. The school will also utilize Florida Automated System for Transferring Educational Records, FASTER.

UNITED CHARTER MIDDLE/HIGH SCHOOL GRADUATION REQUIREMENTS			
	24 Credit Program	18 Credit College Preparatory Option	18 Credit Career Preparatory Option
English/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
Mathematics	4 credits (Algebra 1, Geometry, & 2 courses at the Algebra 1 level or higher)	3 credits (Algebra 1, Geometry, & a course at the Algebra 1 level or higher)	3 credits (Algebra 1, Geometry, & a course at the Algebra 1 level or higher)
Science	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)	3 credits (Earth/Space Science, Biology, & Chemistry or Physical Science)
Social Science	3 Credits (World History, American History, American Government & Economics)	3 Credits (World History, American History, American Government & Economics)	3 Credits (World History, American History, American Government & Economics)
Foreign Language	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required

Performing/Fine Arts/Practical Arts/Career & Technical Education	1 credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination	Not required	3 credits in a single career/technical education program, 3 credits in career/ technical dual enrollment courses, or 5 credits in career/ technical education courses
Physical Education/Health Electives	1 credit 8 credits (4 credits must be in the students major area of interest; remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses)	Not required 3 Credits	Not required 2 credits, unless earning 5 credits in career/technical education
Grade Point Average (GPA)	2.0	3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter; for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)	3.0
Minimum Grade to Earn Course Credit	"D"	"B" (weighted or unweighted)	"C"(weighted or unweighted)
Testing	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.	Students must earn a passing score on the Reading and Mathematics sections of the state standardized test.
Community Service	40 Hours Required	Not required	Not required
Anticipated Time to Complete	4 years	3 years	3 years

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

Progress of our student population can be easily compared utilizing PARCC data to see how learning gains, and achievement, compared to the district averages, state averages, and the

results of surrounding schools with similar demographic populations, including socio-economic status, and racial and ethnic cultures. Comparisons to how UCMHS students are performing as compared to the rest of the district also can be easily assessed by looking at school grades earned from the state, as well as comparing graduation rates, dropout rates, Advanced Placement scores, BAT results, and the AMO designation status from the state.

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

UCMHS is committed to attaining AMO growth targets. Under the direction of the principal and the school's leadership team, a wide variety of data will be used to make decisions regarding instruction designed to meet and/or exceed AMO targets. Diagnostic assessments from the FAIR, Gates-MacGinitie Reading Test, BAT and classroom assessments will be reviewed and analyzed by the school leadership team to identify strengths and weaknesses of students. Teachers will be expected to provide targeted instruction that addresses weaknesses as well as challenges high performing students. Furthermore, school leadership staff will monitor growth and, where needed, institute mid-course corrections such as additional assessment, afterschool tutoring, push-in instruction, and parent conferences, to name just some of the strategies.

Method(s) of Assessment

Per Florida law, all UCMHS students will be assessed annually via the annual standardized assessments in grades K through 11. Staff will use the results of these assessments in addition to other assessments for diagnostic, remedial, and enrichment purposes to make decisions about appropriate instruction. All aspects of assessment will be considered when evaluating student progress. We will look at learning gains, percentage of students scoring at proficiency or higher, a decrease in the percentage of students scoring below proficiency,

improvement in proficiency levels, and percentile rankings on norm-referenced assessments such as SAT-10 and the Iowa Test of Basic Skills (ITBS).

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

As required for all public school students in Florida, our students must participate in the statewide assessment tests required by FS.1008.22. When a student who does not meet specific required levels of academic performance in reading, writing, science, and mathematics for each grade level, or a student who does not meet specific levels of academic performance as determined by statewide assessments, UCMHS will offer additional diagnostic assessments to determine the nature of the student's difficulty and specific areas of academic need. Assessments will include, but are not limited to:

- Benchmark Assessment Test (BAT)
- Diagnostic Assessment of Reading (DAR)
- Florida Assessments for Instruction in Reading (FAIR)
- Gates-MacGinitie Reading Test
- Iowa Test for Basic Skills (ITBS)
- Other District/State mandated assessments

A student will be targeted for remediation when he/she fails to make adequate progress toward mastery based on the Common Core State Standards in reading and mathematics and/or needs additional help in order to meet the progression requirements for his/her grade level. When we identify and/or diagnose an academic deficiency, the School will develop and implement a Progress Monitoring Plan (PMP), in collaboration with the student's parent/guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency. The PMP is a specific, detailed plan tailored to identify the individual assistance which will be implemented to remedy a diagnosed deficiency. Each plan will include the provision of intensive remedial instruction in the areas of weakness and outline the strategies that classroom teachers will implement to address each deficiency.

Each student's academic progress will be monitored quarterly as part of the school's Personalized Education Plan to determine if interventions are necessary to help the student to catch up with his or her peers. If classroom modifications do not work and a student fails to show significant improvement in academic skills despite several well-designed and implemented interventions, the school will begin to monitor any student needing more intense monitoring on a weekly to monthly basis by consistently using data from diagnostic tests and/or interim progress monitoring measures to make informed decisions about when to move students to more intense levels of assistance. Specific strategies the School will use will be documented in the student's Personalized Education Plan and may include, but are not limited to, any combination of the following as deemed appropriate by the teachers:

- After School Program (grades 6-8)
- Direct Instruction
- Daily Student Planner
- Daily/Weekly Assignment Sheet
- Pullout
- ESOL Support
- Retention
- Flexible Skill Groups
- Modification of Curriculum
- Weekly Progress Reports
- Targeted Skill/Small Group Instruction

As part of the school's process, when necessary, we will convene a Student Support Team (SST) to monitor the progress of specific students.

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

Student assessment and performance information will be shared with students and parents as a component of a comprehensive communications strategy to engage parents in multiple ways. Teachers will create and update Personalized Education Plans and Progress Monitoring Plans as well as reflect data on the Report Cards, and discuss student progress via weekly student/teacher data chats and quarterly teacher/parent conferences. In addition, electronic mail groups will be established for communication with parents. Each teacher will have a webpage on the school's

website that will be used for parent communication, blogging, and classroom updates. The state now requires that every charter school has a website. Our school website will be interactive and will go beyond the expectations of the state.

The School will participate in the District report card system; however, report cards will be issued during a quarterly parent night. This is a night where parents will come to the School to retrieve their child's report card. At this meeting, parents will have the opportunity to speak with their child's teacher(s) by scheduling an appointment in advance. Students will be given bi-weekly progress reports for students who have Progress Monitoring Plans. These reports will be given to the student to take home and reviewed by the student's parents. Along with the hard copy of this bi-weekly report, parents may also request that a copy of this report be sent to them via email.

Through the data chats with students, parent conferences, and information shared via e-mail, students and parents will be informed about whether a student is succeeding and what areas need strengthening. It will guide students' understanding of his/her mastery of the curriculum and it will keep parents informed about student progress and what skills need to be reinforced at home. All teachers will participate in professional learning communities where they analyze individual and collective assessment data, brainstorm methods of improvement and corrective actions, make necessary adjustments to the curriculum. These meetings are vital to improvement; they will be scheduled prior to the beginning of the school year and protected from any outside interference because they will be part of the Progress Monitoring process.

Section 6: Exceptional Students

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

Special Education Students (SPED), also commonly referred to as Exceptional Student Education (ESE), will be afforded equal access to the curriculum, through the least restrictive

environment possible. The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. All students entering the school will have a transition meeting in order fully implement the students' Individual Education Plan (IEP). All required accommodations will be adhered to, so that students can access their education in the most meaningful way possible. UCMHS will also comply with all requirements of the Individuals with Disabilities Education Act (IDEA). An ESE Program Specialist will be available to work with the District LEA for proper placement of students with special needs, monitoring and implementation of all IEPs, and training of UCMHS general education teachers the specific strategies for working with student with special needs.

As stated, our ESE students will be supported observing a consultative/collaborative model. Students with speech and/or language impairment designations will also have access to a speech and language therapist who will be on contract with the school through an approved vendor. ESE students will benefit from the curriculum offerings by working closely with the program specialist to ensure that they are able to access the regular curriculum as much and as quickly as possible. Intervention courses in Intensive Reading and Intensive Mathematics will be in place to support these students as mandated electives. The school will have a student support team (SST) comprised of general education teachers, a reading coach, and an administrator who meet to target struggling students, and through systematic meetings with parents and students, utilize data and parental involvement to meet the needs of these learners.

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.

UCMHS will have a policy of open enrollment and will serve learners in grades 6-12. We will admit any eligible student in Broward County who turns in an application up to our enrollment capacity. Our challenge will be to meet learners where they are and through a coordinated, systematic effort prepare them for life beyond high school. 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 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 will be made by the school to include students with disabilities. The culture of the school will be one that embraces diversity. We will be open to all students regardless of Special Education (SPED), English for Speakers of other Languages (ESOL), drop-out prevention or other special needs classifications.

UCMHS guarantees that its admissions policies will be nonsectarian. It is expected that the racial/ethnic make-up of the student population will be reflective of the public school age population of the district. Special efforts will be made to attract students that are representative of various racial and social-economic backgrounds, as well as English Language Learners (ELLs). The School agrees to enroll any eligible student who submits a timely application unless the number of applications exceeds the capacity of the school or building or other limits mutually agreed to in the charter. In such case, all applications shall have an equal chance of being admitted through a random selection process, which shall be established by the school prior to enrollment and be available to parents. Notwithstanding, preference may be given in accordance with Section 1002.33(10)(d), F.S. In addition, enrollment is subject to compliance with the provisions of section 1003.22 F.S. concerning school entry health examinations and immunizations.

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.

When a parent enrolls a child in UCMHS, a transition meeting will be required for all students to develop the Personalized Education Plan. Students with existing IEPs will participate in a change of placement Student Support Team (SST) meeting. To fulfill the federal and state requirement of educating students with disabilities in the least restrictive environment, it will be necessary to determine at that time if UCMHS is the most conducive setting, after careful prudent and legal consideration of the severity of the student's disability. The staff of UCMHS will work together with Broward County School District personnel to ensure that the needs of these students are met. UCMHS staff will work closely and as early as possible in the planning/development stages, with school district staff to discuss the needed services of the school's students with disabilities, and when necessary, provide the required services. Parents of students with disabilities will be afforded procedural safeguards in their native language, which include the areas of notice and consent, independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents.

In case of extreme impairment or disability whereby the student cannot be served appropriately by UCMHS, the school will either contract out for services with Broward County School Board or other agencies. The following is a list of services that will be provided to serve the needs of the ESE student population:

- Consultation and collaboration - for those students, who can succeed without the assistance of pullout, but need extensive monitoring.
- Speech Therapy- a speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy, as per their IEPs
- Physical therapy and occupational therapy will be contracted out.
- Enriched Curriculum for gifted students- we will ensure that they will be appropriately placed in Honors and AP classes. There will also be a gifted program supervised by a teacher with appropriate gifted certification.

- Extended School Year - In the case where a ESE student requires an extended school year in order to meet academic goals, we will work with the sponsor to ensure placement in an appropriate summer program.

The school will staff one or more ESE program specialist(s), based upon the need and upon the number of students requiring ESE services. See Appendix A for a job description for the Special Education Program Specialist position:

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.

There are times when students' academic needs cannot be appropriately met in the regular classroom setting. In such cases, UCMHS will optimize the use of our facilities to accommodate the learning needs of these students by taking a very proactive and comprehensive approach to scheduling. Scheduling of pullout and push-in instruction will be critical. It will be very carefully planned so that the transitioning of pull-out students does not interfere with the respective students' essential instruction and so that there is minimal impact on the other students' instructional program. In situations where the classroom teacher will be working with individual students or small groups, the school will need to make available a space that will not cause distractions for the rest of the class by creating borders in the classrooms so that whole group and small group instruction can occur simultaneously.

Children with specific learning disabilities and other conditions that may interfere with learning or adjustment in a regular classroom setting will receive some of their instruction (usually reading and/or math) in a resource room. These children return to the regular classroom for other instruction. Individualized education plans will dictate which students receive the benefit of this level of instruction. When class schedules involve pull-outs and drop-ins, it is especially important for teachers to stay on schedule so that students can be where they need to

be at appropriate times. Students will be taught to assume responsibility for their own pull-out or drop-in schedules. After receiving instruction outside the room, all teachers will establish routines so that returning students always know what to do when they return. Classroom aides and/or student helpers will be assigned to give returning students appropriate assignments to ensure that they immediately get back on task.

Additionally, to supplement instruction, the School will put special emphasis on the use of technology in all of our classrooms. The use of relevant instructional and assessment software creates a ready-made classroom assistant for teachers to help not only with instruction but with the management of classroom behavior. By providing computers in each classroom, our teachers will be able to effectively transition lessons and differentiate instruction as needed.

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

Assessments of ESE students as well as those with 504 Plans and LEPs will be based upon the IEP, 504 Plan, or LEP to determine if there are modifications of accommodations to be made for standardized testing (i.e. PARCC, ITBS, etc.) in terms of allotted extended time, oral testing, etc. Also, a determination will be made as to whether the student is exempt from standardized testing, and that the use of alternative testing is more appropriate, such as the Briggance. As for all students, the Personal Education Plan (PEP), developed through a collaborative effort between a staff advisor, a counselor, the student, the student's parents and the student's teachers, will be central. The IEP, 504 Plan, LEP and/or PEP sets out a student's strengths and weaknesses and lists the student's goals for advancement. The staff advisor of the student will take the following areas into consideration when assessing strengths and weaknesses:

- The student's prior school performance and the student's progress toward achieving the Next Generation Sunshine State Standards/Common Core State Standards.
- Any current or prior achievement testing.
- Examples of the student's work.
- The personal account of the student.
- Reports from the student's teachers.
- Information and suggestions from the parents of the students.

UCMHS realizes that part of creating an effective learning environment is to refine continually with faculty, parents, and students the definitions, implementation and measurement of pupil outcomes. As part of our routine, each student's academic progress, especially those with special needs, will be monitored frequently as part of the school's Personalized Education Plan to determine if interventions are necessary to help the student access the regular curriculum. If classroom modifications do not work and a student fails to show significant improvement in academic skills despite coordinated programming, the school will when necessary, reconvene an SST to monitor any student who needs more intense monitoring. As required, a comprehensive review of the student will be conducted to include academic performance, personal and social skills. In addition, it may be necessary to reevaluate the IEP to determine if the goals and objectives are realistic in light of the performance results. It may be determined that the student's personal and/or academic realities have changed, which requires the formation of new goals and objectives. Any additional adjustments to the IEP will be made as appropriate. As such, additional third party professionals may be consulted if deemed necessary.

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

It is expected that students with special needs will be fully integrated into the school program through an inclusive instructional model. Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the

disability is such that education in regular classes, despite the use of supplementary aids and services, cannot be achieved with fidelity. If additional support for teachers or students is necessary, the program specialist and administration will ensure that the needs of the students are met in the most appropriate setting, based on available data and anecdotal information. Additional academic services will be provided for students who enter the school below grade level through the strategic use of support personnel and, when required, through contracted services. Driving the delivery of support services will be the Individual Education Plan for each student who has one. The school will ensure that it complies with federal/state and local regulations/policies regarding students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed in the IEP. Parents of students with disabilities will receive procedural guidelines and guidance in their native language. Furthermore, the school will participate in alternate assessments for students who met the exemption criteria.

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

National figures suggest that the number of students who fall within the most prevalent of all disability types, the category of specific learning disabilities (SLDs), has shifted in the last decade. The nationwide population of students with specific learning disabilities shrank at a notable rate over the decade leading to 2009-10: SLD numbers fell from 6.1 percent of the national student body in 2000-01 to 4.9 percent of the student body in 2009-10. Speculation as to why the decrease occurred varies. Some of this drop may have been due to an increasing national awareness of autism and the subsequent shift from incorrect SLD identification to autism identification. SLD numbers may have dropped due to the proliferation of Response to Intervention (RTI), as described earlier in this proposal. Lastly, the identification of SLDs, though strictly outlined in policy, appears more subjective and prone to human error than the

identification of most other disabilities; thus, SLD identification is perhaps more affected by related changes in policy, budget, personnel, etc. Other shrinking disability categories include mental retardation, which dropped from 1.3 to 0.9 percent of all pupils, and emotional disturbances, which fell from 1.0 to 0.8 percent.

UCMHS anticipates that our ESE population will be consistent with District participation in these programs because we will utilize equal access to all of our programs based on District policies and procedures.

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

UCMHS will employ an ESE Program Specialist who will be responsible for individual case management of all students with disabilities and for arranging the provision of services required by the anticipated volume of IEPs and 504 plans. The School will contract with independent providers to provide speech therapy, counseling, occupational therapy, and any other services that our students require. In addition, all ESE teachers will hold Florida professional certification and be highly qualified in Special Education. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program, as specified in the students' Individualized Education Program (IEP). Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/paraprofessionals, to ensure adherence to the federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented, and to ensure that UCMHS conforms to Broward County standards for Special Education.

The following staffing projections are based on the projected enrollment and, although these are only projections, ultimately, the school's staffing will comply with the state statute related to class size restrictions for charter schools.

Staffing	2014-15	2015-16	2016-17	2017-18	2019-20
ESE Program Specialist	1	1	1	1	1
ESE Teacher	1	2	2	3	3
Speech Therapist	0	0	0	0	0
Occupational Therapist	0	0	0	0	0
Guidance Counselor	1	1	1	1	1
School Nurse	0	0	0	0	0

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

State Board Rule 6A-6.03019, FAC, defines a gifted student as one who has superior intellectual development and is capable of high performance.

Screening Procedure: Under the direction of the Program Specialist, students will be screened for gifted using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or FCAT SSS Level 4 or 5 or course work grades of A or B
- Above average creative output in artistic, literary, scientific, or mathematics endeavors
- Very rapid learning rate or unusually insightful conclusions
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

The criteria for eligibility under this rule require that students meet the following criteria:

PLAN A - (a) The student demonstrates:

1. Need for a special program.
2. A majority of characteristics of gifted students according to a standard scale or checklist,
3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

PLAN B - The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:

- a. Who are limited English proficient, or

b. Who are from a low socio-economic status family which is identified by free and/or reduced lunch.

All students made eligible for gifted under Plan B must have a:

a. Need for a special instructional program;

b. Characteristics of the gifted, as described in Section (4)(C) of *Broward Schools' Plan to Increase the Participation of Underrepresented Groups in the Gifted Program*;

c. Intellectual development (minimum Intellectual Quotient of 116); and

d. All students meeting eligibility for gifted under Plan B must meet the requirements of the Plan B Matrix using SSS scale scores. It is anticipated that this requirement will change when the PARCC is implemented. The School will follow procedures identified in the District's Plan B Manual for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms. To meet eligibility under the *Broward Schools' Plan to Increase the Participation of Underrepresented Groups in the Gifted Program (Plan B Matrix)*, the minimum standard score for consideration of eligibility on the GEM eligibility matrix is 116.

The School will also include among its staff, teachers who will hold gifted endorsement and who will participate in staff development opportunities with district so that federal and state guidelines and established procedures are implemented with fidelity. The School will provide a comprehensive professional development program for our teachers, and all staff will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary special education services. The Program Specialist will participate in the district contact meetings for special education services to foster clear communication and implementation of all necessary services.

As needed and based on teacher observations, parent requests, review of performance data, and recommendations of the school support team, gifted students will be identified and their instructional program modified. Where additional testing is needed, the School will contract with state licensed school psychologists to conduct such testing and provide recommendations based on those data. Teachers of identified gifted students will be briefed on their needs and asked to provide differentiated instruction.

As much as possible, gifted students will be grouped together with other gifted students and such groupings may span several grade levels. During instruction, gifted students will be encouraged

to explore concepts in depth and conduct independent studies or investigations. Students will be allowed some freedom to choose how to approach a problem or assignment and explore different points of view on a topic of study. More importantly, gifted students will not be asked to complete more work in the same manner or the same work assigned to their age-level peers. Where needed, consistent with research in the field of gifted and talented education, teachers compact the curriculum to allow gifted students to move more quickly through the curriculum.

Assessment of progress will be consistent with the formal assessments used by the School (e.g., state testing, diagnostic testing, and summative testing). Teachers will assess progress consistent with the differentiated objectives and instruction that are provided for each student. In addition to standardized tests, teachers will use portfolio assessments where students assemble representative samples of their work along with reflections and self-assessments.

Section 7: English Language Learners

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

Consistent with federal and state mandates, the School's Limited English Proficiency (LEP) program will comprise the following: identification, assessment, placement and program participation, transition and exit, monitoring and program evaluation. The School will comply with all rules and regulations pertaining to servicing students with LEP designation and the School will strive for inclusion of these students to the fullest extent possible. An LEP Committee will be established to review the following: LEP program placement, intervention procedures, retention of students, Post-Program Review monitoring, and requests for assistance by parents.

Procedurally, all students will be screened for language proficiency upon admission using the three questions required by law. In accordance with the META consent decree, the School will use the Home Language Survey (HLS) in English, Spanish and Creole, which will be a part of the application packet. If an applicant provides cumulative file records from the previous school

containing a completed HLS then this documentation will suffice and a new one will not be required. When students qualify for testing, they will be tested within 10 days of entering the School. Students coming from other public schools should already have a LEP plan in place, if one is required; however, all cumulative folders of new students will be assessed by the ELL Coordinator to make sure that appropriate testing and/or required services took place in the previous school(s). Parent/Guardians of students meeting the criteria will be referred to the back of the HLS form which notifies the parent of LEP academic review and/or someone will orally explain the process in the applicant's native language, if feasible. The applicants will also be referred to the LEP contact person.

Students identified as non-native speakers will be evaluated by formal and informal assessments, and students identified as LEP will be provided the appropriate support services. The school will provide a LEP teacher to provide assistance to classroom teachers with ELL students for Levels 1-3. Level 4-5 students will remain with the homeroom teacher during the Reading/Language Arts block. All teachers will be trained in ELL strategies and will be required to document the specific alternate strategies in their lesson plans. Support services may include supplementary English as a second language instruction in addition to instruction normally occurring during a literacy and language arts block. Since the School will use an inclusion model, an immersion program in all other subject areas will help LEP students quickly gain familiarity with English. Student progress will be assessed per the LEP plan utilizing formal and informal measures. Student achievement will be monitored to facilitate program modifications, as needed, and students will exit the program when the required assessments indicate readiness for regular instruction. Per guidelines, post program review will ensue for two additional years after the child has exited the program and all ELL records will remain a part of the child's permanent records.

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

The number of LEP students will determine the School's staffing plan for the program. The school will hire staff to satisfy the needs of LEP students, ranging from a full or part-time LEP teacher/coordinator, LEP certified teachers, or part-time LEP consultants. As required, a LEP Committee will be established. The LEP Committee will include the following: Principal, ELL Coordinator, LEP Teacher and a General Education Teacher. It should be noted that if the school has 15 or more students who speak the same home language, there will be a designated staff member who provides assistance in those students' native language in the content areas, i.e., mathematics, social studies, science and computer literacy.

The following staffing projections are based on the projected enrollment and, although these are only projections, ultimately, the school's staffing will comply with the state statute related to class size restrictions for charter schools.

ELL Staffing	2014-15	2015-16	2016-17	2017-18	2019-20
ELL Coordinator	1	1	1	1	1
ELL-Endorsed Teachers	6	6	6	6	6

To ensure that all classroom teachers are able to provide the appropriate individualization needed, all teachers will be either ELL-endorsed or working toward ELL endorsement through an approved program. Teachers will receive yearly in-service and updates related to ELL curriculum and instruction, ELL testing and evaluation, ELL methods, and applied linguistics. Additionally, all teachers will participate in professional development activities designed to clarify LEP requirements and policies including identification of LEP students, instructional planning, grading policies, and working with parents.

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

UCMHS will provide sufficient alternatives to make it accessible and appropriate for most students to benefit from the school's curriculum. Those students who are designated as ELL will especially benefit from our rigorous program because our design is intended to

specifically meet the need of this population of students. Each student who does not meet specific levels of performance as evidenced by ongoing diagnostic assessments and targeted instruction to address their specific academic needs will be provided opportunities for remediation to address the specific language deficiencies in addition to being placed on a Progress Monitoring Plan (PMP) to reinforce the strategies outlined in the student's LEP plan. The staff will be required to participate in all mandatory district contact meetings for LEP services to foster clear communication and implementation of necessary services. In addition, ongoing professional development, either through the district or through outside consultants, will be key to a successful program for addressing the needs of our LEP students. Ultimately, we will make every effort to provide for the continuous engagement of our LEP students. Should the ELL populations reach 15 or more students, the ESE/ELL Coordinator will be tasked with monitoring the progress of these students. To that end, it will be critical that the Program Specialist hold professional credentials in the areas of ESE and ESOL.

Section 8: School Climate and Discipline

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

The school's daily schedule will be from 7:50 a.m. to 3:25 p.m. Both the middle school and high school students will attend school seven periods per day. This will afford students the benefits of a regular 6 period schedule and an additional period for more advanced and intensive courses for students who need them. The daily schedule will be a block schedule, where even and odd days alternate, with the 1st period of the day meeting daily. The school will follow the district's annual school calendar, as adopted by the School Board of Broward County beginning in the 2014-2015 school year.

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

UCMHS will follow the School Board of Broward County's Code of Student Conduct, including all policies for discipline, suspension, dismissal and expulsion. The code of conduct will be reviewed with students on the first day of school with the responsibility that they will review the code with their parents. As a safeguard, the Parent Contract will reference a specific line that requires that each year parents review the Code and document that the document was received and reviewed.

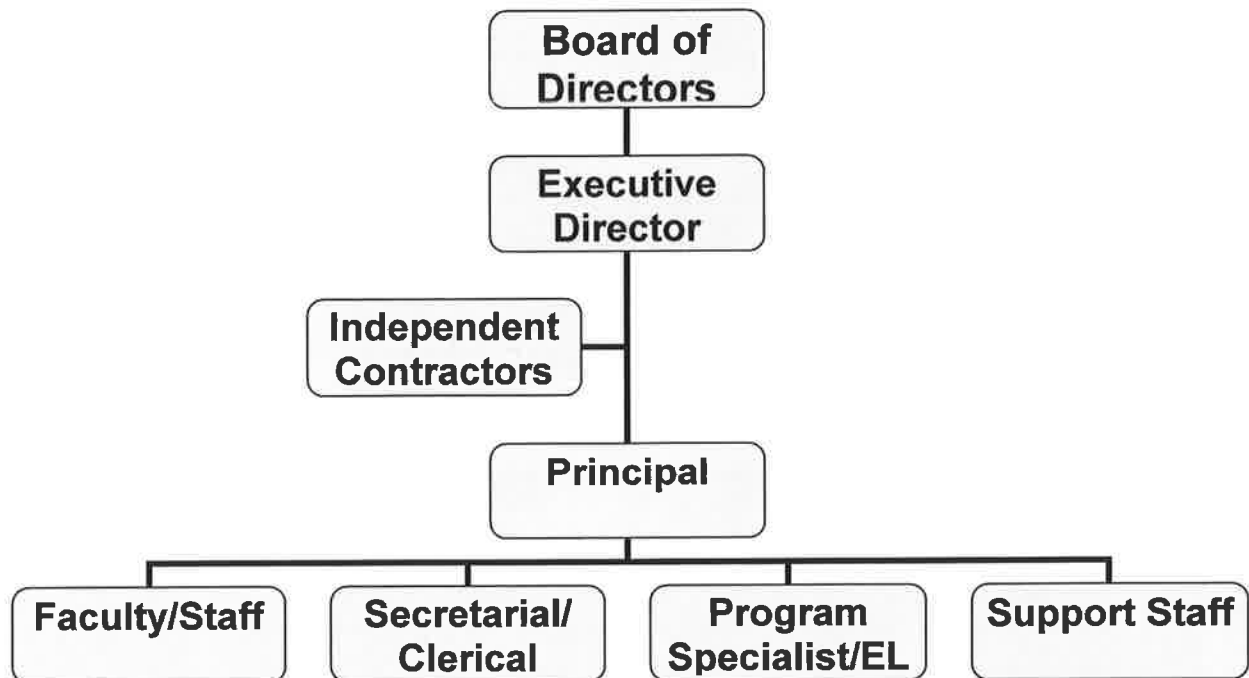
Section 9: Governance

A. Describe the legal structure of the governing board. If the governing board has not yet formed, describe the plan, including a timeline, for formation. Description must demonstrate how school will organize as or be operated by a non-profit organization.

In accordance with Chapter 617, Florida Statutes, United Community Middle/High School, Inc., will operate as a Florida nonprofit corporation under Section 501(c)(3). The organization will have a Board of Directors that is guided and governed by approved Bylaws and Articles of Incorporation filed with the state of Florida.

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

This organizational chart depicts the relationship between the primary entities involved in the planning, development, operation and oversight of UCMHS.



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 accountable to its stakeholders - students, parents/guardians, and the community at-large. Its role will be to ensure the success of the school, primarily based on the following:

- Is the academic program a success at UCMHS?
- Is UCMHS performing as required under the terms of the charter?

The governing board's relationship with teachers and administrators is to serve as their ultimate authority. It will be made clear through the annual contract with employees that employees of UCMHS are not employees of The School Board of Broward County. The governing board will approve the curriculum and the annual budget. Other duties and responsibilities of the Governing Board include but are not limited to:

- Selecting the Executive Director who will recruit and recommend a Principal;
- Ratifying staffing recommendations;
- Monitoring and approving the budget;
- Developing board policy in accordance with charter agreement with the Sponsor;
- Ratifying any changes to the charter;
- Acting as a liaison with the community at-large, and assisting with fundraising;
- Reviewing and ratifying all personnel issues such as policies, terms and conditions of employment;
- Developing and revising the management operations plan, strategic planning and timelines for goals and objectives.

No member of the Board of Directors will receive financial benefit from UCMHS

operations or its partners as related to their Board responsibilities.

D. Describe the policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

The proposed system of governance for the charter school, including, without limitation, the number of persons who will govern, the method of selecting the persons who will govern and the term of office for each person is delineated in the bylaws. See Appendix C for Bylaws.

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

If UCMHS is approved for a charter, the governing board intends to restructure, with some members resigning and others maintaining their board member status to ensure continuity during the transition from the founding organizers to the permanently established governing board. The first employee of the school will be its Executive Director who will be appointed by the board to recruit new board members.

- **Terms of Office.** The initial term of office shall commence with the execution of the Charter Agreement between the Sponsor and the UCMHS Board of Directors. The initial term of the board will be from the date of contract until July 1. After the expiration of the initial term, all subsequent members' terms shall be three years, beginning on July 1st or sooner in the unlikely event that a member is unable to fulfill his/her term. A governing board member

may renew membership for a second three-year term, if a majority of the existing board members agree by way of an Motion that carries unanimously.

- **Nominating Committee.** On or before May 1 of each year and beginning with the second year of the School's operation, the Board shall name a three person Nominating Committee to perform the duties set forth below.
- **Nominations.** Each year, Parent Teacher Association shall appoint the President or a Designee to Seat 1 and the School Advisory Council (SAC) shall nominate one parent from its membership to fill Seat 2 (an annual seat) on the Board. The nomination from the School Advisory Council shall be forwarded to the Nominating Committee and the Nominating Committee shall advance the proposed candidate to the Board. If the Nominating Committee deems it helpful, the Committee may conduct personal interviews of the nominee. The name of the nominee selected by the Committee shall be forwarded to the Board no later than May 31st.
- **Selection.** The Board must make the final selection for Seat 2 who will be the nominee forwarded by the Nominating Committee from the School Advisory Council.
- **First and Second Year of Operation.** The first year of operation (for the Board) will commence with the execution of the Charter Agreement between the Sponsor and the School. The selection process will be altered in order to properly initiate the requirement for staggered terms of the Board. Until the members of the Board first take office, the Founding Board will perform the functions of the School's Governance Board in the selection process.

It is the intent of UCMHS to have a governing board that is a diverse, grass-root, broad-based coalition of educators, community activists, parents and professionals. It is expected that board members will possess special skills, talents and expertise that will support the educational and organizational development of the school. The Board of Directors will be comprised of at least five (5) members with a maximum membership of eight (8). In addition, two (2) memberships will consist of parents of students. The President of the PTA will hold one seat on the board and the other parent position will be nominated by the School Advisory Committee.

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

The founding board members of UCMHS share a common interest in the vision and mission of the school. The members of the founding board have worked together for more than

three years in the process of obtaining a charter. All of the founding members are committed to the school's success when it is opened. To ensure that the original vision and mission of UCMHS are fulfilled, the founding board will provide support and information to the initial governing board members when the charter school is authorized. The Executive Director, once selected, will be responsible for recruiting new board members. All board members must agree to oversee the operational policies and ensure academic and financial accountability of the school. State law and board policy requires that all governing board members undergo a Level Two Background Screening which will be contacted through and by SBBC. Once cleared, new board members will receive a formal orientation which will include the distribution and a thorough review of all of the planning and development documents including but not limited to the following: charter application, Articles of Incorporation, Bylaws, current charter school legislation, the SBBC Board Policy related to charter schools, contacts and amendments with SBBC. In addition, all governing board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and Florida Public Records Law. The Florida Association of Charter Schools will provide the required training for all board members. Additional training by board members will be recommended by the Executive Director through the current governing board chair.

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.

Profile of the Founding Board and/or Initial Incorporators

Mrs. Deborah Rand
7100 Valencia Drive
Boca Raton, Fl. 33433
Phone: (561) 488-2377

Mrs. Rand is a graduate from Hofstra University in Hempstead, New York where she received a master degree in Speech Pathology. Mrs. Rand is the administrator of Rand Eye Institute, which includes Practice Development, Practice Management, Staffing, Personnel, Construction oversight manager of Rand Eye Pavillon, Facility and Risk Management. She had previously worked as a Speech Pathology teacher where she worked at Shore Road School in Long Island, New York where she used to evaluate and treat speech and language disorders in pre-school aged children, individually or in groups. Mrs. Rand is a member of the Florida Diabetes Research Institute Board of Directors. She is a member of the Deerfield Beach Emergency Management Board, member of the Broward County School Board Partners in Education, and the Miami City Ballet Family of Contributors not to exclude the Boca Raton Synagogue and kollel.

Pastor Woodler Alezi
5385 Cedar Lake Road Apt. 1515
Boynton Beach, Florida 33437
Phone: (561) 255-9823

Pastor Woodler Alezi is a bi-vocational minister and serves as an Assistant Pastor at the Bethesda Tabernacle Church in Palm Beach County. He has been a music minister since he was fourteen years of age, teaching music and as a band leader. Mr. Alezi holds a MBA degree with a concentration in Finance. He is a Certified Public Fund Investment Manager and has been working as an Accounting Clerk at the Clerk and Comptroller of Palm Beach County since 2007. Mr. Alezi is affiliated with the American Association of Christian Counselors, the Institute of Internal Auditors, the Association of Public Treasurer of the US and Canada, the Institute of Management of Accountants, and the Florida Government Finance Officers Association.

Rev. Caleb Deliard
7424 SW 14th Court
North Lauderdale, Fl. 33068
Phone: (954) 627-2718

Rev. Caleb Deliard is an officer and will serve as the contact person for United Community Middle & High School (UCMHS) in Pompano Beach, Florida. He is an adjunct professor at Broward Community College where he has taught since 2004. He is a community activist, deeply involved in educational reform. In 1990, he received a bachelor of arts from Northeastern Bible College in Essexfell, New Jersey. He holds a master degree in Professional Studies in Counseling, and another Master of Theology degree from Dallas Theological Seminary. He is currently a Ph.B. candidate at Newburg Theological Seminary in Indiana. Rev. Caleb Deliard has taught at the New Orleans Theological Seminary for eight years and held prestigious post as President of the Christian Missionary Alliance. Mr. Deliard is responsible for the design of the educational program that will be in place at United Community Middle and High School. Mr. Deliard will lead the school to meet and exceed its goals of having students accomplish at least a 1.1 grade level progress each year. He plans to accomplish these objectives through careful training and supervising our highly qualified staff in accordance with the State of Florida's Continuous Improvement Model. Through bi-monthly principal's meetings and a series of intensive trainings, a rigorous academic improvement plan for each and every student will be created, based upon his or her unique needs, strengths, weaknesses, and talents. Deliard's additional references and credentials are available upon request.

Mr. Walner Joseph

235 SE 26th Avenue
Boynton Beach, Fl. 33435
Phone: (561) 703-9707

Mr. Joseph Walner is also a co-founder of United Community Middle & High School. Versed in four languages, Creole, French, English and Spanish, Mr. Joseph graduated from Florida Atlantic University with a bachelor in Art majoring in French. In addition, Mr. Joseph earned a master degree in Education from Lynn University in 2003. He has been teaching at Toussaint L'Ouverture High School for Arts and Social Justice for the past ten years and he is currently the Assistant Principal of that school. In addition, he has written several articles on education issues, which were published by "Konneksyon Magazine". Mr. Joseph will work in collaboration with the staff of United Community Middle and High School to ensure that our future enrolled students receive a quality, and a well-balanced education.

Rev. Louis Harry Toto
44 Citrus Park Drive
Boynton Beach, Fl. 33436
Phone: (561) 271-6977

Rev. Louis Harry Toto is a co-founder of United Community Middle & High School. Mr. Toto was born and raised in Haiti by a single mother. In search for a better life for himself and his family, he moved to New York in August of 1996 on a leave of absence from the Ministry of Public Works of Transportation and Communication where he has worked as a civil engineer for ten years. Mr. Toto is a current student at Walden University where he is a candidate to achieve a Ph.D. in education with a major in Higher Learning and Adult Education. Before moving to Florida where he earned a B.S in Social Science at Florida Atlantic University (FAU) and later a Master of Science in Education with a Math Major at Walden University, he was a Lead-man, a supervisor at Product Electric Corporation of Orangeburg (PECO) in New York. In the mean time, he was pasturing a Wesleyan Church where he was ordained and licensed in Pastoral Ministry. He is fluent in three languages: Creole, English, French, and knowledgeable in German and Spanish. Currently he is a Math Teacher at Toussaint L'Ouverture High School for Arts and Social Justice, an Associate Pastor at Bethesda Tabernacle in Boynton Beach, Florida and Assistant (Adjunct) Professor at Palm Beach Institute of Christian Missionary Vision and Evangelistic Association (CMVEA). In addition, he is a faculty member at Burnett International College where he is currently teaching Intermediate Algebra. His current professional priorities are to build institutions honoring the presence and contributions of people of color in South Florida and to enhance their welfare through education, political advocacy, and economic opportunities. Additional references and credentials are available upon request. Mr. Toto's references include Mr. Joseph Tony Lazare whose post office address is 1431 NW 206th Street, in Miami Gardens, Fl.33169, Ms. Vanessa Dixon who resides at 450 N Federal Hwy unit 1010 in Boynton Beach, Fl.33435, and Ms. Mirande Jean Pierre Louis who currently resides at 13822 SW 285 Street, Homestead, Fl. 33033.

Mr. Joseph Fleury
546 Covered Bridge Blvd.
Lake Worth, Fl. 33467
Phone: (561) 541-4902

Mr. Joseph Fleury is also a co-founder of United Community Middle & High School. Mr. Fleury graduated from the State University, the Faculty of Agricultural and Veterinary Medicine in Port-au-Prince, Haiti with a bachelor degree of Science in July 1984. From March 1988 to

January 1992, he attended and graduated from the National Institute of Management in Port-Au-Prince, and he was in charge of the Environmental Project and Assessment of Soil and Water Protection under the direction of the Prime Minister Office in Port-au-Prince, Haiti from June 1995 to April 1997. In addition, he was in charge of the Environment Protection Project by overseeing the technical aspect of the project. Being an Adult Education Teacher at Lake Worth High School and Atlantic High School during the past years, Mr. Fleury is well versed in three languages: French, Creole and English. Moreover, he is currently teaching biology and chemistry at Toussaint L'Ouverture High School where he has been dispensing science instruction in areas of Integrated Science, Biology, and Chemistry to secondary students, and a well reputable teacher since 2005. He is currently pursuing a master degree in Science at Florida Atlantic University. Mr. Fleury's references include Mr. David Bito who currently domiciles at 4220 Lawrence Rd. in Boynton Beach, FL. 33436, and Mrs. Nicole T. Prince residing at 71 Bosque St. in West Palm Beach, FL. 33408, and Scott Anosier who currently resides at 5725 Boynton Circle in Boynton Beach, Florida 33437.

Mr. Jean Leroy Noel
2151 NW 76th Avenue
Margate, FL. 33063
Phone: (954) 242-4525

Mr. Jean Leroy Noel is a co-founder of United Community Middle & High School. Mr. Noel received a bachelor degree in science civil engineering in 1983 from the Institute Superior Technique in Port-au-Prince, Haiti. He is a certified Math Teacher and is currently teaching Algebra I and II at Toussaint L'Ouverture High School for Arts and Social Justice in Delray Beach, Florida. Mr. Noel brings with him a wide array of experiences to UCMHS where he plans to instruct teachers/students using a wide variety of teaching activities and implementation of strategies to engage students in active learning, organize and incorporate learning modality principles into the classroom and individual instruction, develop and conduct inter-grade activities using the health automated math management instructional system, and increase the math levels of the majority of the students who attend UCMHS to ensure their success in standardized testing such as the Florida Comprehensive Assessment Test (FCAT). Mr. Noel's references include: (1) Rev. Jacques Morisset who currently resides at 2131 NW 76th Avenue in Margate, FL.33063; (2) Mr. Innocent Eugene who lives at 11619 NW 12th Street in Coral Springs, FL. 33071, and (3) Mr. Jocelin Morisset residing at 2131 NW 76th Avenue; Margate, FL 33068.

Mr. Lesly Jacques
Radio Haiti Amerique Internationale
1650 South Dixie Hwy.
Boca Raton, FL.33432
Phone: (561) 305-1813

Mr. Lesly Jacques, board member, is a well known and respected member of the Broward and Palm Beach Communities. He has been working in the media since 1980 at several radio stations in Haiti, and due to the political uncertainty climate in Haiti, Mr. Jacques migrated in Boston, Massachusetts in 1987 where he had no problem adjusting himself to the American culture. Pursuing his passion, he dedicated his life to better the lives of so many of his listeners whether at Radio station in Boston where he created "Diaspora Info Magazine" and a monthly magazine called "Haiti 2004", or at 980 A.M Radio Amerique Internationale, a very successful station which provides education, information, and news to the Haitian community in Palm Beach and Broward Communities. A strong believer in education, Mr. Jacques has never stopped

motivating these communities ensuring that they have what it takes to be successful in life and equip them with the necessary tool that will bring changes in their lives.

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

UCMHS will make every attempt to fully engage the parents of the school. Inevitably, however, there may come a time that conflicts between a parent and the school will need to be resolved. Parents will be informed in the parent/student handbook of the steps for resolving disputes. Every parent will receive a parent/student handbook for which they must acknowledge receipt upon enrolling a child into the school. The parent/student handbook will be a part of the application process and will be given to each parent annually during the annual orientation meeting that will take place two weeks prior to the start of the school year. A Conflict Resolution Designee will be responsible for assisting parents through the dispute resolution process outlined below:

- A parent/guardian must make an appointment with the Conflict Resolution Designee to clarify the issue in dispute;
- The Conflict Resolution Designee will immediately notify the principal and governing board chair in writing of the issue.
- The Conflict Resolution Designee will schedule a meeting with the parent and the principal, if necessary;
- If a meeting is required, the results of the meeting will be disseminated to the Governing Board Chair and Executive Director by way of an official transmittal;
- If a dispute is not resolved satisfactorily, a subsequent meeting will be held with the Executive Director;
- After all appeals are exhausted, a parent may request to address the entire governing board by making a formal request in writing to the governing board chair.

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 management structure of United Community Middle/High School will consist of the following positions: Executive Director, Principal, Assistant Principal, Guidance Counselor, Family Engagement Specialist, ESE/ELL Coordinator, Teachers, Registrar and Office Manager. The Principal of United Community Middle/High School will report to the Executive Director and the Executive Director will report directly to the Governing Board. The Executive Director will be responsible for the implementing the mission of the school, program development, student achievement, personnel and staff development, strategic planning, fiscal management and operation, academic instruction, recruitment, and supervision of all instructional staff of the school. The Principal will develop a leadership team to focus on the support and supervision of the instructional staff so that the academic and career programs of the school are maintained for high student achievement. In addition, the Principal will evaluate teachers' practices, oversee assessment and accountability, and will work closely with the community of stakeholders to improve instruction.

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

The School will advertise locally and nationally for applicants for the position of principal/director. The School will work with the governance board to identify the qualifications and experience level desired for the Principal and these will become the parameters for candidate consideration. At a minimum, the principal will have:

- Previous administrative and teaching experience in an 6-8 or 9-12 school setting
- Ideally hold an education leadership or comparable degree and be certified by the State of Florida in Educational Leadership. The successful candidate will hold certification in Educational Leadership should the board name this position as the principal in lieu of director (*See Appendix B for job description for Principal.*)
- Experience working with school boards, boards of directors, or advisory boards
- Strong leadership and facilitation skills
- Knowledge of the needs of the student population
- Teaching experience desired but not required

The Board will interview all candidates for the position and offer the position to the individual deemed most appropriate based on experience, education background, and familiarity with charter school operations, a commitment to high student achievement and other criteria that the board may determine. A thorough background check including an interview of supervisors from the candidate's previous position(s) will be required before a final commitment is reached between parties.

Principal Evaluation: The Executive Director will provide the governing board with an administrator evaluation tool to facilitate the professional evaluation of the Principal. The Board may also establish additional evaluative procedures including, but not limited to; interviews, goal review, budget review, evaluation of climate surveys. The evaluation tool is designed to be a collaborative tool to be used to improve and maintain high performance expectations for each pre-determined goal and/or performance area. The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The Principal will be provided a blank evaluation form and will be allowed at least (10) days to complete the self-evaluation and prepare any appropriate documentation. The Executive Director will independently complete an evaluation of the administrator, and specify any recommendations and commendations. Upon completion of the two evaluations, the Executive Director will schedule a conference with the Principal to discuss their respective evaluations. Within ten (10) days after the conference, the evaluators will consolidate the two evaluations on a single evaluation form. The Executive Director will then secure the Principal's signature on the document, and enter the evaluation in the Principal's personnel file.

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

The following staffing projections are based on the projected enrollment and complies with the state statute related to class size restrictions for charter schools.

Staffing	2014-15	2015-16	2016-17	2017-18	2019-20
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	0	1	1	1	1
Office Manager	1	1	1	1	1
Registrar	1	1	1	1	1
Teachers Grades 6-8	6	6	6	6	6
Teachers Grades 9-12	2	3	6	6	6
ESE Teacher	1	2	2	3	3
Program Specialist/ELL Coordinator	1	1	1	1	1
Family Engagement Specialist	0	1	1	1	1
School Security	0	1	2	2	2

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

The UCMHS governing board will design a personnel policies and procedures manual, which will serve as the framework for the school's policies and procedures. As a private employer, these policies and procedures meet appropriate legal and practical standards. The purpose of these policies is to provide guidelines for the range of personnel-related issues including employment, evaluation, discipline, dismissal, contracts, benefits, code of conduct, etc. They are set forth to ensure that all employee-related actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations. All faculty and staff members will be hired through a comprehensive recruitment and selection process, which includes supervisor/peer interviews; teaching demonstrations, review of credentials, and reference checks. The founders of UCMHS understand that the school's success is greatly dependent upon its ability to attract and retain strong academic leadership. A primary responsibility of the principal will be to identify, recruit, and hire a diverse set of educators and

operations personnel with the experience, commitment and capacity to launch and sustain an exceptional school.

Below is the framework regarding specific hiring policies that UCMHS will put in place:

- UCMHS will seek to hire the most effective teachers and administrators to maximize student outcomes. To this end, hiring policies will be stringent and fair. The charter school is an equal opportunity employer, and seeks to find the best qualified employees with no discrimination in its hiring policies with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability.
- UCMHS will recruit candidates through teacher job fairs, newspaper ads, local colleges and universities, board contacts, and Internet job networks.
- While each position will have varying job requirements, the school generally considers a candidate's proven work experience, academic credentials, motivation to embrace and fulfill the school's mission, and ability to be a strong team player in support of the educational success of every student.
- UCMHS's hiring process will be comprehensive. All indications of interest from potential candidates will be screened initially through resume review and phone interviews prior to any requests for in-person interviews. All candidates must demonstrate their abilities through sample lessons or case study analysis. All offers will be given only after the principal conducts final interviews. All employment offers will be conditionally based on background checks performed on all potential employees in accordance with the requirements.
- After acceptance of employment terms, all employees will complete all financial forms, benefit applications, and tax forms. All information given by the employee will be verified with information provided pre-employment. All variances will be brought to the attention of the employee and discussed. Providing false information at any time, prior to employment or after employment, may result in immediate termination.

All employees, including the principal, will receive personnel manuals containing information about general rules and procedures regarding hiring and personnel policies at the School.

Employment Criteria

The School believes it has the obligation to employ the best qualified administrative personnel and teachers available regardless of race, color, creed, sex, national origin, age, or handicap. The policy of the school to recruit such personnel will include:

- An effective recruitment program using the Internet to conduct nation-wide searches;
- An initiative that results in prompt action when vacancies or new positions are created;

- A set of consistent hiring practices in dealing with applicants for teaching or administrative positions.

When the School declares a position open, the Principal will immediately advertise the position. Advertisement will be in local newspapers, schools, administrative offices and appropriate university placement offices. Copies of the advertisement will be sent to the Governing Board. The opening will be advertised for a minimum of two (2) weeks and in case of multiple openings, an applicant interested in more than one position will submit an application for each position to the Principal.

The determination of the personnel needs will be the responsibility of the Board. The recommendation to hire a teacher or administrator will not be made until a personal interview with the candidate has been conducted and at least three references have been contacted by the Principal, or his/her designee. The Principal or his/her designee will verify that persons nominated for employment meet all qualifications established by the applicable state laws, rules of the Department of Education and School Board policies, for the type of position for which the nomination is made. The School will not knowingly employ an individual who has resigned from a school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school district with respect to child welfare or safety.

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 all public schools. 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 Hiring Process will include the following five phases:

Screening

All applicants will complete an employment application, which will request information related to prior work experience, special skills, and 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. We 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/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.

Interviewing

The interview process is designed to help the principal determine whether a candidate: a) possesses the necessary skills to be a productive member of the staff; and b) will fit into our 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.

Checking References

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). We understand 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 if this information would have revealed a distinct possibility of harm. The School will therefore implement a rigorous reference-checking policy.

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.

Fingerprinting

Before employees can begin working at the school, they must clear the District's fingerprint screening process.

Professional Development

The School agrees to establish a Professional Development Plan (PDP) for the School. 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. 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, equity workshops, technology training, and other applicable in-service opportunities. The employees and supervisor will develop the PDP, which shall 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.

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

Drug-free Workplace

The School is a drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation.

Annual Contracts

Employment with the School is on an annual basis or as contractually agreed. Employment contracts will specify salary, position, title, and duties. Procedures for the discipline and dismissal of school employees will be developed to ensure that such actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations.

Salaries

Wages and salaries will be competitive with other employers in the marketplace in a way that will be motivational, fair, and equitable. All benefits will be given to teachers and eligible staff.

Pay-for-Performance

As an incentive to teachers and to ensure the intensity and commitment needed to reach at-risk students, teachers will be provided with a Pay-for-Performance compensation plan. Salaries will be adjusted based on the number of performance targets met and professional evaluations; teachers who meet all targets for their grade level and have high evaluations may receive a yearly salary adjustment that is as much as 2 percent over that of the charter school's district. Consequently, teachers have the opportunity to earn higher salaries than those of local district teachers.

Benefits

As employees of the School, all employees will have at a minimum health insurance (50% of premium for employee paid by the School).

Recognized Holidays

Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by the county school district.

Dissemination of Teacher Qualifications to Parents

Each teacher's qualifications will be disseminated to parents considering the School for their students, as required in the charter statute. Methods of dissemination will include, but are not limited to: Email, letter to parents, having an album on hand at the school that contains all the information about each teacher and monthly newsletters. We will provide parents with information when their child is being instructed by teachers who are out-of-field by means of our school newsletter or a letter mailed directly to the parents.

Disclosure of Teacher Qualifications

All teachers will have at least a bachelor's degree and be certified or eligible for certification. In the hiring process, preference will be given to those that are certified in subject areas that will aid in a staff that has diversified expertise and experience.

Certifications of teachers will be disclosed to parents/guardians during student registration for the new school year. A list of teacher certifications will be available for viewing upon request from the main office of the School.

The School will 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 any amendments to the policy.

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 subsequent amendments.

Section 11: Education Service Providers

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

United Community Middle/High does not intend to contract with an Education Service Provider.

Section 12: Human Resources and Employment

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

UCMHS will be operated by its governing board whom shall be responsible for establishing policies, providing fiscal management and maintaining oversight of the educational

program. Employees of UCMHS will be employees of UCMHS, Inc., and as such will be private employees. The compensation package offered at the school will attract the best and brightest individuals. Salaries will match the Broward County pay scale for comparable positions. In addition, the benefits will include a medical insurance package that is 100% paid by the governing board for UCMHS. Other benefits include a 401K package, Dental insurance, Short and Long Term Disability, Life Insurance equivalent to one year's salary, Sick and Personal Days, and other fringe benefits, as determined by the governing board.

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

Recruitment/Employment: UCMHS policy will be to hire the most qualified applicants available.

In the pursuit of this goal, we adhere to the principles of equal opportunity. All qualified applicants will receive equal treatment regardless of race, color, religion, sex, age, national origin, disability, veteran status, or political affiliation. We adhere to the equal employment opportunity act. New employees will be placed on a 90 day probationary period, after the 90 days and review of performance by supervisor, those personnel with acceptable review scores will be removed from probationary status, and be eligible for full benefits. Employees of UCMHS, Inc. will be at-will employees, in accordance with state laws regarding employment; however, all teachers will abide by the statutory mandates of SB736, also known as The Student Success Act.

Work Schedule: Work hours will be from 7:30 a.m. to 3:00 p.m. for faculty, while administrators will work 8 hour days from 7:30 a.m. to 4:00 p.m., with a daily 30-minute duty free lunch breaks.

Family Leave Policy: UCMHS will abide by the Family Medical Leave Act (FMLA).

Compensation/Benefits: Salaried employees are exempt from earning overtime pay. Non exempt staff may earn overtime in excess of 40 hours with the authorization of a supervisor. Overtime pay is earned at the rate of time and a half. All procedures adhere to the Fair Labor Standards Act.

Full time employees, working 37.5 hours a week or longer, will be eligible to earn full benefits from UCMHS. Pay increases will be in line with the standard rate of pay as the SBBC for teachers. Further increases will be related to performance, as well as to the financial health of the school. In addition, sick leave is earned at .75 hours per month. Vacation leave, for 12-month employees, will be earned based on the following chart and at no time may negatively impact the education of the students:

YEARS	HOURS ACCRUED PER MONTH	YEARLY TOTAL
1 - 3	1 day/8 hours	12 days/96 hours
4 - 9	1.5 days/12 hours	18days/144 hours
10+	2 days/16 hours	24 days/192 hours

Drug and Alcohol Abuse: All employees are forbidden to use or possess alcohol or any illegal drugs at any time during the work day or anywhere on the employer's premise. This includes the sale and/or distribution. Violators will be subject to immediate dismissal. Employees who are under the influence while on the job are also subject to immediate dismissal.

Harassment/Sexual Harassment: All employees will be afforded the right to enjoy a work environment free from all forms of discrimination, including harassment, on the basis of sex, race, color, origin, religion, retaliation, age, disability, ancestry, marital status, pregnancy, sexual orientation, or the exercise of the constitutional or statutory rights. UCMHS will not tolerate

adverse treatment of employees because they report harassment or provide information related to such complaints.

Professional Development: Professional development will be part of the evaluation system of the school and, as such, it is the expectation that all employees will receive an annual performance evaluation that included professional development related to the needs of the students, as is highlighted by assessment data from students, and/or parental satisfaction surveys conducted annually.

As an incentive to teachers and to ensure the intensity and commitment needed to reach at-risk students, teachers will be provided with a Pay-for-Performance compensation plan in alignment with SB736, also known as The Student Success Act. Salaries will be adjusted based on the number of performance targets met and professional evaluations; teachers who meet all targets for their grade level and have high evaluations (based on a Value Added Model) will receive a yearly salary adjustment that is as much as 2 percent over one's base salaries.

Section 13: Student Recruitment and Enrollment

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

The school will develop and implement a comprehensive marketing strategy that will include tours of the school facilities, presentations of the available programs, and open forums for parents of prospective students to ask questions. A series of open house meetings will also allow the school leadership to showcase the school to the community. During the first year, enrollment will be first come, first serve until the school has reached its enrollment capacity. In subsequent years, however, the school will conduct a publicly noticed lottery in the Spring. The lottery will consist of the students who will be offered seats and a waiting list of students who

will be offered seats should seats become available. As openings occur, students will be selected from the established waiting list.

RECRUITMENT TIMETABLE		
Action	Approximate Date	Entity/Person(s) Responsible
Charter Approval	November 2013	School Board of Broward County (SBBC)
Appointment of Executive Director	March 2014	UCMHS Governing Board
Appointment of Principal	April 2014	Executive Director
Applications Accepted	Beginning April 2014	Principal
Open House	April 2014 May 2014 June 2014 July 2014	Principal/Staff
Acceptance Letters Mailed	June 2014	Principal
Parent/Student Orientation	July 2014	Principal
School Year Begins	August 2014	SBBC

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.

Although the location of the school has yet to be determined, it is the intent of the governing board to locate the school in central to western Broward County. UCMHS will abide by the anti-discrimination provisions of Section 1002.33(17)(a)(4), Florida Statutes, which forbid discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education. Moreover, the School will adhere to a policy of nondiscrimination in employment and educational activities and will strive to provide equal opportunity for all, as required by the following statutory and administrative rules and regulations:

- Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin;
- Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender;

- Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old;
- Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled;
- American Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications;
- The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons;
- The Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee; and
- Florida Civil Rights Act of 1992 – secures, for all individuals within the state, freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

That said, Florida statute allows charter schools to give enrollment preference to a sibling of a student enrolled in the school, to the eligible child of a member of the governing board of the school, or to the child of an employee of the school. When these criteria are met, we will strive to create a diverse learning environment – one that reflects the immediate surrounding community and one that is also considerate of the larger highly diverse community. We will implement a grassroots marketing approach, which includes presentations before church groups, community-based organizations, civic groups and culturally diverse neighborhoods, with the intent of attracting “harder to reach” families. The marketing presentations and other printed materials will be translated into Spanish, French, Portuguese, and Creole, based on the community being targeted. While this process does not guarantee that the school will be representative of the surrounding committee, it will be indicative of the school’s mission: *To provide a unique, rigorous and enriching learning experience through innovative academic programming and an enhanced technological environment to guide our students toward postsecondary and career opportunities that will enable them to sustain productive lives as responsible citizens.*

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

UCMHS will accept all eligible students who reside in Broward County. The school will be nonsectarian in its programs, admission policies, employment practices, and operations. As per Florida law, the school will not charge tuition or fees except for those fees normally charged by other public schools. The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, marital status, sexual orientation or disability in the admission of students. At the time of registration, students who have an IEP will have an immediate staffing to ensure proper implementation of the current IEP. Students who are ELL level 1-4 will also be given the appropriate courses when they are enrolled as well as provided with the appropriate services required for these students. The school may give enrollment preference, as provided for in Florida Stat. §1002.33(10)(e):

1. Students who are a sibling of a student enrolled in the school.
2. Students who are children of a member of the governing board of the school.
3. Students who are the children of an employee of the school.

The timeline for enrollment will begin from the moment the board is that its application has been accepted and a performance contract has been signed. Applications will be accepted online initially and at the school site once the facility has been determined. When students are accepted, we will be immediately begin to order transcripts from the sending school, following the District procedures. A series of open houses will be scheduled to meet with prospective parents and students to review guidelines, the parent contract, complete free/reduced lunch applications, review dress code guidelines, and emergency contact information.

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

The admissions application for students enrolling in UCMHS will include a bilateral contract between UCMHS and the parent(s)/guardian(s) of prospective students. Enrollees and their parents/guardians must agree to be integrally involved in their child's education by, agreeing to abide by the guidelines established by the school for volunteering and participation in the school community. Both parties will execute the contract indicating their acknowledgment and acceptance of the terms contained therein. The contract will emphasize the role of the parent and child in working collaboratively with the school to ensure the student's success. This contract describes basic parental responsibilities to the school. Student responsibilities described in the contract include such basic safeguards as the student's responsibility to wear the proper school attire, to behave appropriately and to be responsible for timely submission of class assignments and/or homework. The specific policies of the school will be determined by the governing board when it is organized. The contract will stipulate that UCMHS may deny reenrollment to families including students and siblings when the policies of the school are consistently and blatantly ignored.

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

Parents will be encouraged to participate as board members, as members of the School Advisory Committee (SAC), and/or as volunteers on various committees. The SAC will be made up of the classroom teachers, parents, the Principal and one outside business leader selected by the governing board. Two positions on the governing board will be reserved for parents of students attending the school. Parents will be encouraged to volunteer time as members of either the Parent Advisory Committee or various committees that will be developed based upon the needs of the school. Recommendations from the volunteer parent committees will be submitted to the Board of Directors for consideration. Parental involvement in educational matters will also provide a forum to allow parental input in decision making. Parent(s)/guardian(s) will participate

in the development of their student's Personal Education Plan (PEP), and, if applicable, IEP, LEP, and/or 504 Plan. Parent(s)/guardian(s) are encouraged to meet at least four times a year with their student's teacher who is responsible for formulating the PEP. After the teacher has outlined the goals and direction of the plan, the parent will have an opportunity to review it, have input, and indicate approval by signing the plan. If at any time during the course of the year, the parent has a concern or requests a change in the PEP, it is the teacher's responsibility to meet with the parent and revise the plan.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

The facility which will be the home of UCMHS has not been identified; therefore, Sections A-E have been omitted.

If the site is not acquired:

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

The founding board of UCMHS is currently working with Michael Glaser, a licensed Commercial Real Estate Broker and Consultant toward getting a facility that will meet the needs of the school and meet the requirements of the municipality in which the facility will be located. The proposed ideal location will be at least 20,000 or more square feet for the first two years of operation.

UCMHS will have a total of 300 seats available in the fall of 2014, with a projected enrollment of 700 students by August 2017; the school expects to expand each year by a maximum of 100 seats per year until the maximum enrollment of 700 is reached. We are seeking a facility with the capacity of possible expansion to 60,000 square feet, which is large by small high school standards; however, with about 60-80 SF per student allocated, our facility would eventually equal about 50,000 square feet for administrative and instructional purposes, with the

remaining square footage to be utilized as ancillary space for possibly but not limited to a media center, gymnasium, multi-purpose room, and cafeteria.

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

Description of Costs	<i>Estimated Costs (Low)</i>	<i>Estimated Costs (High)</i>
Legal	\$5,000	\$10,000
Permits/Licenses	\$500	\$1,000
Construction Material	\$25,000	\$40,000
Labor	\$40,000	\$50,000
Facility Lease	\$160,000 yrly	\$175,000 yrly

The facility will include instructional space, administrative space, parent enrichment resource room, public reception area, common assembly/lunch, conference, teachers' workroom, kitchen, bathrooms and circulation/hallways, playground, parking, and possible plans for expansion. Regardless of the source of funds, the School will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. The facility costs line item provided in budget projections above are intended to reflect the best estimate of realistic expenditures we anticipate incurring. We are seeking a facility with the capacity of possible expansion to 60,000 square feet. The ideal facility would equal about 20,000 square feet for administrative and instructional purposes during the first year of operation, with the remaining square footage to be utilized as ancillary space for possibly but not limited to a media center, gymnasium, multi-purpose room, and cafeteria. During the first three years of the school, the targeted location will be about 20,000 square feet with room to grow to 60,000 square feet by the time the facility reaches student capacity of 700 students.

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

The founding board of UCMHS is currently working with Michael Glaser, a licensed Commercial Real Estate Broker and Consultant in identifying a facility that will meet the

municipality, district and state requirements. In case that the proposed facility is determined to be inappropriate or falls short to be in compliance with applicable laws, regulations, and policies, our Broker has agreed to work with the governing board in order to ensure that a new facility will be in compliance with applicable laws, regulations, and policies. The facility when identified will be leased and the school will make monthly rental payments on the facility. Before the School begins operations, the District will be provided with appropriate documentation and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled. The facility will comply with all building code standards and regulations adopted by city and county in which the School is located.

Detailed project plans will be developed for each phase of the renovation project. All construction and renovation projects undertaken prior to the opening of the School or during the term of the charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional. The School's facility planning includes providing a detailed drawing and itemized list of every Furniture, Fixture, and Equipment (FF&E) item planned for the School. Every chair, whiteboard, file cabinet, and locker is accounted for before the first day of school and will be provided to the Sponsor upon request.

I. Describe the back-up facilities plan.

The founding board is researching several potential facilities in the central Broward to North Broward areas. The plan is to choose three viable plans. When a site has been selected, the remaining two options will be considered potential backup options, if the development of the designated location falls short of the projected timeline. In the unlikely event that the Certificate of Occupancy is not retrieved in a timely fashion, the Governing Board intends to direct the

Executive Director to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the school is able to open. In a worse case scenario, if for any reason the school is not able to complete all of the required renovations and to secure a Certificate of Occupancy, the application will be deferred for one year until the facility plan can be implemented in the manner prescribed within this proposal.

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

The School will comply with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. For the 2014-15 school year, it is unclear if charter schools will continue to be mandated to comply with class size at the school wide average; however, the current staffing model and enrollment projections are crafted to achieve compliance as it currently relates to charter schools. Should the requirements for charter schools change over time, UCMHS will modify the current model to achieve the necessary compliance, which may include modification to staffing, enrollment, and additional revenue that are not reflected in the current projections.

Section 15: Transportation Service

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

The criteria for determining the eligibility of a student for school bus transportation is set forth in Florida Statute 1006.21 and State Board Education Rule 6A - 3.001. With certain exceptions (such as hazardous walking conditions or students with special transportation needs), UCMHS will provide transportation for students residing between 2 and 4 miles of the School. In

addition, any student with a 504 Plan who is also eligible for bus transportation will also be provided transportation. Students living further than four miles from the school will not be provided transportation, unless the governing board determines that it is in the interest of the school to do so. In such a mobile urban area as Broward County, transportation can not be an impediment to achieving the greater mission of the school. Bus transportation, if needed and eligible due to walking conditions or distance from school, will be contracted by a private provider on the District-approved bus vendor list. These transportation providers meet all regulatory and safety requirements of the District and state for providing transportation to bus riders. Florida Statute 1006.21(3)(a) requires that a number of factors be considered in determining "reasonable walking distance" for transportation of students to the School. Because UCMHS will be open to all students who live in the county who fall within the eligible grade and/or age limit for grades 6-12, the school will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school. In addition, there will be separate areas for parent drop-off/pick-up and bus loading and unloading. The School will provide supervision at both sites. The School will develop a plan for educational and extracurricular field study trips. We will work with local private transportation providers to ensure that the school's transportation obligations are met. Should the governing board determine that it is more feasible to hire staff drivers, the school will follow the Jessica Lunsford Act regarding fingerprinting and appropriate clearance of all bus drivers and other personnel that will be in contact with students.

Section 16: Food Service

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

UCMHS will coordinate to provide healthy warm meals to our students, by warming food delivered on a daily basis on school site by an approved food service vendor. Procedures

established by the National School Lunch Program will be followed. It should be noted that the school intends to apply to become an approved service provider to receive reimbursement for food provided to our student. The state's free and reduced program will also be followed as far as providing reduced and free lunches for students that qualify under the program. The school will also follow local health and safety codes for food preparation, and will undergo the required health inspections as required by the county and/or municipality in which the school will be located. Inspections will be posted in the main office and in the cafeteria for all visitors to inspect. The school will also have a school health and wellness policy to promote healthy eating practices, as well as develop a culture of awareness of healthy eating, and maintain an active lifestyle through the prominent display of awareness posters and healthy eating campaigns.

In line with district policies and procedures, students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a social security number on file at the school may be eligible for direct certification. Students approved by direct certification are not required to have an application on file. Lunch application forms will be a part of the school's enrollment package. To apply for free or reduced priced meals, parents of students not approved by direct certification must complete the application and return it to the school along with the enrollment packet. Children from households with incomes of less than or equal to the income criteria will be eligible for either free or reduced priced meals. The school and the school system's Department of Food and Nutrition will maintain copies which will be kept for audit purposes. A new family meal application must be filled out at the beginning of each school year in order for meal benefits to continue. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved, the summer, and approximately the first twenty days of next school year. Any student who does not have a current application on file at the school site will be unable

to receive meal benefits after that time. Students from households that meet Federal Guidelines are eligible for free lunch or reduced price lunch (\$.40). Full price students will pay \$3.50 for meals.

Section 17: Budget

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

(See Appendix D)

B. Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projections, expenses and anticipated fund balance.

(See Appendix D)

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 assumes a first year enrollment of 300 students. The break down is included in this application. The budget approach is conservative and allows the school operate in the most unlikely of financial conditions. School revenues are calculated using the Florida DOE charter school revenue worksheet. The School anticipates that it will reach the threshold for Title I status; however, these figures are not included as earning because they are only probable. In addition, Capital Outlay dollars will likely be received by the school as well.

A fee of 5% of FEFP of the first 250 students will be retained by the Sponsor. The calculation of expenses includes employee benefits that are comparable to those of the Broward County School Board, including health insurance, retirement plan, FICA, unemployment taxes and workers compensation rates.

Textbooks are calculated based on a per student amount. The same is true for classroom furniture, fixtures and equipment. These amounts are estimates and based on a model of what will be in each classroom and/or office. Insurance expenses are estimated based on the history of

expenses at other charter schools that are comparable in size and scope of services. Plant operation contracted services includes housekeeping and janitorial expenses are also estimates. .

D. Explain the school's spending priorities.

UCMHS will implement an effective, research based strategy to achieve not only optimal fiscal performance but also academic performance. To achieve the desired performance results, the School's governing board will monitor the budget on a monthly basis during our regular monthly board meetings. The School will employ very simplistic approaches to achieving and maintaining our desired student population. The school's spending priorities will focus on recruiting and retaining highly qualified instructional staff, appropriate curricula, and professional development of personnel, especially the administrative and instructional staff. Next, the school will focus on the instructional technology available in the school. Thus, our priorities can best be summed up in the following order of importance:

1. Highly Qualified Staffing
2. Curriculum
3. Professional Development
4. Instructional Technology

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

(See Appendix D)

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

The School's budget is designed so that all of the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by FEFP. However, a fundraising plan will be developed by the Executive Director in conjunction with the governing board and the Parent Teacher Association (PTA).

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.

UCMHS will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations. The school will provide monthly reports as well as quarterly financial statements to the school board, which will include a statement of activities and statement of net assets and changes in fund balances prepared in accordance with GASB 34. In addition, the school will provide any other financial reports that are required by the state of Florida and the school district of Broward County per state mandate. The school will retain the services of a certified public accountant to assist with all financial management including rules governing FTE, maintaining appropriate audit trails, and all requirements of financial reporting.

Ultimately, the Executive Director will be responsible for collecting and maintaining all financial information. The Principal will also be responsible for managing the FTE student data by reconciling the survey received from the District with each teacher's class roll and official school attendance records.

The school will maintain all manuals and/or automated records required supporting the reported earnings for each FTE period. This includes all data required by the Florida Department of Education, Auditor General, Special Programs, ESE and Basic program audits, and includes all student data counts. We will establish internal accounting controls to enhance the safeguarding of assets and the reliability of financial records. We will implement procedures that assure:

- Transactions conform with management authorization;

- Transactions are recorded in accordance with accounting conventions and accountability over assets maintained;
- Access to assets are limited to authorized persons;
- Implement periodic comparison of records to disclose significant discrepancies and take appropriate actions to correct any differences.

A concise, comprehensible and timely reporting system that details the financial activity of each major area of operations will be implemented. Such reports will provide assurance concerning the propriety and accuracy of reported transactions. These internal controls will be established in our policy and procedures manuals. The appropriate accounting system or comparable software will be used to record and report all financial transactions. As indicated in “The Red Book” revenues and expenditure data is of primary interest to users of educational finance information. Revenues will be categorized by source. Revenue sources are determined by law and therefore, revenue accounts continue to be structured by appropriation source (Federal, State, Local) and specific appropriation. Expenditures will be categorized in the eight dimensions as required in “The Red Book.” All definitions of the dimensions will follow “The Red Book.” GASB 34 principles provide the foundation for financial accounting and reporting for school districts. The school intends to follow the same standards. Basis of accounting refers to when revenues, expenditures, expenses, and transfers and the related assets and liabilities are recognized in the accounts and reported in the financial statements. GASB 34 principles require the use of the modified accrual basis of accounting for governmental funds. This means that revenues are recognized when they become both measurable and available to finance expenditures of the fiscal period. Expenditures are generally recognized when the related liability is incurred and the transaction or event is expected to draw upon current spendable resources. Proprietary funds utilize the “full accrual” basis of accounting. Thus, we will observe the fiscal sound practice of recognizing that Revenues and expenses be recognized when they occur, regardless of the timing of the related cash flows. UCMHS will operate the following four

types of budgetary funds: General Fund, Special Revenue Funds, Capital Project Funds, and Debt Service Funds. The modified accrual basis should be used in the accounting and reporting of these governmental funds as well as in the accounting for expendable trust funds. Propriety and similar trust fund types (Internal Service, Enterprise, Non-expendable Trust, and Pension Trust Funds) used by the school will be accounted for on the accrual basis. An encumbrance system which charges each purchase order, contract, or salary commitment to an appropriation should be used as part of a budgetary accounting system. These transactions cease to be encumbrances when paid, canceled, or when the actual liability is recorded. The school's accounting system will use the account numbers and related definitions as specified for: Balance Sheet Accounts, Revenue Accounts, Expenditure Accounts, Internal Service Funds, School Internal Funds, Trust and Agency Funds.

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

Section 228.056(8)(g), Florida Statutes requires that Charter Schools undergo an independent audit. The school will request quotes from three certified public accountants to conduct the audit. The school will budget a line item for the audit and ensure that the governing board has reviewed the audit and responded to management findings, if any, prior to submission to the District no later than the required date that mandate by the school board after the close of a fiscal year. The school will maintain the confidentiality of each student's cumulative records as required under section 228.093, Florida Statutes. The cumulative records will be kept in a fire resistant locking file cabinet. Financial records will also be located in a locking file cabinet. Access to the cabinets will be limited to the Principal and his or her administrative assistant. The cabinets will be located in the main office area that is not open to the general public. Any suspicion and resulting discrepancies revealed during the quarterly audit committee review will be noted and the Governing Board notified of such discrepancies. The Governing Board will

direct the Principal to file a report concerning the discrepancies. Obvious discrepancies such as missing cash, stolen property, and payment for goods not received or any other fiscal malfeasance will result in the responsible party being placed on administrative leave until such time as the Board has resolved the issues. If substantial evidence of fiscal malfeasance is uncovered in the audit the Board will contact the appropriate legal authorities. GASB 34 procedures will be used in addition to the requirements of the Florida Department of Education Manual - "Financial and Program Cost Accounting and Reporting for Florida Schools." The following statements will be used for auditing purposes: Statement of Financial Position; Statement of Activities; Statement of Functional Expenses; and Statement of Cash Flows will be prepared each quarter for the review by the Board and Audit Committee. Additional financial reports will be provided as requested by the Board of Directors.

Reconciliation of bank statements will be prepared in two parts. The manual method will follow the standard reconciliation procedures outlined by the bank. The current procedure is to begin with the balance shown on the account statement, the addition of deposits not reflected on the statement, subtraction of checks not cleared on the statement and comparison to the check register balance. The software selected will provide for reconciliation of the checking account balance. Monthly bank statements and reconciliations will be submitted to the Sponsor within 45 days of month-end. In addition, the school will retain the services of a Certified Public Accountant that will prepare the quarterly and June 30th year-end financial statements according to GASB 34. The school will maintain an effective record keeping system throughout the year to ensure that all information necessary for the accurate and complete reporting of financial data is available to the CPA.

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

It shall be the duty of the Executive Director to execute the business affairs of the school at the direction of the governing board, to carry out all board resolutions, and to perform other

duties as may be prescribed by the governing board. The Executive Director shall request, receive and administer all funds, and maintain adequate and sufficient supporting records, submitting a complete financial statement to the governing board each month, or as frequently as requested by the governing board. In addition, the Executive Director shall submit the books, records and receipts to a Certified Public Accountant at the end of each fiscal year for a certified independent audit. The report of that audit shall be included in the official minutes of each board meeting. Financial records including vendor information, contracts, and personnel records will be maintained for a period of five years and will be kept for the same period in a designated area in the school with limited accessibility.

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

Financial records, as well as student records, will be maintained electronically in the same manner that all records are kept at district schools. The school will utilize the TERMS network, with all of the necessary safeguards to allow limited access to confidential records and information. In addition, the school will maintain financial records electronically, utilizing a networked data solution, as well as standard backup procedures for storing all data, including encryption and security measures. Hard copies of most documents will also be stored in fireproof cabinets as described in Chapter 119 Florida Statutes, or be reduced to electronic documents for storage. Required student records will be prepared in a manner consistent with Florida statutes. Retention periods and disposition of records shall be specified in accordance with state and district's policies and procedures.

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

The school, to the extent immunity may be waived pursuant to Section 786.28, Florida Statutes, agrees to indemnify, defend with competent counsel and hold the Sponsor, its members, officers, and agents, harmless from any and all claims, actions, costs, expenses, damages, and

liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

(a) the negligence of the school's employees or other agents in connection with and arising out of their services within the scope of this agreement: (b) the School's material breach of their agreement or law; or (c) any failure by the school to pay its suppliers or any subcontractors.

However, the school shall not be obligated to indemnify the Sponsor, against claims, damages, expenses or liabilities to the extent these may result from the negligence of the Sponsor, its directors, officers, employees, and sub contractors. The duty to indemnify for professional liability as insured by the School Leaders Errors and Omissions Liability Policy will continue in full force and effect notwithstanding the expiration or early termination of this agreement with respect to any claims based on facts or conditions which occurred prior to termination. In no way shall the School Leaders Errors and Omissions Liability Policy three (3) year limitation on post-termination claims of professional liability impair the sponsor's claims to indemnification with respect to a claim for which the school is insured or for which the school should have been insured under Commercial General Liability Insurance. In addition, the school shall indemnify, defend and protect and hold the sponsor harmless against all claims and actions brought against the sponsor by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, machine, or appliance used by the school.

The Sponsor, to the extent immunity is waived pursuant to Section 768.28, Florida Statutes, agrees to indemnify, defend with competent counsel and hold the school, its members, officers, employees, and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from: (a) the negligence intentional wrongful act, misconduct or culpability of the sponsor's employees or other agents in connection with and arising out of their services within

the scope of the agreement; (b) the Sponsor's material breach of this agreement or law; and (c) any failure by the Sponsor to pay its suppliers or any subcontractors.

The school and the Sponsor shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same at its own expense and with its own counsel, provided that the school or Sponsor shall at times have the right to participate in such defense at its own expense. If, within a reasonable amount of time after receipt of notice of a Third Party Claim, the school or Sponsor shall fail to undertake to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the school or Sponsor which they agree to assume. The school or Sponsor shall make available to each other, at their expense such information and assistance at each shall request in connection with the defense of a Third Party Claim.

Evidence of Insurance

The school shall provide evidence of liability insurance in the following manner:

As evidence of compliance with the insurance required by this agreement, the School shall furnish the Sponsor with fully completed certificate(s) of insurance signed by an authorized representative of the insurer(s) providing the coverage before the initial opening day of classes. The evidence of insurance shall provide that the Sponsor be given no less than 60 days written notice prior to cancellation. Until such time as the insurance is no longer required to be maintained by the school, the school shall provide the Sponsor with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided. Insurers providing the insurance required by the school must meet the following minimum requirements:

(1) Be (I) authorized by subsisting certificates of authority by the Department of Insurance of the State of Florida, or (II) an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must have a Best's rating of "A - " or better and a Financial Size Category of "VI" or better, according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

(2) If, during this period when an insurer is providing the insurance as required by this agreement, an insurer shall fail to comply with the foregoing minimum requirements, as soon as the school has knowledge of any such failure, the school shall immediately notify the sponsor and promptly replace the insurance provided by the insurer with another insurer meeting the requirements.

Without limiting any of the other obligation or liabilities of the school, the school shall, at the school's sole expense, procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth in this agreement. Except as otherwise specified in this agreement, the insurance shall commence prior to the commencement of the opening of the school and shall be maintained in force, without interruption, until this agreement is terminated.

Commercial General Liability Insurance:

Except as otherwise provided, the Commercial General Liability Insurance provided by the school shall conform to the requirements hereinafter set forth:

(1) The school's insurance shall cover the school for those sources of liability (including, but not by way of limitation, coverage for operations, Products/Completed Operations, independent contractors, and liability contractually assumed) which would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO Form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.

(2) The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) shall \$1 million per occurrence/3 million annual aggregate.

(3) Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply on a first dollar basis without application of any deductible or self - insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$1,000 per occurrence.

(4) The school shall include the Sponsor and its members, officers, employees, as Additional Insured on the required Commercial General 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 or Contractors (Form B) Endorsement (ISO Form CG 20 10).

The certificate of insurance shall be clearly marked to reflect "The Sponsor, its members, officers, employees and agents as Additional Insured."

Automobile Liability Insurance

The Automobile Liability Insurance provided by the school shall confirm to the following requirements:

- (1) The school's insurance shall cover the school for those sources of liability which would be covered by Section II of the latest occurrence edition of the Standard Business auto Policy (ISO Form CA 00 01), including coverage for liability contractually assumed, as filed for use in the State of Florida by the Insurances Services Office.
- (2) Coverage shall be included on all owned, non - owned and hired autos used in conjunction with this agreement.
- (3) The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1 million per occurrence, and if subject to an annual aggregate, \$3 million annual aggregate.

Workers Compensation/Employer's Liability Insurance

The Workers' Compensation/Employers' Liability Insurance provided by the school shall conform to the following requirements:

- (1) The school's insurance shall cover the school (and to the extent its subcontractors and its sub - subcontractors are not otherwise insured), for those sources of liability which will 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 Workers' Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal or state law.
- (2) Subject to the restrictions found in the standard Workers' Compensation Policy, there shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part One of the standard Workers' Compensation Policy.

The minimum amount of coverage for those coverages customarily insured under Part Two of the standard Workers' Compensation Policy shall be: EL Each Accident: \$500,000; EL Disease - Policy Limit: \$500,00; EL Disease - Each Employee: \$500,000.

School Leader's Errors and Omissions Liability Insurance

The school shall provide, subject to reasonable commercial availability, the School Leader's Errors and Omissions Liability Insurance conforming to the following requirements:

- (1) The School Leader's Errors and Omissions Liability Insurance shall be on a form acceptable to the Sponsor and shall cover the school for those sources of liability typically insured by School Leader's Errors and Omissions Liability Insurance such as School Leader's Errors and Omissions Liability Insurance policies offered by The National Union Fire Insurance Company of Pennsylvania, arising out of the rendering, or failure to render professional services in the performance of this agreement, including all provisions of indemnification which is part of this agreement.
- (2) The insurance shall be subject to the maximum deductible not to exceed \$25,000 per claim.
- (3) If on a claims - made basis, the school shall maintain, without interruption, the professional liability insurance until three (3) years after termination of this agreement.
- (4) The minimum limits to be maintained by the school inclusive of any amounts provided by an umbrella or excess policy, shall be \$1 million per claim/annual aggregate.

Property Insurance

Evidence of property insurance shall be provided no later than Five (5) days prior to opening the school.

Applicable to All Coverages:

The insurance provided by the school shall apply on a primary basis and any other insurance or self - insurance maintained by the Sponsor or its members, officers, employees, or agents, shall be in excess of the insurance provided by or on behalf of the school. Except as otherwise specified, the insurance maintained by the school shall apply on a first dollar basis without application of deductible or self - insurance retention. Compliance with the insurance requirements of this agreement shall not limit the liability of the school, its subcontractors, its sub - subcontractors, its employees, or its agents to the Sponsor or others. Any remedy provided

to the Sponsor, or its members, officers, employees, or agents by the insurance shall be in addition to, and not in lieu of any other remedy available under the agreements or otherwise. The school shall require its subcontractors and its sub - subcontractors to maintain any and all insurance by law. Except to the extent required by law, this agreement does not establish minimum insurance requirements for sub-contractors or sub-subcontractors. The school shall indemnify and hold harmless the Sponsor against all claims, demands, suits, or other forms of liability for personal injury, property damage, or violations of civil rights that may arise out of, or by reason of actions of the school and/or its employees, agents, and representatives.

Section 19: Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to key activities:

Activity	Completion Date	Person(s) Responsible
Submit Charter Application	August 1, 2013	Walner Joseph
Application Approval	November 1, 2013	SBBC
Appoint Executive Director	January 30, 2014	Governing Board
Hire Principal	April 1, 2014	Executive Director
Execute Lease Agreement	April 1, 2014	Executive Director
Contact Public Works	April 1, 2014	Executive Director
Develop Marketing Recruitment Plan	April 15, 2014	Executive Director
Commence Staff Recruitment	April 30, 2014	Principal
Commence Student Enrollment	May 1, 2014	Principal
Commence Renovations	May 1, 2014	Executive Director
Select Curriculum Materials/Order	May 1, 2014	Principal
Develop Open House Schedule	May 1, 2014	Principal
Initial Budget Approval	May 15, 2014	Executive Director
Select Food Service Provider	June 2, 2014	Executive Director
Select Transportation Vendor	June 2, 2014	Executive Director
Obtain Facility Documentation	July 15, 2014	Executive Director
Pre-Opening Budget Approval	July 15, 2014	Executive Director
Opening of School Meeting	July 20, 2014	Principal
Staff Report for PD Days	August 11, 2014	Principal
Develop School Improvement Plan	August 15, 2014	Principal
Organize School Advisory Council	September 1, 2014	Principal
Budget Adjustment (Post-Opening)	September 13, 2014	Executive Director
FTE Survey I	Mid-October 2014	FLDOE

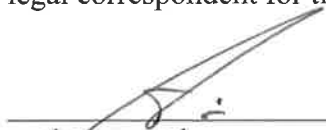
IV. STATEMENT OF ASSURANCES

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 United Community Middle/High School is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

The governing board, at its discretion, allows Walner Joseph, Board Chairman, to sign as the legal correspondent for the school.


Walner Joseph

8/01/2013
Date

APPENDIX A

JOB DESCRIPTION: SPECIAL EDUCATION PROGRAM SPECIALIST

GENERAL DESCRIPTION OF DUTIES: Under general supervision, the purpose of this position is to coordinate educational placement and appropriate services for students with disabilities. The Special Education Program Specialist will work with the District who serves as LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings. The UCMHS Program Specialist will conduct staff development activities designed to ensure a free and appropriate public education for all students with disabilities. This position will also assist the Principal and ESE teachers in managing all ESE functions within the schools and will ensure compliance in all areas of Special Education. The Program Specialist will report directly to the Principal and may be required to perform related duties as directed by the Principal.

ESSENTIAL JOB FUNCTIONS: The list of essential functions, as outlined below, is intended to be representative of the tasks performed by the Program Specialist. The omission of an essential function does not preclude management from assigning duties not listed if such functions are a logical assignment to the position.

- Coordinates the referral, staffing, placement and re-evaluation process for special education students at the school level, i.e., initials, IEP reviews, transfers, verification of placements.
- Directs the use of all forms at the school level including referral and placement forms, IEPs, data entry, FTE, etc., in preparation for staffings/meetings.
- Assists and guides Clerical Support in maintaining records and procedures specific to Special Education for compliance purposes.
- Coordinates articulation meetings for ESE students moving from one placement to another.
- Acts as a resource to the school personnel regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act.
- Assists schools in implementing all processes required for the FTE survey weeks and the federal count.
- Provides periodic monitoring of Matrices, IEPs, re-evaluation dates and any other date specific requirements to ensure compliance for audit surveys.
- Collaborates with the administrative staff, school personnel and others for the development, coordination and implementation of appropriate staff development, e.g., workshops, updates, in-service, conferences, etc.

- Instructs ESE students in a designated curriculum area or mentors daily in at least one period or subject to a ESE teacher.
- Prepares and submits appropriate comprehensive written reports that include interpretation and synthesis of assessment data and other sources of district data upon request. Reports progress regularly on ESE Department goals and processes.
- Mentors and demonstrates effective teaching strategies to ESE teachers.
- Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard or alternative assessment.
- Serves as liaison between school personnel, i.e., the guidance department, the administrators and the district ESE staff.
- Develops and implements activities promoting inclusive practices.
- Performs related duties as requested or assigned by the Principal.
- Attends workshops, conferences and meetings necessary to maintain and update professional knowledge.

MINIMUM TRAINING AND EXPERIENCE: Bachelor's degree in Education. Master's degree preferred. Must have State of Florida Professional Certification in Special Education areas. Must possess and maintain current Teaching Certification in Special Education; minimum of three (3) years successful instructional experience in the area of Student Education.

APPENDIX B

JOB DESCRIPTION: PRINCIPAL

Duties: The Administrator/Principal is a UCMHS Executive Officer and is responsible for the administration and management of the Charter School, in accordance with governing board policies and state and federal law. The Administrator/Principal is authorized to develop administrative procedures to implement board policy, and to delegate duties and responsibilities. Delegation of power of duty or duty, however, shall not relieve the Administrator/Principal of responsibility for the action that was delegated.

Qualifications: The Administrator/Principal must be of good character and of unquestionable morals and integrity.

The Administrator/Principal shall have the experience and the skills necessary to work effectively with the Board, Charter employees, students, parents, and community.

The Administrator/Principal shall have a valid Florida Educational Leadership credential or eligibility to qualify for state certification.

Reports to: Executive Director

Performance Tasks: The Administrator shall:

Coordinate the total educational and operational program of the Carter School and provide leadership in its development and improvement.

Represent the Board of Directors as the liaison between the Board and the Charter School community.

Attend and participate in meetings of the Board of Directors and its committees, except when his/her employment or salary is under consideration or when there is an executive meeting, unless at the request of the Executive Director.

Supervise school staff, provide assistance when and where necessary, and establish criteria and processes for evaluating school staff at least once annually.

Recommend the appointment, assignment, transfer, promotion, demotion, discharge and/or suspension of employees as provided by the law and the policies of the Charter school.

Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the school under his/her supervision.

Recommend candidates for employment as certificated and classified staff and assist in the training.

Develop an organizational chart indicating the channels of authority and reporting relationship for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances.

Assume the responsibility for the attendance, conduct, and health of all students.

Exercise decisive leadership in crisis situations.

Assume responsibility for the safety and management of the school plant and grounds.

Provide leadership in the development, operation, supervision, and evaluation of the educational program, and study and revise, together with the staff, all curriculum guides and courses of study, on a continuing basis.

Recommend to the Board of Directors for its adoption all courses of study, curriculum guides, textbooks, and major changes in texts and time schedules to be used in the Charter School.

Recommend policies or policy changes to the Board, develop procedures that implement Board policy, and implement Board policies and administrative regulations.

Recommend annual objectives for the improvement of the Charter School.

Organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the Charter School, subject to the approval of the Board.

Prepare reports regarding school plant and facilities needs.

Maintain adequate records for the Charter School, including a system of financial accounts, business and property records, personnel, school population, and scholastic records. Act as custodian of such records and of all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board of Directors. Management of all assets will be in accordance to the Bylaws and Policies of the Charter School, and must be Board approved.

Assist in the preparation of the annual operating budget recommendation and implement the Board approved budget.

Approve and direct, in accordance with law and regulations of the Board, purchases and expenditures within the limits of the approved budget.

Coordinate annual testing, Title I, Title II, Title III/LEP and other federal programs.

Employment: Employment period and salary will be determined by the Board of Directors. The Board and the Principal shall enter into a contract approved by the Board and which shall govern the employment relationship between the Board and the Administrator/Principal. Salary will be determined by the Board.

Evaluation: The Board will evaluate at least annually the performance of the Principal, using standards and objectives developed by the Principal and the Board, which are consistent with the school's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation shall include a discussion of strengths and weaknesses, as well as student achievement results, performance areas improvement and input from the parent/guardian survey.



Department of State

I certify from the records of this office that UNITED COMMUNITY MIDDLE & HIGH SCHOOL, INC. is a corporation organized under the laws of the State of Florida, filed on March 29, 2012.

The document number of this corporation is N12000002289.

I further certify that said corporation has paid all fees due this office through December 31, 2012, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

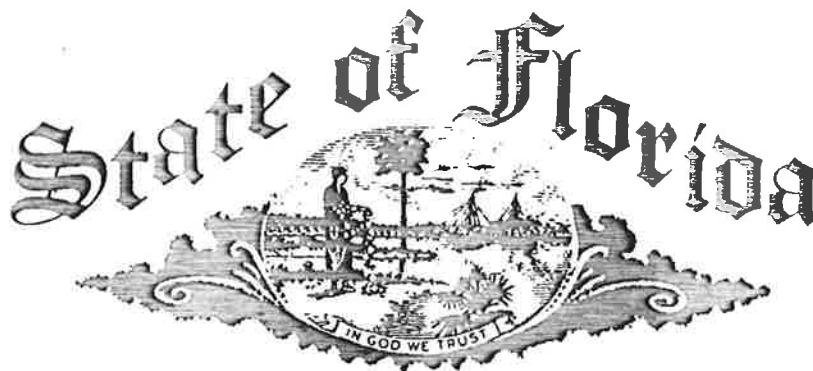


CR2EO22 (1-11)

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
First day of March, 2012

Ken Detzner

Ken Detzner
Secretary of State



I certify the attached is a true and correct copy of the Articles of Incorporation of UNITED COMMUNITY MIDDLE & HIGH SCHOOL, INC., a Florida corporation, filed on March 29, 2012, as shown by the records of this office.

The document number of this corporation is N12000002289.



CR2EO22 (1-11)

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
First day of March, 2012

Ken Detzner

Ken Detzner
Secretary of State

ARTICLES OF INCORPORATION
OF
UNITED COMMUNITY MIDDLE & HIGH SCHOOL, INC.

FILED
12 FEB 29 PM 3:35
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

In compliance with the requirements of the laws of the state of Florida relating to non-profit corporations and according to non-profit corporation regulations established by the State of Florida under the K-12 Florida Statutes for Charter Schools, and in compliance with the Broward County Public School system rules and guidelines for Charter Schools, the undersigned natural persons, each of whom is of full age and residents of the United States, in order to form a non-profit corporation for the purposes hereinafter stated, do hereby as Incorporators, adopt the following Articles of incorporation, and certify:

ARTICLE I

The name of this corporation is United Community Middle and High School, INC., hereinafter called the "Corporation"

ARTICLE II

NOT FOR PROFIT

The Corporation is a non-profit corporation under the laws of the states of Florida. The Corporation is not formed for pecuniary profit. No part of the income or assets of the corporation is distributable to or for the benefit of its Members, Directors or Officers, except to the extent permissible under law.

ARTICLE III

ADDRESS

The principal office of the corporation is located at: 2151 NW 76th Avenue, Margate, Florida 33063

ARTICLE IV

DURATION.

The duration of the corporation is perpetual.

ARTICLE V

PURPOSE AND POWERS OF THE CORPORATION

The purpose of the United Community Middle and High School, INC., is to provide a quality, effective, non-traditional middle and high school education that recognizes and utilizes each student's unique learning style to achieve/reach his/her full intellectual potential and enjoy learning, particularly those with learning problems.

To achieve these purposes, the Directors and Officers shall be allowed to:

- (a) Exercise all of the powers and privileges, and to perform all of the duties and obligations of the Corporation as set forth in the By-Laws of the United Community Middle and High School, inc.
- (b) Fix, levy, collect and enforce payment by any lawful means, all charges or assessments pursuant to the terms of the By-Laws; to pay all expenses in connection therewith and all office and other expenses incident to the conduct of the business of the Corporation, including all licenses, taxes or governmental charges imposed against the property of the Corporation.
- (c) Acquire (by gift, purchase or otherwise), own, hold, improve, build upon, operate, maintain real or personal property in connection with the affairs of the Corporation.
- (d) participate in mergers and consolidations with other non-profit corporations organized for the same purposes or annex additional property and Common Area, subject to those restrictions contained in the By-Laws and any amendments thereto; and
- (e) have and to exercise any and all powers, rights and privileges which a corporation organized under the Non-profit corporation Laws of the State of Florida may now or hereafter have or exercise.

ARTICLE VI

MEMBERSHIP

There shall be no Membership in the corporation.

ARTICLE VII

BOARD OF DIRECTORS

The affairs of the Corporation shall be managed by a Board of at least Five (5) directors at meetings duly held pursuant to the By-laws and at which a quorum is present in person or by proxy (a quorum shall consist of at least three Directors present in person or proxy). The Board, by majority vote, may remove any officer of the Corporation.

At the first regular meeting the members shall elect Directors for terms of one, two and three years. (Vacancies during the terms shall be filled by appointment by a majority of the remaining Directors).

The directors shall serve staggered terms to maintain continuity on the Board. No more than three (3) existing Directors shall be replaced in any given calendar year.

ARTICLE VIII

DISSOLUTION

The Corporation may be dissolved only upon compliance with one of the following conditions:

- (a) One or more public agencies assuming all duties and responsibilities of the corporation; or,
- (b) Merge or consolidate with a sister branch, or with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.
- (c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors. Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future

federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

DISPOSAL OF ASSETS AND PAYMENT TO CREDITORS: Creditors will be paid from the assets of the United Community Middle and High School Inc. In the event that funds and other assets are insufficient to pay creditors, agreements will be reached with creditors or the Florida laws will govern the financial outcome. In the event and to the extent that remaining funds and assets exceed existing debt, assets shall be divided among home school districts according to the number of FTE United Community Middle and High School students participating in the United Community and high school during the last year of operation.

TRANSFERRING OF STUDENT RECORDS: Student records shall be transferred to the home district, the private school or the home school of the student according to parental and or school request.

ARTICLE IX

INCORPORATORS

The names and addresses of the incorporators and initial board of Directors are as follows:

Mr. Louis Harry Toto

44 Citrus Park Drive

Boynton Beach, Fl. 33 436

Mr. Jean Leroy Noel

2151 NW 76th Ave

Margate, FL. 33063

Mr. Walner Joseph

235 SE 26th Ave

Boynton Beach, FL.33 435

Mr. Joseph Fleury

546 Covered Bridge Blvd.

Lake worth FL. 33467

Mr. Paul Jean Francois

4280 NW 3rd Court

Plantation, Florida 33317

Mr. Felix Smith

488 w Melrose

Fort Lauderdale, FL. 33312

Mr. Caleb Deliard

7424 SW 14th Court

North Lauderdale, FL. 33068

ARTICLE X

REGISTERED AGENT

Mr. Caleb Deliard, Whose address is 7424 SW 14th Court, North Lauderdale, FL. 33068 is hereby appointed as the initial registered agent of this Corporation.

ARTICLE XI

LIMITATION

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Directors or Officers, but 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 article V (Purposes) hereof.

ARTICLE XII

OFFICERS

The Officers of the Corporation shall consist of a President, Vice President, Secretary, Treasurer and such other Officers and Assistance Officers as may be provided in the By-Laws. Each Officer shall be elected by the board of directors (and may be removed by the Board of Directors) at such time and in such manner as maybe prescribed by the By-Laws.

ARTICLE XIII

AMENDMENT

The Corporation reserves the right to amend or repeal any provisions contained in these Articles of incorporation, or any amendment to them, and all rights and privileges conferred upon the directors and officers are subject to this reservation. The Articles of incorporation may be amended in accordance with the provisions of the laws of the State of Florida, as amended from time to time, unless more specific provisions for amendments are adopted by the Corporation pursuant to Florida law.

Amendments to these Articles shall require the assent of those Directors casting two-thirds (2/3) of the votes of the corporation membership at any regular director's meeting called specifically for that purpose.

ARTICLE XIV

INDEMNIFICATION

The Corporation shall indemnify each Officer and Director including former Officers and Directors to the full extent permitted by the laws of the State of Florida.

ARTICLE XV

BY-LAWS

The By-Laws of the Corporation are to be made and adopted by the Board of Directors, and may be altered, amended, or rescinded by the Board of Directors. The power to adopt, alter, amend, and repeal the By-Laws shall be vested in the Board of Directors.

In WITNESS WHEREOF the undersigned have signed these articles of incorporation on this 20th day of February 2012

Caleb Deliard FDL# D463-100-59-267-0

CALEB DELIARD, Incorporator

State of Florida

County of Broward

On this 20th day of February 2012 before me, the undersigned, a Notary Public in and for said State, personally appeared Caleb Deliard, known to me to be the incorporator of UNITED COMMUNITY MIDDLE & HIGH SCHOOL, Inc., the corporation whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same on behalf of said corporation.

In witness whereof, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Jacques J. Morisset
Notary Public

Residing at: _____



JACQUES J. MORISSET

MY COMMISSION # EE 092171

EXPIRES: June 16, 2015

Bonded Thru Budget Notary Services

My Commission Expires: June 16, 2015

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as Registered Agent of UNITED COMMUNITY MIDDLE AND HIGH SCHOOL, Inc., which is contained in the foregoing Articles of Incorporation.

Dated this 20th day of Feb., 2012

Caleb Deliard

Caleb Deliard, Registered Agent

Address: 7424 SW 14th Court

North Lauderdale, FL. 33068

FILED
12 FEB 29 PM 3:35
SECRETARY OF STATE
TALLAHASSEE, FLORIDA

[illegible]

Budget Worksheet

United Community Middle & High School
Fiscal Year 2014-2019

FY2014-2015 FY2015-FY2016 FY2016-2017 FY2017-FY2018 FY2018-2019

Number of Students

300.00

400.00

500.00

700.00

700.00

Grade Levels

6 thru 9

6 thru 10

6 thru 11

6 thru 12

6 thru 12

Estimated Revenue:

FEFP Basic Gross - 3310	\$	1,571,082.40	\$	2,631,691.08	\$	2,806,828.23	\$	4,000,461.36	\$	4,000,461.36
Reserved Funds Rollover	\$	-	\$	-	\$	170,300.78	\$	33,796.85	\$	5,727.57
Fundraising Not Restricted - 3440	\$	50,000.00	\$	30,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00

Total Revenue: \$ 1,621,082.40 \$ 2,661,691.08 \$ 3,014,129.01 \$ 4,069,258.21 \$ 4,041,188.93

100 General Funds

Account Code	Description	Units	Rate	Total	Total	Total	Total	Total
Classroom Instruction (5000)								
	Salaries							
	Classroom Teachers-Coach	0	\$ 45,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Classroom Teachers-Regular (8-12)	8	\$ 38,000.00	\$ 304,000.00	\$ 500,500.00	\$ 507,000.00	\$ 671,500.00	\$ 945,000.00
	Exceptional Education Teachers	0	\$ 34,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Classroom Assistants	0	\$ 25,025.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Other Instructional Staff	0	\$ 33,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Hourly Instructional Personnel (Tutoring/Part-time Teachers)	0	\$ 13,475.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Instructional Personnel	8		\$ 304,000.00	\$ 500,500.00	\$ 507,000.00	\$ 671,500.00	\$ 945,000.00
210	Retirement	\$ 304,000.00	2.00%	\$ 6,080.00	\$ 10,010.00	\$ 10,140.00	\$ 13,430.00	\$ 18,900.00
220	Social Security	\$ 304,000.00	7.65%	\$ 23,256.00	\$ 38,288.25	\$ 38,785.50	\$ 51,369.75	\$ 72,292.50
230	Health Insurance (includes dental, life, etc.)	8	\$ 4,320.00	\$ 34,560.00	\$ 43,200.00	\$ 56,160.00	\$ 69,120.00	\$ 90,720.00
240	Workers' Compensation	\$ 304,000.00	1.22%	\$ 3,708.80	\$ 6,106.10	\$ 6,185.40	\$ 8,192.30	\$ 11,529.00
250	Unemployment Compensation	8	\$ 189.00	\$ 1,512.00	\$ 1,512.00	\$ 1,512.00	\$ 1,512.00	\$ 1,512.00
310	Professional Services (contracted instructional services)							
	Speech Therapy	0	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 10,000.00	\$ 20,000.00
	ESE Specialist	1	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00	\$ 45,000.00	\$ 40,000.00	\$ 50,000.00
	ESE Teacher (1-3)	1	\$ 38,000.00	\$ 38,000.00	\$ 76,000.00	\$ 76,000.00	\$ 114,000.00	\$ 114,000.00
	Occupational Therapist	0	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 5,700.00	\$ 2,000.00	\$ 5,600.00
350	Computer Repairs	\$ 90.00	\$ 6,300.00	\$ 7,200.00	\$ 8,550.00	\$ 8,550.00	\$ 15,400.00	\$ 15,400.00
360	Copier for Instructional Materials	\$ 350.00	\$ 7,700.00	\$ 7,700.00	\$ 8,750.00	\$ 8,750.00	\$ 16,450.00	\$ 16,450.00
390	Field Trips	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
510	Classroom Supplies	300	\$ 70.00	\$ 21,000.00	\$ 47,000.00	\$ 56,000.00	\$ 49,000.00	\$ 58,000.00
520	Instructional Materials (textbooks, workbooks, etc.)	300	\$ -	\$ 45,000.00	\$ 60,000.00	\$ 75,000.00	\$ 105,000.00	\$ 160,000.00
641-642	Classroom Equipment (desks, chairs, etc.)	\$ -	\$ 100,000.00	\$ 27,500.00	\$ 39,050.00	\$ 15,000.00	\$ 55,000.00	\$ 55,000.00
643-644	Computer Equipment	\$ 25,000.00	\$ 10,000.00	\$ 23,000.00	\$ 23,000.00	\$ 10,000.00	\$ 25,000.00	\$ 25,000.00
690	Software	\$ 25,000.00	\$ 30,000.00	\$ 43,500.00	\$ 43,500.00	\$ 30,000.00	\$ 45,000.00	\$ 45,000.00
140	Substitute Teachers	\$ -	\$ 15,700.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Instruction			\$ 692,516.80	\$ 932,716.35	\$ 1,015,332.90	\$ 1,207,424.05	\$ 1,704,403.50
Instructional Support Services (6000)								
Pupil Personnel Services (6100)								
100	Salaries							
	Guidance Counselors	1	\$ 40,000.00	\$ 40,000.00	\$ 45,000.00	\$ 45,000.00	\$ 50,000.00	\$ 55,000.00
	School Nurse	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Health Assistant	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Parent Liason	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Pupil Personnel Staff	1		\$ 40,000.00	\$ 45,000.00	\$ 45,000.00	\$ 40,000.00	\$ 40,000.00
210	Retirement	\$ 40,000.00	2.00%	\$ 800.00	\$ 900.00	\$ 900.00	\$ 900.00	\$ 900.00
220	Social Security	\$ 40,000.00	7.65%	\$ 3,060.00	\$ 3,442.50	\$ 3,442.50	\$ 3,442.50	\$ 3,442.50
230	Health Insurance (includes dental, life, etc.)	1	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00
240	Workers' Compensation	\$ 40,000.00	1.22%	\$ 488.00	\$ 549.00	\$ 549.00	\$ 549.00	\$ 549.00
250	Unemployment Compensation	1	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00
310	Professional Services							
	Counseling Services	0	\$ 6,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
	Contracted Nurse (Health Department)	\$ -	\$ -	\$ 20,000.00	\$ 27,000.00	\$ -	\$ -	\$ -
	Total Pupil Personnel Services			\$ 48,857.00	\$ 74,400.50	\$ 81,400.50	\$ 49,400.50	\$ 49,400.50

Media Services (6200)									
100	Salaries								
	Media Specialist (Librarian)	1	\$		\$		\$	25,000.00	
	Library Aide	1	\$		\$		\$	12,000.00	
	Total Media Personnel	2						\$ 37,000.00	
210	Retirement		\$	-	2.00%	\$	-	740.00	\$ 740.00
220	Social Security		\$	-	7.65%	\$	-	2,830.50	\$ 2,830.50
230	Health Insurance (includes dental, life, etc.)	2	\$	4,320.00		\$	8,640.00		\$ 8,640.00
240	Workers' Compensation		\$	-	1.22%	\$	-	451.40	\$ 451.40
250	Unemployment Compensation	2	\$	189.00		\$	378.00		\$ 378.00
610	Library Books		\$	-		\$	-		\$ -
620	Audio-Visual Materials		\$	-		\$	28,000.00	37,500.00	\$ 45,000.00
	Total Media Services					\$ 9,018.00	\$ 28,000.00	\$ 87,161.90	\$ 49,021.90
Curriculum Development (6300)									
100	Salaries								
	Curriculum Specialist	0	\$	-		\$	-		\$ -
210	Retirement		\$	-	2.00%	\$	-		\$ -
220	Social Security		\$	-	7.65%	\$	-		\$ -
230	Health Insurance (includes dental, life, etc.)	0	\$	4,320.00		\$	-		\$ -
240	Workers' Compensation		\$	-	1.22%	\$	-		\$ -
250	Unemployment Compensation	0	\$	189.00		\$	-		\$ -
310	Professional Services (consultants, etc.)					\$	-		\$ -
	Total Curriculum Development					\$ -	\$ -	\$ -	\$ -
Staff Development (6400)									
100	Workshop Stipends	12	\$	180.00		\$	2,160.00	\$ 3,530.00	\$ 6,500.00
220	Social Security		\$	2,160.00	7.65%	\$	165.24	\$ 270.05	\$ 497.25
310	Professional Services (workshop, consultants, training, etc.)	1	\$	5,000.00		\$	5,000.00	\$ 6,000.00	\$ 7,000.00
330	Travel (workshop registration, lodging, etc.)	12	\$	431.23		\$	5,174.76	\$ 6,468.45	\$ 7,100.00
	Total Staff Development					\$ 12,500.00	\$ 16,268.50	\$ 22,297.25	\$ 16,665.70
Instructional-Related Technology (6500)									
100	Instructional Technology Support Salaries		\$	6,500.00		\$	9,500.00	\$ 21,000.00	\$ 25,000.00
220	Social Security		\$	9,500.00	7.65%	\$	726.75	\$ 1,606.50	\$ 1,912.50
310	Professional Services (workshop, consultants, training, etc.)	4	\$	500.00		\$	2,000.00	\$ 2,500.00	\$ 3,000.00
330	Travel (workshop registration, lodging, etc.)		\$	-		\$	1,200.00	\$ 5,000.00	\$ 5,500.00
643-644	Computer Equipment		\$	-		\$	-	\$ 43,500.00	\$ -
	Total Staff Development					\$ 13,426.75	\$ 30,106.50	\$ 78,912.50	\$ 27,412.50
General Support Services									
Board (7100)									
310	Professional Services (Legal)	1	\$	1,000.00		\$	1,000.00	\$ 2,500.00	\$ 3,200.00
310	Grant Writer	0	\$	11,000.00		\$	-	\$ -	\$ -
320	Insurance								
	Liability/Errors & Omissions/Crime	300	\$	39.50		\$	11,850.00	\$ 15,800.00	\$ 20,145.00
	Officers and Directors	5	\$	350.00		\$	1,750.00	\$ 2,100.00	\$ 2,450.00
310	Audit		\$	7,500.00		\$	7,500.00	\$ 8,500.00	\$ 9,500.00
330	Governance Training		\$	1,500.00		\$	1,500.00	\$ 2,500.00	\$ 3,100.00
330	Travel (workshop registration, lodging, etc.)		\$	-		\$	-	\$ -	\$ -
	Total Board					\$ 23,600.00	\$ 31,400.00	\$ 38,395.00	\$ 41,800.00
General Administration (7200)									
310	Professional Services-Management								
730	Administrative Fee		\$	1,571,082.40	5%	\$	78,554.12	\$ 131,584.55	\$ 140,441.41
	Total General Administration					\$ 78,554.12	\$ 131,584.55	\$ 140,441.41	\$ 200,023.07
School Administration (7300)									
100	Salaries								
	Executive Director	1	\$	50,000.00		\$	50,000.00	\$ 53,000.00	\$ 55,000.00
	Principal	1	\$	80,000.00		\$	75,000.00	\$ 80,000.00	\$ 85,000.00
	Assistant Principal (0-1)	1	\$	45,000.00		\$	-	\$ 47,000.00	\$ 50,000.00
	Registrar	1	\$	30,000.00		\$	30,000.00	\$ 32,000.00	\$ 35,000.00
	Office Manager	1	\$	30,000.00		\$	30,000.00	\$ 32,000.00	\$ 35,000.00

	Total Office Personnel		\$		\$	185,000.00	\$	244,000.00	\$	260,000.00	\$	250,000.00	\$	285,000.00
210	Retirement	\$	185,000.00	2.00%	\$	3,700.00	\$	4,880.00	\$	5,200.00	\$	5,200.00	\$	5,000.00
220	Social Security	\$	185,000.00	7.65%	\$	14,152.50	\$	18,666.00	\$	19,890.00	\$	19,890.00	\$	19,125.00
230	Health Insurance (includes dental, life, etc.)	\$	4,320.00		\$	21,600.00	\$	21,600.00	\$	21,600.00	\$	21,600.00	\$	21,600.00
240	Workers' Compensation	\$	185,000.00	1.22%	\$	2,257.00	\$	2,976.80	\$	3,172.00	\$	3,172.00	\$	3,050.00
250	Unemployment Compensation	\$	189.00		\$	945.00	\$	567.00	\$	567.00	\$	567.00	\$	567.00
360	Lease-Copy Machine	\$	650.00		\$	7,800.00	\$	11,000.00	\$	15,000.00	\$	7,800.00	\$	15,000.00
370	Postage	\$	6.00		\$	1,800.00	\$	2,400.00	\$	2,800.00	\$	1,800.00	\$	2,900.00
390	Printing (includes advertising)	\$	3,500.00		\$	3,500.00	\$	7,800.00	\$	10,000.00	\$	5,000.00	\$	12,300.00
510	Office Supplies	\$	30.00		\$	9,000.00	\$	17,000.00	\$	17,500.00	\$	9,000.00	\$	23,000.00
641-642	Office Equipment				\$	15,000.00	\$	16,500.00	\$	26,400.00	\$	17,000.00	\$	27,000.00
643-644	Computer Equipment				\$	10,000.00	\$	15,500.00	\$	21,000.00	\$	8,000.00	\$	15,400.00
730	Dues and Fees	\$	500.00		\$	500.00	\$	750.00	\$	950.00	\$	950.00	\$	1,760.00
330	Travel (workshop registration, lodging, etc.)	\$	2,500.00		\$	2,500.00	\$	3,100.00	\$	3,300.00	\$	3,300.00	\$	5,670.00
	Total School Administration				\$	277,754.50	\$	366,739.80	\$	407,379.00	\$	353,279.00	\$	437,372.00
Facilities Acquisition and Construction (7400)														
350	Repairs and Maintenance				\$	19,500.00	\$	42,000.00	\$	47,500.00	\$	15,000.00	\$	47,500.00
360	Building Lease	\$	15,000.00		\$	180,000.00	\$	250,000.00	\$	260,000.00	\$	370,000.00	\$	450,000.00
630	Buildings and Fixed Equipment													
660	Land													
670	Improvements Other than Buildings													
680	Remodeling and Renovations													
	Total Facilities Acquisition and Construction				\$	199,500.00	\$	292,000.00	\$	307,500.00	\$	385,000.00	\$	497,500.00
Fiscal Services (7500)														
100	Salaries													
	Bookkeeper or Accountant	\$	35,000.00		\$	-	\$	38,000.00	\$	41,000.00	\$	46,000.00	\$	46,000.00
210	Retirement	\$	-	2.00%	\$	-	\$	760.00	\$	820.00	\$	820.00	\$	920.00
220	Social Security	\$	-	7.65%	\$	-	\$	2,907.00	\$	3,136.50	\$	3,136.50	\$	3,519.00
230	Health Insurance (includes dental, life, etc.)	\$	4,320.00		\$	4,320.00	\$	4,320.00	\$	4,320.00	\$	4,320.00	\$	4,321.00
240	Workers' Compensation	\$	-	1.22%	\$	-	\$	463.60	\$	500.20	\$	500.20	\$	561.20
250	Unemployment Compensation	\$	189.00		\$	189.00	\$	189.00	\$	189.00	\$	189.00	\$	190.00
310	Professional Services:													
	Bookkeeping/Accountant	\$	500.00		\$	12,000.00	\$	9,500.00	\$	11,500.00	\$	7,000.00	\$	7,000.00
730	Bank Fees/Payroll Processing Fees	\$	500.00		\$	6,004.00	\$	6,900.00	\$	7,300.00	\$	7,300.00	\$	7,300.00
	Total Fiscal Services				\$	22,513.00	\$	63,039.60	\$	68,765.70	\$	69,265.70	\$	69,811.20
Central Services (7700)														
310	Professional Services	\$	-		\$	6,000.00	\$	7,300.00	\$	5,100.00	\$	4,800.00	\$	4,000.00
	Marketing/Staff Recruiting and Placement								\$	6,750.00				
730	Dues and Fees	\$	-		\$	1,500.00	\$	1,300.00	\$	1,500.00	\$	1,000.00	\$	1,000.00
	Total Central Services				\$	7,500.00	\$	8,600.00	\$	13,350.00	\$	5,800.00	\$	5,000.00
Pupil Transportation Services (7800)														
100	Salaries- Bus Drivers	\$	27,000.00		\$	-	\$	-	\$	-	\$	-	\$	-
210	Retirement	\$	-	0.00%	\$	-	\$	-	\$	-	\$	-	\$	-
220	Social Security	\$	-	7.65%	\$	-	\$	-	\$	-	\$	-	\$	-
230	Health Insurance (includes dental, life, etc.)	\$	4,320.00		\$	-	\$	-	\$	-	\$	-	\$	-
240	Workers' Compensation	\$	-	8.62%	\$	-	\$	-	\$	-	\$	-	\$	-
250	Unemployment Compensation	\$	189.00		\$	-	\$	-	\$	-	\$	-	\$	-
310	Professional Services-Contracted Transportation	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
320	Insurance	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
350	Repairs and Maintenance	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
371	Phone	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
390	Other Purchased Services	\$	265.00		\$	79,500.00	\$	151,600.00	\$	189,500.00	\$	265,300.00	\$	195,000.00
450	Gasoline	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
651	Buses	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
730	Dues and Fees	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
750	Substitutes	\$	-		\$	-	\$	-	\$	-	\$	-	\$	-
	Total Pupil Transportation Services				\$	79,500.00	\$	151,600.00	\$	189,500.00	\$	265,300.00	\$	195,000.00

Operation of Plant (7900)								
100	Salaries							
	Custodians	1	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 28,000.00	\$ 25,100.00	\$ 25,101.00
	School Security (1-2)	1	\$ 25,000.00	\$ -	\$ 50,000.00	\$ 54,000.00	\$ 50,000.00	\$ 50,000.00
210	Retirement		20,000.00	2.00%	\$ 400.00	\$ 500.00	\$ 560.00	\$ 502.00
220	Social Security		20,000.00	7.65%	\$ 1,530.00	\$ 1,912.50	\$ 2,142.00	\$ 1,920.15
230	Health Insurance (includes dental, life, etc.)	1	\$ 4,320.14	\$ 4,320.14	\$ 4,320.00	\$ 4,320.00	\$ 4,320.00	\$ 4,321.00
240	Workers' Compensation	\$	20,000.00	1.22%	\$ 244.00	\$ 305.00	\$ 341.60	\$ 306.22
250	Unemployment Compensation	1	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00	\$ 189.00
320	Property Insurance	1	\$ 3,500.00	\$ 3,500.00	\$ 15,500.00	\$ 19,450.00	\$ 5,000.00	\$ 5,000.00
371	Phone	12	\$ 750.00	\$ 9,000.00	\$ 9,300.00	\$ 12,000.00	\$ 9,600.00	\$ 10,800.00
381	Water and Sewage	12	\$ 900.00	\$ 10,800.00	\$ 11,400.00	\$ 15,430.00	\$ 11,000.00	\$ 11,700.00
382	Garbage	12	\$ 300.00	\$ 3,600.00	\$ 4,000.00	\$ 5,500.00	\$ 4,200.00	\$ 4,500.00
390	Other Purchased Services							
	Custodial Services (contracted)	0	\$ 17,000.00	\$ 8,700.00	\$ 23,000.00	\$ 26,000.00	\$ 18,000.00	\$ 21,000.00
	Fire Alarm Monitoring	12	\$ 120.00	\$ 1,440.00	\$ 2,200.00	\$ 4,400.00	\$ 1,560.00	\$ 1,560.00
	Security System Monitoring	4	\$ 374.00	\$ 1,496.00	\$ 2,000.00	\$ 4,500.00	\$ 1,700.00	\$ 1,700.00
	Carpet Cleaning	\$	-	\$ -	\$ 4,600.00	\$ 7,400.00	\$ 2,700.00	\$ 2,700.00
	Grounds Maintenance	6	\$ 500.00	\$ 3,000.00	\$ 12,000.00	\$ 17,000.00	\$ 3,300.00	\$ 3,300.00
	Pest Control	12	\$ 75.00	\$ 900.00	\$ 2,500.00	\$ 4,600.00	\$ 1,020.00	\$ 1,020.00
410	Natural Gas	12	\$ -	\$ -				
430	Electricity	12	\$ 3,100.00	\$ 37,200.00	\$ 43,000.00	\$ 49,500.00	\$ 44,400.00	\$ 44,400.00
510	Supplies	12	\$ 350.00	\$ 4,200.00	\$ 23,000.00	\$ 29,500.00	\$ 4,920.00	\$ 4,920.00
641-642	Equipment	12	\$ 750.00	\$ 7,500.00	\$ 10,500.00	\$ 16,700.00	\$ 11,100.00	\$ 11,100.00
730	Dues and Fees	4	\$ 95.00	\$ 380.00	\$ 440.00	\$ 480.00	\$ 480.00	\$ 520.00
	Total Operation of Plant			\$ 118,399.14	\$ 245,666.50	\$ 302,012.60	\$ 201,632.60	\$ 206,559.37
Maintenance of Plant (8100)								
350	Repairs and Maintenance	12	\$ 200.00	\$ 4,500.00	\$ 7,900.00	\$ 17,400.00	\$ 4,730.00	\$ 2,700.00
350	Floor Stripping	4	\$ 850.00	\$ 3,400.00	\$ 7,000.00	\$ 15,350.00	\$ 8,500.00	\$ 4,500.00
510	Supplies			\$ 6,300.00	\$ 13,250.00	\$ 23,450.00	\$ 20,500.00	\$ 35,000.00
	Total Maintenance of Plant			\$ 14,200.00	\$ 28,150.00	\$ 56,200.00	\$ 33,730.00	\$ 42,200.00
Administrative Technology Services (8200)								
310	Consultants - Administrative Networks		\$ 1,500.00	\$ 3,450.00	\$ 7,800.00	\$ 12,321.00	\$ 3,700.00	\$ 1,500.00
350	Repairs and Maintenance			\$ 2,100.00	\$ 4,500.00	\$ 5,890.00	\$ 5,800.00	\$ 6,950.00
510	Supplies			\$ 2,573.94	\$ 5,500.00	\$ 8,700.00	\$ 3,700.00	\$ 2,148.06
641-642	Office Equipment			\$ 3,500.00	\$ 7,500.00	\$ 13,250.00	\$ 3,580.00	\$ 2,192.00
643-644	Computer Equipment			\$ 1,498.00	\$ 2,600.00	\$ 2,900.00	\$ 1,900.00	\$ 7,800.00
690	Software			\$ 1,103.15	\$ 1,700.00	\$ 2,341.00	\$ 825.02	\$ 825.02
	Total Administrative Technology Services			\$ 14,225.09	\$ 29,600.00	\$ 45,402.00	\$ 19,505.02	\$ 21,415.08
Non-Instructional Community Services (9100)								
100	Family Engagement Specialist	1	\$ 30,000.00	\$ -	\$ 30,000.00	\$ 35,000.00	\$ 30,000.00	\$ 35,000.00
210	Retirement	-	2.00%	\$ -	\$ 600.00	\$ 700.00	\$ 700.00	\$ 600.00
220	Social Security	-	7.65%	\$ -	\$ 2,295.00	\$ 2,677.50	\$ 2,677.50	\$ 2,295.00
230	Health Insurance (includes dental, life, etc.)	0	\$ 4,320.00	\$ -	\$ -	\$ -	\$ -	\$ -
240	Workers' Compensation	\$	-	1.22%	\$ 366.00	\$ 427.00	\$ 427.00	\$ 366.00
250	Unemployment Compensation	0	\$ 210.00	\$ -	\$ 257.00	\$ 315.00	\$ 315.00	\$ 316.00
	Total Community Services			\$ -	\$ 33,518.00	\$ 39,119.50	\$ 34,119.50	\$ 38,577.00
641-642	Office Equipment							
Debt Service (9200)								
710	Redemption of Principal			\$ -	\$ -	\$ -	\$ -	\$ -
720	Interest Expense			\$ -	\$ -	\$ -	\$ -	\$ -
	Total Debt Service			\$ -	\$ -	\$ -	\$ -	\$ -
Reserve Fund			0%	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Budgeted Expenditures			\$ 1,621,082.40	\$ 2,491,390.30	\$ 2,980,332.16	\$ 3,008,401.44	\$ 3,687,781.02
	Balance			0.00	170,300.78	33,796.85	5,727.57	381,477.19