

FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION

SVG LEADERSHIP ACADEMIES, INC., on
behalf of The Leadership Academy for Academic
and Personal Achievement,

Applicant/Appellant,

vs.

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA,

Sponsor/Appellee.

SPONSOR'S ARGUMENT IN SUPPORT OF APPLICATION DENIAL

Robert Paul Vignola, Deputy General
Counsel
OFFICE OF THE GENERAL COUNSEL
THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA
Kathleen C. Wright Administration Building
600 Southeast Third Avenue – 11th Floor
Fort Lauderdale, Florida 33301
Telephone: (754) 563-1983
Facsimile: (754) 321-2705
robert.vignola@browardschools.com

COMES NOW, THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, by and through its undersigned attorneys, and pursuant to Section 1002.33(6)(c)1, Florida Statutes, and Section 6A-6.0781, F.A.C., respectfully files this its response to the appeal filed by the Applicant/Appellant, Dorothy Davis concerning the charter school application for The Leadership Academy for Academic and Personal Achievement (“Charter School”), and would state as follows:

I. IDENTIFICATION OF PARTIES

The charter school application for The Leadership Academy for Academic and Personal Achievement was submitted by Dorothy Davis (“Applicant” or “Appellant”), P.O. Box 55-1667 [sic]. The Sponsor below was The School Board of Broward County, Florida (“SBBC”), 600 Southeast Third Avenue, Fort Lauderdale, Florida 33301.

II. STATEMENT OF FACTS AND PROCEDURAL MATTERS

SBBC’s Offices were closed on August 1, 2014 due to summer hours and a four-day workweek. Notice of the revised charter application submission date of August 4, 2014 was provided in the Letter of Intent Template and in the Charter Application Submission Instructions found on the www.browardschools.com website (Exhibit 1). On August 4, 2014, the Applicant submitted its proposed Grades 6-9 charter school application to SBBC.

SBBC currently sponsors 99 charter schools operating in Broward County, Florida and has approved applications for an additional 13 charter schools to open in the 2015-2016 school year and another 18 approved charter school applicants have deferred their opening until the 2015-2016 school year.

The Applicant declined a request to extend SBBC’s the 60-day charter application approval timeline under Section 1002.33(6)(b)3a, Florida Statutes. Within the 60 days of submission of its application, the Applicant was notified via email on September 30, 2014

(Exhibit 2) that SBBC would consider a recommendation for the application's denial during its Regular School Board Meeting on October 7, 2014. The Applicant was not materially prejudiced by SBBC's denial of the application two business days after the 60-day period.

The application was reviewed by the Superintendent's Charter School Review Committee ("Committee"), which is comprised of personnel from pertinent district departments including, without limitation, Instruction and Intervention, Exceptional Student Education, English for Speakers of Other Languages, Facilities, Budget, Risk Management and Charter Schools Management/Support Departments. Each of these Committee Members noted any strengths and/or areas of concern within the application and indicated whether those portions of the charter school application falling within the reviewer's area(s) of expertise met the application standard, partially met the application standard or did not meet the application standard.

The Committee found numerous deficiencies within the charter school application and recommended its denial. These deficiencies were specified in the Executive Summary to SBBC's Agenda Item L-4 at its October 7, 2014 Regular School Board Meeting (Exhibit 3). The Applicant was notified via Exhibit 2 that it could address the recommended denial at SBBC's Regular School Board Meeting on October 7, 2014. No representative for the Applicant chose to speak at that meeting and SBBC voted to deny the application.

SBBC issued a letter of denial on October 8, 2014 (Exhibit 4) via electronic and certified mail and Applicant received the letter of denial via certified mail on October 11, 2014. The letter of denial was accompanied by a copy of the Agenda Request Form and Executive Summary from SBBC's meeting which identified the application's numerous deficiencies and the grounds for denial. The letter of denial encouraged the Applicants to remedy the application's identified substantive deficiencies and resubmit an application for the 2015 application review cycle. The original letter of denial contained a scrivener's error when specifying the date of the meeting at

which SBBC denied the application and a corrected letter of denial (Exhibit 5) revising that meeting date was sent via electronic and certified mail on October 29, 2014 and received by the Applicant on October 31, 2014.

The Applicant filed its notice of appeal of Denial of Charter School Application and Appellant's Brief with the Florida Board of Education and a copy of same was received by SBBC on October 30, 2014 and SBBC timely filed this response.

III. SBBC's Denial of Application - Timing

SBBC voted to deny the Application on the 64th day (October 7, 2014) following its submittal (August 4, 2014) by the Applicant. SBBC's delay of two business days in acting upon the application caused no material prejudice to the Applicant and enabled the sponsor to act upon the application during a regularly scheduled and noticed public meeting. Despite Applicant's suggestion to the contrary, Section 1002.33(6)(b)3a, Florida Statutes, does not provide for the default approval of an application upon the passage of 60 days after its submittal. SBBC's delay in acting upon the application was *de minimus* in duration, did not prejudice the Applicant and is not a basis for approval of the deficient application.

IV. SBBC's Denial of Application – Good Cause

SBBC identified numerous deficiencies within the Application that constituted good cause for its denial under Section 1002.33(6)(b)3a, Florida Statutes. Those deficiencies were identified in detail in the letter of denial and its attachments. In order to avoid unnecessary repetition, SBBC will collectively address the deficiencies concerning the proposed general education curriculum and will separately address the deficiencies in the proposed ESE program, the proposed ESOL program, the proposed School's business operations, and for the School's timeline and contingency plan.

A. Deficiencies in the Proposed General Education Curriculum

The application failed to provide evidence (1) of a state-approved, research-based reading program; (2) of a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically-based reading research; (3) of a detailed curriculum plan that illustrates how students will be provided services to attain the Florida Standards; and (4) of how students with deficient in decoding and text reading efficiency will be served, how much time will be devoted to intensive reading instruction, how curriculum materials will be used, when they will be used, and with which students at each grade level in intensive reading courses. In addition, the application failed to identify a detailed curriculum plan that clearly describes the reading curriculum and differentiated strategies for students reading at, above or below grade level.

Section 1002.33(7)(a)2a, Florida Statutes, states as follows:

The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically-based reading research.

In addition, State Board Rule 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through content area reading intervention (CAR-PD/NGCAR-PD).

The Applicant cited several pages intending to identify their identification of an effective, research-based educational program. However, those application excerpts fail to sufficiently describe or identify what the school intends to use for an appropriate educational program design.

Page 2 of the application states that:

... the school will utilize the District grade-level/content-area scope and sequence maps and pacing guides, the district Student Progression Plan (SPP), the State Comprehensive Research-Based Reading Plan (CRRP),

and the district approved reading plan to instruct students school-wide and prepare students to achieve the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS).

The above statement is overbroad and ambiguous and fails to clearly state that the school will implement with fidelity the District's K-12 Comprehensive Research-Based Reading Plan. Simply stating that the State CRRP will be utilized fails to clearly describe the proposed educational design and the implementation plan and creates a means to make modifications that may not be state-approved. In addition, charter schools are not authorized to use most District-created curriculum materials such as pacing guides or scope and sequence maps.

The application stated at Page 6 that "[t]he Reading curriculum will be based on the successful implementation of the District's Comprehensive Research Reading Program (CRRP) used by the Sponsor." This statement implies that the reading curriculum will not necessarily follow the District's K-12 Comprehensive Research-Based Reading Plan but could possibly resemble the plan in some areas. The application used a variety of plans including State Comprehensive Research-Based Reading Plan (CRRP), district approved reading plan, District's Comprehensive Research Reading Program (CRRP) to label its reading plan. The Applicant's failure to specify the plan to be implemented demonstrates a lack of understanding of the District's K-12 Comprehensive Research-Based Reading Plan.

The application stated at Page 38 that "... the school will utilize the District grade-level/content-area scope and sequence maps and pacing guides, the district Student Progression Plan (SPP) Policy 6000.1, the Just Read Florida! K-12 Comprehensive Research-Based Reading Plan (CRRP), and the district approved K-12 reading plan charts to instruct, provide instructional support services, and prepare students to achieve the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CC) standards." The Application's reference to charts that will be used to instruct and its references to various different reading plans makes

the educational design ambiguous.

According to Section 3: Educational Program Design of the Model Florida Charter School Application, the Applicant is required to "...B. Describe the proposed charter school's educational program and C. Describe the research base for the educational program." The application failed to clearly state which plan will be implemented with fidelity or what reading charts it referred to in this statement demonstrating the absence of a research base. Furthermore, reviewers are to look for an educational program design that is clear and coherent. The ambiguities within the Application's program design precluded a review of a specific educational program design or plan.

While Pages 45-46 of the Application referred to CRRP, the Application failed to clearly state which plan is being referenced or whether or not the School will implement the plan with fidelity or merely use the plan as a reference. In addition, no clear reading plan was provided in the Application even though Page 63 referred to "the school-approved Reading Plan." Furthermore, Page 64 of the Application stated, "The CRRP, SPP, district developed pacing guides, and district approved K-12 reading plan charts will also serve as research-based and foundation materials that will be used to develop the curriculum. The Application referred to resources that will be used to develop the school's curriculum, but provided an ambiguous educational design as it failed clearly state which reading plan will be implemented with fidelity, or what reading charts were referenced in this statement, nor did it clarify what is meant by "the curriculum."

Page 65 of the Application stated, "Specifically, the School will adopt the district's comprehensive research-based reading curriculum and the appropriate material and resources to support the School's program. The Application continued to be unclear about the curriculum and educational plan as it repeatedly referred to various reading plans, charts, pacing guides, etc. and

stated that these materials will be used to develop their curriculum.

Additional Application deficiencies referred to e2020, which is not a state-approved intervention program, and that the Application failed to provide evidence of a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically-based reading research. Although the Applicant stated that e2020 was not going to be used as a reading intervention program, Page 12 of the Application stated that, "Students entering the School needing to recover units...will be afforded the opportunity to recover units at the School through the use of foundational skills development courses from e2020... The courses include scaffolding and literacy support and are accessible to students reading below grade level." Page 13 of the Application stated, "The utilization of a research-based intervention program that develops and strengthens cognitive skills and accelerates learning, such as e2020, will be an essential component of the instructional program."

The e2020 program is not state-approved for reading intervention or literacy support. The Application used references such as "or similar programs" and "selection will be modified" and this was reiterated in the Response to Charter School Evaluation Instrument but no definitive state-approved research-based reading intervention programs were included in the Application. The Application must clearly identify the curriculum programs and materials to be used for reading instruction, especially reading intervention.

Section 1002.33(2)(b), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: ...2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading." Although the Application referenced and described at-risk students on several pages of the Application, it failed to provide a clear explanation of specific programs that are effective and research-based and address the needs of and motivate at-risk students. It is not enough to merely identify the at-risk students, but it is imperative to

provide them with resources, instruction and setting that best suits the student. While the Application references a variety of strategies and approaches, the Application did not clearly explain the educational program design and curriculum plan in detail. The research for the "seven best and preferred practices" was not provided, nor was there evidence of state approval. No supporting evidence was provided in Section 2: Target Population and Student Body of the application when stated on Pages 22-23 that the school will comply with the Class Size Amendment.

Section 1002.33(2)(b) Florida Statutes, states that, "Charter schools shall fulfill the following purposes: ...3. Encourage the use of innovative learning methods." The Application failed to provide evidence of innovative learning methods. The mission of this school fits the standard credit recovery schools that are currently in existence in Broward County. The Application stated that the school will use the District's Student Progression Plan, the State Comprehensive Research-Based Reading Plan, the District-approved reading plan, and the District grade level/content area scope and sequence maps and pacing guides. Based on the materials and resources presented in the application for instructional use, students will receive the standard education for a student in a credit recovery program and no innovative methods were described.

The Model Florida Charter School Application, Section 3: Educational Program Design, Parts A-E require that the Applicant to describe the proposed school's daily schedule and calendar, the proposed educational program, the research base for the educational program, how the educational program aligns with the school's mission and how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards. The research sources presented in Section 3: Educational Program Design on Page 35 of the Application included Writer's Workshop which is not valid for the

school's target population. As described in the Application, the Writer's Workshop resource is to be used at the kindergarten level though this Application is for a Grades 6-9 program.

Based on the information in the application, the reviewers determined that the Educational Program Design lacked sufficient detail for an adequate program. While the Application references a variety of strategies and approaches, it fails to clearly explain the curriculum and educational plan in detail, fails to provide the research for the "seven best and preferred practices," and lacks evidence of state-approval. The Application lacks a clear curriculum and educational plan, fails to identify state-approved research-based reading curriculum programs, and its educational design is unclear and ambiguous. The Application does not clearly identify which plan will be implemented with fidelity or which state-approved research-based curriculum materials and programs will be used.

The foregoing deficiencies concerning the School's lack of clarity in regard to the School's mission, guiding principles and purpose, implementation of a clear education program design and implementation of a solid curriculum plan constitute good cause for denial of the charter school application.

B. Deficiencies in the Proposed ESE Program

The Model Florida Charter School Application, Section 6: Exceptional Students, requires that the Applicant "...E. Describe how the school's effectiveness in serving exceptional students will be evaluated." and "...J. Describe how the school will serve gifted and talented students." The Application was deficient with regard to its proposed provision of educational services necessary to serve the needs of ESE students, including gifted students. Section 1002.33(7)(a)4, Florida Statutes, states that, "the methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure

accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs." State Board Rule 6A-6.03019(2)(b)2f, F.A.C., requires an evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

The Application failed to include a plan to evaluate the effectiveness the Gifted Program. Although an evaluation plan for students with disabilities (SWDs) was provided, gifted students are not students with disabilities and cannot categorized as such. The Gifted Program must stand alone in the evaluation of its effectiveness.

The Application failed to provide a clear projection of students with disabilities based upon accurate research for Broward County. Section 1002.33(10)(e)5, Florida Statutes, states that, "students who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school's mission and purpose. Such standards shall be in accordance with current state law and practice in public schools and may not discriminate against otherwise qualified individuals." Section 1002.33(10)(f), Florida Statutes, states that, "students with disabilities and students served in English for Speakers of Other Languages programs shall have an equal opportunity of being selected for enrollment in a charter school." State Board Rule 6A-6.03019(2)(b)2f, F.A.C. requires an evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

According to The Model Florida Charter School Application, Section 6: Exceptional Students, the Applicant is to "...G. Provide the school's projected population of students with disabilities and describe how the projection was made." The Application failed to discuss research-based projections for ESE students, SWD as well as gifted students, according to

research applicable to SBBC's public schools. The Application is clearly premised upon information from Miami -Dade County Public Schools (M-DCPS) Office of Assessment Research and Data Analysis and the Application estimates an SWD student population average of 10% on Page 111. In contrast, SBBC's 3-year average ESE enrollment from 2011-2014, not including charter schools, was 12.5% whereas the charter school 3-year average enrollment of ESE students was 7.2%. SBBC's 3-year average ESE enrollment with charter schools was 11.8%. Broward County Public School's 3-year average ESE enrollment from 2012-2015, not including charter schools was 12.6%. The charter school 3-year average enrollment of ESE Students was 7.3%. SBBC's 3-year average was 11.9%. (Source: Benchmark enrollment accessible at <http://www.broward.k12.fl.us/dsa/EnrollmentCounts.shtml>).

Using the data available during the time this Application was submitted, 2011-2014, the difference between the Broward County ESE student enrollment of 11.8 % (3-year average) in contrast to this Application's 10% could represent a significant discrepancy affecting more than 500 students county-wide.

The Application also failed to differentiate and distinguish between the needs of ESE and ELL students and failed to define the services required to meet their unique and separate educational needs. State Board Rule 6A-6.03411(1)(m), F.A.C., defines an Exceptional Student as "any student who has been determined eligible for a special program in accordance with these rules. The term includes students who are gifted and students with disabilities as defined in these rules." State Board Rule 6A-6.03411(1)(n), F.A.C., defines Exceptional Student Education (ESE) as "specially designed instruction and related services that are provided to meet the unique needs of exceptional students who meet the eligibility criteria described in Rules 6A-6.03011 through 6A-6.0361, F.A.C."

State Board Rule 6A-6.03411(1)(kk)1, F.A.C., defines special education for students with

disabilities as “specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including: a. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and b. Instruction in physical education.” State Board Rule 6A-6.03411(1)(y), F.A.C., defines Limited English Proficient as “when used in reference to an individual, means an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language that would deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.”

Page 104 of the Application stated that “[t]he goal of the ESE program will be to ensure that all students entering the school with varying levels of Limited English Proficiency will receive comparable and comprehensible instruction.” It elaborated on how instruction will help students develop communicative skills. This is the focus solely of the ESOL program, not the ESE program. In addition, throughout the application, ELL programming and strategies and ESE programming and strategies were intermingled, yet they are distinctly different, as clearly defined by State Board Rule. For example, Page 60 of the Application referenced “multiple ELL and ESE strategies across the curriculum.” Once again, the Application inappropriately joined together two groups of students that are distinctly different. The intermingling of these two separate and distinct populations demonstrates a lack of understanding of those students’ specific needs and is not a mere “typographical error in one sentence” as suggested in the Applicant’s Response to Charter School Evaluation Instrument.

The Application also failed to provide a detailed explanation of a state adopted reading/math program to deliver supportive and intensive instruction for struggling students with disabilities in regards to its scope and sequence, frequency, and duration. (Pages 65-103)

Section 1002.33(7)(a)2a, Florida Statutes, states that, "the charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Sunshine State Standards and grounded in scientifically-based reading research." State Board Rule 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through content area reading intervention (CAR-PD/NGCAR-PD).

The Application failed to identify a detailed curriculum plan that clearly describes the reading curriculum and differentiated strategies for students reading at, above or below grade level. ESE Students with Disabilities historically are struggling students in the lowest quartile and are consistently Level 1/Level 2 scoring students. Understanding the difficulties that the ESE SWDs have in regards to reading, the charter application needed to provide more detail as to how these students would receive assistance in order to achieve academic success.

The Application also failed to provide a detailed explanation of a state adopted reading/math program to deliver supportive and intensive instruction for struggling students with disabilities in regards to its scope and sequence, frequency and duration and also failed to completely address the area of ESE students who do not make annual progress. While it did provide for some remedial steps through a Progress Monitoring Plan, the Application did not clearly define its referenced programs or methodology which is a required element of the Florida Model Charter School Application, Section 4: Curriculum Plan, Parts C and D.

The foregoing deficiencies concerning the charter school's understanding of the requirements for educating exceptional and gifted students constitute good cause for denial of the charter school application.

C. Deficiencies in the Proposed ESOL Program

The Committee noted several deficiencies in the area of English for Speakers of Other Languages (ESOL). Although the Applicant suggests that Section 7: English Language Learners of the Model Florida Charter School Application met the standard without any comments, SBBC's review Committee noted deficiencies which were provided in the Executive Summary that accompanied the letter of denial.

On August 14, 1990, an order was rendered by the United States District Court for the Southern District of Florida in the matter of League of United Latin American Citizens (LULAC) et al. v. Florida Board of Education, et al, Case No. 90-1913, "embodying actions and policies to be undertaken regarding ...children's rights to equal educational opportunities." That court order has become known as the META Consent Decree. While no school districts or charter schools were parties to the LULAC case, all public schools are required to comply with the META Consent Decree which states that it is "binding upon organizational entities on both sides of this matter, their successors in office, agents, employees, and all persons in active consent or participation with them."

The META Consent Decree calls for a distinct plan to be created and filed with the state to serve the unique needs of each county's ELL student population. As a large, ethnically, culturally and linguistically diverse area, Broward County serves approximately 37,426 ELL students coming from 198 countries and speaking 125 different languages according to the ELL and Foreign Born Student Enrollment Report for September 2014. Acting as the state's designated surrogate for the development of a plan to serve the needs of ELL students in

Broward County, the Sponsor filed the Broward ELL Plan. The Applicant stated that the school will follow the Broward County Public School District's ELL Plan but specifically referenced procedures and processes on Page 116 of the Application that do not align with the District's state-approved ELL Plan.

The Model Florida Charter School Application, Section 7: English Language Learners, requires that the Applicant "A. Describe how the school will comply with state and federal requirements for serving English Language Learners, including the procedures that will be utilized for identifying such students and providing support services." The Application failed to adhere to the specified procedures for the identification and placement of ELLs in public schools within Broward County. On Page 116, the Application referred to use of the "Comprehensive English Language Learning Assessment (CELLA) Assessment for placement in addition to programmatic assessment for mathematics to place students in ESOL 1-4." This assessment as well as its procedure for placement is not aligned with state-approved Broward ELL plan. Rather, the Broward ELL Plan specifies that the IDEA Oral Language Proficiency Test II will be used in Broward County as the aural/oral language assessment instrument for placement in Grades 6-8.

In addition, the Application failed to provide a clear understanding of procedures for classifying ELLs. On Page 116 and throughout the Application, reference was made to classifying ELLs as ESOL 1-4." In Broward County, once a student is identified by answering affirmatively to any of the question on the Home Language Survey and assessed with IPT, the Broward ELL Plan calls for reference to be made to charts correlating the IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications to determine a Broward Language Classification for the public school student.

Furthermore, the Application also failed to comply with the Broward ELL Plan's identification and placement requirement that achievement test scores in reading and writing be administered as a part of the ESOL Program eligibility requirements for Fluent English Speakers (FES) in Grades 3-12. The Application was inconsistent with the Broward ELL Plan that specifies that the following criteria will be used to determine eligibility for the FES students in Grades 3-12 in public schools within Broward County:

- If **both** reading and writing standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If **both** reading and writing standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.

Finally, while the Application speaks to ensuring that parents understand the proceedings of ELL Committee meetings, it failed to address the requirement to provide all Home-to-School communication in parents' primary language. In accordance with State Board Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL) require that school-to-home communication between a school and parents of current or former English Language Learners shall be in the parents' primary language. SBBC provides translations of district documents in the top three languages represented mainly in this district (Spanish, Haitian-Creole, and Portuguese). It is each public school's responsibility to translate school documents in the languages represented at their schools including, but not limited to, registration information, parent contracts, Student Code of Conduct, interim reports and report cards.

The foregoing deficiencies concerning the charter school's understanding of the

requirements for educating English Language Learners constitute good cause for denial of the charter school application.

D. Deficiencies in the Proposed Business Operations

Section 1002.33(7)(a)11, Florida Statutes, states that the charter shall be based on “a description of procedures that identify various risks and provide for comprehensive approach to reduce the impact of losses...and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and if so, the terms and conditions thereof and the amounts of coverage.” In addition, Section 18: Financial Management and Oversight of the Model Florida Charter School Application requires the Applicant to “...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 Application failed to include adequate insurance coverage for General Liability, Professional Liability and Property. Although the Application indicated that the charter school would “comply with all requirements specified by the district, or applicable state statutes regarding insurance and liability coverage,” it failed to indicate any understanding of those requirements. While the Application reflected Commercial General Liability with a Per Occurrence limit and Aggregate limit, it failed to specify the Products and Completed Operations policy Aggregate limit of \$1,000,000 required by the Broward County Public School District. Additionally, the General Aggregate must apply per Location/School. SBBC, its Members, Officers, Employees and Agents must be added as Additional Insured, and all policies must be primary of all other valid and collectible coverage maintained.

With respects to the professional liability and commercial property insurance, maximum deductible amounts should have been identified in the Application including a Professional

Liability policy with a deductible no greater than \$25,000 and a Commercial Property Insurance policy's wind/hail deductible no greater than 5% of the property value.

Although the Applicant had indicated that the SBBC identified deficiencies with the management and protection of student and financial records, this is not the case and the evaluation summary sheets completed by the experts in the Risk Management Department did not identify this as an area of concern or deficiency.

The foregoing deficiencies concerning the charter school's insurance coverage in all required areas constitute good cause for denial of the charter school application.

E. Deficiencies in the Proposed Timeline and Contingency Plan

The Application failed to provide a clear roadmap of the steps and strategies that will be employed to prepare the School to be ready to serve its students well on the first day of operation. The charter application's timeline failed to address the implementation of each element thereof as required by Section 1002.33(7)(a)16, Florida Statutes, and as identified as part of the evaluation criteria for Section 19: Action Plan. The Application failed to include any explanation of a contingency plan to address emergency events, including (but not limited to) those involving medical, fire, hazardous weather, security, or any other unplanned event that endangers the well-being and/or life of students and staff, which is considered an "unanticipated" event that may prevent the school from opening on the first day.

The foregoing deficiencies concerning the School's ability to implement a plan for unanticipated events constitute good cause for denial of the charter school application.

V. CONCLUSION

It is respectfully submitted that the Sponsor, The School Board of Broward County, Florida, identified good cause in its letter of denial of the charter school application submitted by Applicant for The Leadership Academy for Academic and Personal Achievement and that the

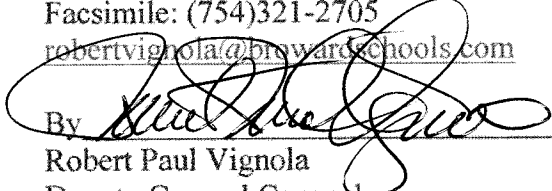
State Board of Education should uphold that denial upon appeal.

III. CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing was furnished by Federal Express – Priority Overnight Mail to Christopher Norwood of the Governance Institute for School Accountability, Representation for the Applicant/Appellant Dorothy Davis, 14844 Breckness Place – Suite 100, Miami Lakes, Florida 33016, this 21st day of November, 2014.

Respectfully submitted,

OFFICE OF THE GENERAL COUNSEL
Attorneys for the Sponsor The School Board
of Broward County, Florida
600 Southeast Third Avenue – 11th Floor
Fort Lauderdale, Florida 33301
Telephone: (754)321-2050
Facsimile: (754)321-2705
robertvignola@browardschools.com

By 
Robert Paul Vignola
Deputy General Counsel
Florida Bar No. 366641

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STATE BOARD OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION

SVG LEADERSHIP ACADEMIES, INC., on
behalf of The Leadership Academy for Academic
and Personal Achievement,

Applicant/Appellant

vs.

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA,

Sponsor/Appellee.

INDEX OF EXHIBITS

1. Sample Letter of Intent to Submit Charter School Application and excerpts from Charter School Application Submission Instructions
2. Email dated September 30, 2014 from Anitra F. Hayes-Collins to SVG Leadership Academies
3. Agenda Request Form Agenda Item L-4 – Meeting of October 7, 2014 with attachments
4. Letter of Denial dated October 8, 2014 with attachments
5. (Corrected) Letter of Denial dated October 8, 2014 with attachments

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LETTER OF INTENT TO SUBMIT CHARTER SCHOOL APPLICATION

DATE (Due no later than July 1, 2014)

Jody Perry, Director
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave., 12th Floor
Fort Lauderdale, FL 33301

Dear Ms. Perry

Please accept this letter of intent to submit a charter school application to the Broward County Public School District on or before August 4, 2014 by no later than 5:00 PM.

The focus/theme of the charter school will be (describe focus/theme of the school) and will demonstrate an innovative educational plan by (briefly describe the innovative educational plan).

The student enrollment breakdown by year will be as follows:

Year 1:	2015-2016	Grades	___	to	___	up to	_____	students
Year 2:	2016-2017	Grades	___	to	___	up to	_____	students
Year 3:	2017-2018	Grades	___	to	___	up to	_____	students
Year 4:	2018-2019	Grades	___	to	___	up to	_____	students
Year 5:	2019-2020	Grades	___	to	___	up to	_____	students

The facility/location address is:

(Enter complete charter school address)

The information for the contact person is as follows:

Name
Mailing Address
Telephone Number
Email Address

Sincerely,

(Name of Applicant)

New Applicant Training

Section 1002.33(6)(f), Florida Statutes, requires charter school applicants to participate in training after approval of an application but at least 30 calendar days before the first day of classes at the charter school. Charter school applicants are no longer required to participate in training before submitting an application.

For information on the dates and locations for this mandatory training, and to register, please click here:

http://www.floridaschoolchoice.org/information/Charter_schools/Applicant_Training.asp

Application Submission

Charter school applications are due to the sponsor (school district) by August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next school year.

In addition, Section 1002.33(6), F.S., requires charter school applicants to submit an application on a model application form developed by the Florida Department of Education. The sponsor must then review the application using the evaluation instrument also developed by the Department. If approved, the sponsor will present a contract for negotiation. Please see the template for the standard, virtual and high performing applications below. Also listed below are additional websites that contain information about charter schools.

- [Standard Model Charter School Application \(IEPC-M1\)](#)
- [Standard Model Charter School Application Evaluation Instrument \(IEPC-M2\)](#)
- [Virtual Charter School Application \(IEPC-V1\)](#)
- [Virtual Charter School Application Evaluation Instrument \(IEPC-V2\)](#)
- [High Performing Replication Application \(IEPC-HP1\)](#)
- [High Performing Replication Application Evaluation Instrument \(IEPC-HP2\)](#)

http://www.floridaschoolchoice.org/information/charter_schools/faqs.asp

http://www.floridaschoolchoice.org/Information/Charter_Schools/files/starting_a_charter.pdf

http://www.floridaschoolchoice.org/Information/Charter_Schools/statutes_and_rules.asp

The charter application process is a major undertaking. The applicant must demonstrate a capacity to develop and implement an innovative educational program. The process is rigorous and aligned to Florida Statutes. Charter school applications are subject to many requirements, including, but not limited to, the use of the guiding principles for charter schools, a detailed curriculum with differentiated strategies that serves the needs of all students, and a five-year viable financial plan. These requirements are clearly explained in Section 1002.33, Florida Statutes and in the Model Florida Charter School Application.








It is the applicant's responsibility to verify information on the Florida Department of Education's website in the event of any changes or additional requirements. We encourage charter applicants to also peruse the Broward School's website browardschools.com for information that may assist applicants in completing their application as they include specific district processes and procedures. If you are planning on submitting a charter application on August 1, please send us a letter of intent, no later than July 1, 2014. For a sample letter, please visit

www.browardschools.com, go to About Us, click on Departments, and click on Charter Schools. At the bottom, you will see a link for the Letter of Intent.

Broward County requires that charter school applicants submit one (1) hardcopy, single-sided application, with a paginated table of contents that follows the sections specified in the Model Florida Charter School Application. In addition, Broward requires that applicants submit an electronic, PDF formatted, exact copy of the hardcopy application on a flash drive that will not be returned. The application must be saved as one continuous document including any appendices. If possible, please compress the PDF when saving so that it does not exceed 50M. Staff will verify that each electronic copy is identical in pagination and content to the hardcopy submitted. Any submissions that do not align to this format will not be accepted.

The Charter Schools Support Department will accept charter applications on Monday, August 4, 2014 from 8:00 AM until 5:00 PM. The District offices are closed on Friday, August 1, 2014. Applications will be accepted at the Kathleen C. Wright Administration Center in the Pre-Function room on the first floor. The address is 600 SE 3rd Avenue, Fort Lauderdale, FL 33301. Any late applications will not be accepted nor reviewed. If you have any questions, please call the Charter Schools Support Department at 754-321-2135.

2

From:  Anitra F. Hayes-Collins Tuesday, September 30, 2014 10:23:56 AM 
Subject: The Leadership Academy for Academic and Personal Achievement
To:  svgleadershipacademies@yahoo.com
Cc:  Leslie M. Brown  CSS Group  JoAnn T. DiLallo
 Cecilia U. Guerrero

Good morning,
The Charter Application Denial for SVG Leadership, Inc., on behalf of The Leadership Academy for Academic and Personal Achievement will go before the School Board of Broward County, Florida on Tuesday, October 7, 2014. Your item number will be L-4. We do not have a set time as to when your item will be discussed however, you can watch the board meeting live by logging onto www.browardschools.com. The board meeting is scheduled to begin at 10:15 a.m.

Thank you



Anitra Collins, Office Manager
anitra.hayes@browardschools.com
Charter Schools Management/Support
600 SE 3rd Avenue, 12th Floor
Ft. Lauderdale, FL 33301
754-321-2135
754-321-2138 Fax



Faith is not knowing what the future holds but knowing who holds the future....

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call the Executive Director, Benefits & EEO Compliance at (754) 321-2150 or Teletype Machine TTY (754) 321-2158.

3



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Special Order Request	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Time	
Open Agenda	
<input type="radio"/> Yes	<input checked="" type="radio"/> No

MEETING DATE	Oct 7 2014 10:15AM - Regular School Board Meeting
AGENDA ITEM	CONSENT ITEMS
CATEGORY	L. OFFICE OF PORTFOLIO SERVICES
DEPARTMENT	Charter Schools/Management Support

ITEM No.:
L-4.

TITLE:
Denial of the Charter School Application of SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement)

REQUESTED ACTION:
Deny the Charter School Application of SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), for the opening of a charter school for the 2015-2016 school year based on the grounds specified in the Executive Summary and authorize the Superintendent to issue notice of the denial.

SUMMARY EXPLANATION AND BACKGROUND:
Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center. A copy of all supporting documents is available online via the Broward County Public Schools eAgenda at: <https://webappe.browardschools.com/eagenda/>. See Supporting Docs for continuation of Summary and Background.
This item has been approved as to form and legal content by the Office of the General Counsel.

SCHOOL BOARD GOALS:
 Goal 1: High Quality Instruction
 Goal 2: Continuous Improvement
 Goal 3: Effective Communication

FINANCIAL IMPACT:
There is no financial impact to the District.

EXHIBITS: (List)
(1) Continuation of Summary Explanation and Background (2) Executive Summary (3) The Leadership Academy for Academic and Personal Achievement (4) Draft Denial Letter

BOARD ACTION: <small>(For Official School Board Records Office Only)</small>	SOURCE OF ADDITIONAL INFORMATION:	
	Name: Jody Perry	Phone: 754-321-2135
	Name:	Phone:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Senior Leader & Title

Leslie M. Brown - Chief Portfolio Services Officer	Approved In Open Board Meeting On: _____
Signature Leslie M. Brown	By: _____
Wednesday, September 17, 2014 1:42:58 PM	School Board Chair

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), submitted a formal application to start a public charter school for the 2015-2016 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement). The Committee is comprised of representatives from Instruction and Intervention, Budget, Facilities, Student Transportation and Fleet Services, Exceptional Student Education and Support Services, English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization. Utilizing the Model Florida Charter School Application Charter School format, the Committee reviewed the application in detail.

Having reviewed SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), application, the Committee recommended the denial of the proposed charter school application (Exhibit 2). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), for the grounds specified in the attached executive summary.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda at:

<https://webapp.browardschools.com/eagenda>.

See Supporting Documents for continuation of Summary and Background.

This item has been approved as to form and legal content by the Office of the General Counsel.

Executive Summary
The Leadership Academy for Academic and Personal Achievement, Inc.
The Leadership Academy for Academic and Personal Achievement

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, charter school applications are due on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next academic year. Applications received in a timely manner are evaluated by the Superintendent's Charter School Review Committee, which is comprised of representatives from Instruction and Intervention, Budget, Facilities, Exceptional Student Education and Support Services (ESE), English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization.

Staff Comments and Recommendations:

The Charter School application for The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), be denied due to the following deficiencies:

- Failure to indicate what educational programs the school intends to implement, for whom and to what degree. Section 1002.33(2)(a), Florida Statutes; Section 1002.33(2)(b), Florida Statutes; Section 1002.33(2)(c), Florida Statutes; Section 1002.33(6)(a)(1), Florida Statutes; Section 1002.33(7)(a)(1), Florida Statutes, a required element of the Model Florida Charter School Application.

- o Section 1002.33(7)(a)(2)(a), Florida Statutes, states that, "the charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Florida Standards (FS) and grounded in scientifically based reading research." State Board Rule 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through content area reading intervention (CAR-PD/NGCAR-PD).

- Application Deficiency: The application fails to provide evidence of a state-

- approved, research-based reading program. Application refers to e2020, which is not a state-approved reading intervention program.
- Application Deficiency: The application fails to provide evidence of a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically-based reading research.
 - Application Deficiency: The application fails to provide evidence of a detailed curriculum plan that illustrates how students will be provided services to attain the Florida Standards.
 - Application Deficiency: The application fails to provide evidence of how students with deficits in decoding and text reading efficiency will be served, how much time will be devoted to intensive reading instruction, how curriculum materials will be used, when they will be used, and with which students at each grade level in intensive reading courses.
 - Application Deficiency: The application fails to identify a detailed curriculum plan that clearly describes the reading curriculum and differentiated strategies for students reading at, above or below grade level.
- Section 1002.33(2)(b)(3), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: ... Encourage the use of innovative learning methods."
 - Application Deficiency: The application fails to provide evidence of innovative learning methods. The application states that the school will use the District's Student Progression Plan, the State Comprehensive Research-Based Reading Plan, the District-approved reading plan, and the District grade level/content area scope and sequence maps and pacing guides.
 - Section 1002.33(2)(b)(2), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: ... Increase learning opportunities for all students, with special emphasis on low- performing students and reading."
 - Application Deficiency: The application fails to provide a clear explanation of specific programs that are effective and research-based and address the needs of and motivate at risk students.
 - Application Deficiency: The application fails to provide evidence that it aligns with the school's mission and responds to the needs of the school's target population.
 - Application Deficiency: The application fails to provide supporting evidence of how the school will offer small class sizes when it states in Section 2 that the school will comply with the Class Size Amendment.
- Failure to describe the educational foundation of the school and the teaching and learning strategies that will be employed. Section 1002.33(7)(a)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
 - Section 1002.33(7)(a)(2)(a), Florida Statutes, states that, "the charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Florida Standards (FS) and grounded in scientifically based reading research." State Board Rule 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through Content area reading intervention (CAR-PD/NGCAR-PD).

- Application Deficiency: The application fails to provide evidence of a state-approved, research-based reading program. Application refers to e2020, which is not a state-approved reading intervention program.
 - Application Deficiency: The application fails to provide a clear explanation of specific programs that are effective and research-based and address the needs of and motivate at risk students.
 - Application Deficiency: The application fails to identify a detailed curriculum plan that clearly describes the reading curriculum and differentiated strategies for students reading at, above or below grade level.
 - Application Deficiency: The application fails to provide evidence that it aligns with the school's mission and responds to the needs of the school's target population.
 - Application Deficiency: The application fails to provide evidence of a detailed curriculum plan that illustrates how students will be provided services to attain the Florida Standards.
 - Application Deficiency: The application fails to provide evidence of innovative learning methods.
- Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)(2), Florida Statutes; Section 1002.33(6)(a)(4), Florida Statutes; Section 1002.33(7)(a)(2), Florida Statutes; Section 1002.33(7)(a)(4), Florida Statutes, a required element of the Model Florida Charter School Application.
 - Section 1002.33(7)(a)(2)(a), Florida Statutes, states that, "the charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the Florida Standards and grounded in scientifically based reading research." State Board Rule 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding & text reading efficiency must be placed in reading intervention instruction and may not be served through Content area reading intervention (CAR-PD/NGCAR-PD).
 - Section 1002.33(6)(a)(2), Florida Statutes, states that, "charter school applications are subject to the following requirements: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards."
 - Application Deficiency: The application fails to provide evidence of a state-approved, research-based reading program. Application refers to e2020, which is not a state-approved reading intervention program, as well as a variety of other programs.
 - Application Deficiency: The application fails to provide a clear explanation of specific programs that are effective and research-based and address the needs of and motivate at risk students.
 - Application Deficiency: The application fails to provide evidence that it aligns with the school's mission and responds to the needs of the school's target population.
 - Application Deficiency: The application fails to provide evidence of a detailed curriculum plan that illustrates how students will be provided services to attain the Florida Standards.

- Application Deficiency: The application fails to provide evidence of how students with deficits in decoding and text reading efficiency will be served, how much time will be devoted to intensive reading instruction, how curriculum materials will be used, when they will be used, and with which students at each grade level in intensive reading courses.
 - Application Deficiency: The application fails to identify a detailed curriculum plan that clearly describes the reading curriculum and differentiated strategies for students reading at, above or below grade level.
 - Application Deficiency: The application fails to clearly state if the school will be opting in or out of the K-12 Comprehensive Research-Based Reading Plan for Broward County.
 - Application Deficiency: The application fails to accurately identify the curriculum and procedures for English Language Learners such as the inclusion of M/J Developmental Language Arts ESOL – Reading Course for grades 6-8, the identification of the ELLs required to be enrolled in Developmental Language Arts ESOL- Reading, the instructional strategies to be used with ELLs, and the administration of the IDEA Proficiency Test that is required to monitor language progress.
 - Application Deficiency: The application falsely states that “All students are required to be enrolled in an Intensive Reading course with the exception of ELL students.”
- Failure to demonstrate an understanding of the requirements of the school to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education. Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
 - Section 1002.33(7)(a)(4), Florida Statutes, states that, “the methods used to identify the educational strengths and needs of students and how well educational goals and performance standards are met by students attending the charter school. The methods shall provide a means for the charter school to ensure accountability to its constituents by analyzing student performance data and by evaluating the effectiveness and efficiency of its major educational programs.” State Board Rule 6A-6.03019(2)(b)(2)(F), F.A.C. requires an evaluation design which addresses evaluation of progress toward the district’s goal for increasing participation by students from under-represented groups.
 - Application Deficiency: The application fails to provide a clear explanation or plan to evaluate the effectiveness in servicing ESE students, including Gifted.
 - Application Deficiency: The application fails to provide a clear projection of students with disabilities with accurate research for Broward County.
 - Application Deficiency: The application fails to differentiate and distinguish between the needs between ESE and ELL students and define the services required to meet their unique and separate educational needs.
 - Application Deficiency: The application fails to provide a detailed explanation of a state adopted reading/math program to deliver supportive and intensive instruction for struggling students with disabilities in regards to it scope and sequence, frequency and duration.
 - Failure to demonstrate an understanding of the requirements of the school to serve English

Language Learner Students and to provide a concrete plan for meeting the broad spectrum of educational needs for all enrolled students as required in Section 1003.56, Florida Statutes, English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Florida Model Charter School Application.

- State Board Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners, and the state-approved District ELL Plan require that all students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
 - Application Deficiency: The application fails to demonstrate an understanding of state, federal and district requirements for identification and placement of ELLs.
 - Application Deficiency: The application fails to demonstrate capacity to meet the school's obligation under state, federal and district law regarding the assessment used in Broward County Public Schools for identifying and placing ELLs in the ESOL Program.
 - Application Deficiency: The application fails to provide a clear understanding of procedures for classifying ELLs.
- State Board Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL) require that school-to-home communication between a school and parents of current or former English Language Learners shall be in the parents' primary language.
 - Application Deficiency: The application fails to demonstrate understanding of federal, state, and district requirements to provide Home-School communication to parents in the parent's primary language.
- Failure to describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.
 - Section 1002.33(7)(a)(11), Florida Statutes, states that the charter shall be based on "a description of procedures that identify various risks and provide for comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage."
 - Application Deficiency: The application fails to include the adequate insurance coverage for General Liability, Professional Liability and Property.
- Failure to provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.
 - Section 1002.33(7)(a)(16), Florida Statutes, requires "A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable."
 - Application Deficiency: The application fails to include a realistic contingency plan for unanticipated events.

It is requested that The School Board of Broward County, Florida, authorize the Superintendent of Schools to notify The Leadership Academy for Academic and Personal Achievement, Inc.,

(The Leadership Academy for Academic and Personal Achievement), of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), will be encouraged to resubmit an application for the 2015 Application Review Cycle after the foregoing application deficiencies have been remedied.

MODEL FLORIDA CHARTER SCHOOL APPLICATION

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: The Leadership Academy for Academic and Personal Achievement

The Leadership Academy for Academic and Personal Achievement

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I. Educational Plan

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

The Mission of the Leadership Academy for Academic and Personal Achievement (hereinafter referred to as the "School") is to promote and nurture positive personal and academic change in at-risk and underperforming students. Through the combination of best professional practices and highly dedicated and caring professionals, students will be provided a highly effective, personalized, and focused school environment that ensures learning and academic achievement in all subject areas, the realization of personal achievement, and placement on a course for educational and life-long success.

The School will be a free public school of choice for parents and students who live in Broward County and will serve up to 226 students in grades 6-9. It will adopt, embrace, and implement an educational program grounded in an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and one that promotes and maintains clearly delineated expectations for learning and behavior, students that have previously underperformed can achieve high levels of learning and academic and life-long success. The school leader and teachers will remain focused on student learning and achievement and view the achievement of both as their fundamental role and responsibility in the school.

Today, the most startling phenomenon in public education is the growing number of at-risk youth. Alternative Education represents an effective approach to addressing the needs of these students by helping them to remain in school, improve academically, and achieve higher standards. In fact, Alternative Education has been identified by the National Dropout Center as one of the three most effective ways to keep at-risk students in school, improve their self-esteem, and keep them learning effectively.

Alternative schools have also been shown to be successful in helping students who have not done well in traditional school settings (Lehr, Lanner, & Lange). The U.S. Department of Education defines an alternative education school as a "public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories for regular, special education or vocational education."

While alternative education schools are typically thought of as serving at-risk, potentially disruptive students, some have also been developed to serve students with high aptitudes or special interests that simply want a change from schools that have often become large, impersonal urban educational settings.

As a result of an increased focus on meeting academic performance areas such as reading, mathematics, and science, coupled with exacerbated by limited funding to support at-risk students, effective, successful alternative programs that focus on and support the growing needs of at-risk have sadly begun to disappear.

With the advent of education-based reforms such as the No Child Left Behind Act (NCLB), Florida's A+ Plan, and strengthened safe schools legislation, an increased need, demand, and opportunity to improve, restructure, and create new, innovative, and viable educational options for students have emerged. The delivery of highly effective and coherent alternative education programs in can help students overcome their most debilitating challenges. This, however, has become one of the most challenging tasks for school districts, policy makers, and society in general. The Leadership Academy for Academic and Personal Achievement seeks to support the District and its schools in meeting the challenge of educating and supporting one of its most fragile student populations and addressing a statewide perplexing problem of low

graduation rates and students dropping out of school.

In fact, Florida's high school graduation rate is among the lowest in the nation. A 2014 report released at the Building a GradNation Summit in Washington found that Florida's 75 percent graduation rate is about five percentage points lower than the nationwide average. The report was based on U.S. Department of Education statistics from 2012.

The School will seek to stem and eradicate this tide and improve graduation rates by providing a meaningful educational experience for students in grades 6-9 that have been identified as being at-risk of dropping out of school, are often behind in grade, and are prone to engage in behaviors that are disruptive to the teaching and learning environment. Recent educational reform legislation and the end to social promotion in public schools have resulted in increased numbers of students to be retained based on performance on the FCAT, some of which have been retained for up to three (3) years. As stated, students that have been retained and/or are significantly behind in grade level are at an increased risk of becoming behavior problems and eventually dropping out of school. The delivery of effective alternative education programming through the Leadership Academy for Academic and Personal Achievement will support the unique needs of these students.

The School will utilize a model of direct instruction to deliver a comprehensive core curriculum to provide foundational mastery of the core subject areas to include: reading, language arts, mathematics, science, and social studies. The expectation is that all students attending the School will show significant learning gains that will meet or exceed state and district results in all core areas as measured by state assessments. This School will inspire all students to improve their academics and personal sense of efficacy by accessing an innovative, interactive high quality educational program developed and designed to enrich the quality of their learning and their present and future lives.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:

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

The School will deliver instruction by providing a rigorous curriculum led by a highly effective instructional leader with a proven track record in school leadership and taught, using direct instruction, by highly qualified teachers well versed in their subject area. Courses will be aligned with the approved/adopted State of Florida and the Broward County Public Schools' Curriculum Course Codes and will cover all standards specified in content course descriptions, the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards which were adopted in March, 2014 and the Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) which remain statutorily relevant and subject to legislative action (in those subject areas that have not been approved/adopted the Florida Standards as the basis of grade-level content/standards coverage). As well, the school will utilize the District grade-level/content-area scope and sequence maps and pacing guides, the district Student Progression Plan (SPP), the State Comprehensive Research-Based Reading Plan (CRRP), and the district approved reading plan to instruct students school-wide and prepare students to achieve the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards).

Students' assignment and enrollment in these small learning communities will help to ensure that they receive

personalized attention in their area of study, while supporting an interdisciplinary teaching approach in which teachers collaborate, communicate, and plan and work together. The curricula will be enhanced by innovative, research-based instructional methods which will complement the student's specific learning style and interests, and will include project-based instruction, computer activities, cooperative and collaborative learning, self-directed learning, as well as direct and differentiated instruction.

Another approach to meeting high standards will be to empower teachers to make an impact on student learning. Teachers will be encouraged to improve their own performance by reflecting upon their own practices, and evaluating their achievements based on their students' performance. All instructional personnel will be required to host team meetings that will focus on current trends in education.

In further accordance with 1002.33(2)(a), F.S., the School will meet high standards of student achievement through implementation of the strategies addressed throughout this application, and summarized as follows:

1. Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) with research-based strategies that encourage success for every student;
2. Setting clear and measurable expectations for student learning and success;
3. Developing, implementing, and monitoring procedures and processes to promote and ensure continuous growth and improvement in teaching, learning, and curriculum practices and outcomes; and
4. Promoting and encouraging active involvement and participation of school stakeholders in a manner that support students' and schoolwide success.

The School will commit to ensuring that students are prepared to successfully enter and graduate from high school and realize success in their postsecondary pursuits. The School knows and understands that careful course selection, a properly sequenced curriculum, and regular assessment using a variety of resources will successfully measure student progress leading to academic achievement and personal success. This will ensure that required criteria are met and gaps become evident. Students will successfully meet goals and benchmarks of the Florida Standards and perform well on the standards as established by FLDOE on the 2015-16 administration of the assessment adopted FDLOE and End of Course assessments (EOC), as applicable. The opening of this School represents a significant step toward the increased provision of programs and curricular options for the at-risk student population. This will also provide parents with more flexibility to choose a school for their children who may not be realizing success in a traditional school setting. Lastly, students and parents in the targeted area will be able to gain access to a highly structured, disciplined, and rigorous educational program regardless of race, religion, national origin, disability, or any other discriminating factor. This will serve as a significant educational boom to students and families in the targeted area.

The establishment of the School will provide parents flexibility to choose among, not only diverse educational opportunities within the public school system, but also a high-quality educational option for at-risk students and families within the targeted area.

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

The School understands that its responsibility and accountability begin and end with meeting the educational needs of its students and their families. As the nation, state, and local communities, including school districts and families have grappled with financial turbulence over the past several years, it has become increasingly important and valuable to stakeholders that schools exercise financial prudence and responsibility in the use of its resources.

Though there is general consensus on the need to provide alternative education and related interventions for at-risk students, this consensus is usually followed by debates regarding the numerous challenges associated with this body of work. One of the most significant challenges that school district officials and policymakers face and is the focus of most debates is cost. It is well-known and clearly documented in M-DCPS and nationally that the costs of educating at-risk students are higher than the costs of educating students in a traditional educational setting, just as it is equally higher to educate high-performing students in specialized, magnet schools and programs. What are often not illuminated are the prohibitively high costs to society of *not* providing for the unique educational needs of at-risk students.

Consequently, the School will provide an educational program of the highest caliber to promote enhanced academic achievement and personal success for at-risk students in grades 6-9 while remaining faithful to sound economic and budgetary principles through aligned responsibility and financial accountability. The School understands that with the receipt of public funds it becomes the keeper of public trust and must fiscally perform in a manner which reflects the highest standards and incorporates and adheres to the best business practices.

The School will ensure that effective student assessment and data-driven decision making are at the center of its operations. Assessment is the means by which the School will measure and ensure student growth. It is widely known that within the educational climate that exists today, much focus is placed on statewide formal assessments, often at the expense of curricula that students enjoy and that allows for their creativity and personal exploration, enjoyment, and advancement. Many have lamented that schools are no longer enjoyable or personally relevant or fulfilling to students. While students will participate in required administration of assessments adopted by FLDOE and EOCs, they will not be the central component of instruction and the subjects of highly intense, monotonous "test driven" instruction as it has become in some schools. Instead, the School will provide a holistic approach toward education that educates students in all areas, inclusive of the arts, technology, and courses that support and promote academic acceleration and postsecondary planning and preparation, not just those tested on the required administration of assessments adopted by FLDOE and EOCs.

The School intends to use a variety of assessments to help inform instruction and evaluate our performance. The School will use data from all assessments to review and refine the curriculum as needed to respond and address students' academic needs. Prior to any tests' administration, students will be assessed on an ongoing basis, through teacher quizzes and teacher made tests, to identify areas of weaknesses and provide immediate intervention, where needed. Teachers and students will be held accountable for learning and developing skills through ongoing projects, assignments, and formative and summative assessments. Teachers will be held accountable on an ongoing basis through a continual review of their curricula and students' progress through the use of assessments that are aligned to the Florida Standards and Common Core State Standards. The School will not only be held accountable for the academic performance of its

students by school leadership and the Board of Directors, but by the parents and community as well. As stated previously, the School will use tools from state-mandated accountability mechanisms to objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students' academic success to financial efficiency, after an appropriate implementation timeframe, the academic programs which are utilized at the School will be continuously re-evaluated. The School's administration will then discuss with the Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the School will promote continuous academic success and financial efficiency by aligning responsibility with accountability.

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

- Hiring a highly effective Principal with a proven track record as a school leader and teachers who are highly qualified in their subject areas and experienced in working with the target student population. Research continues to demonstrate that experienced and highly-qualified school leadership and teachers are the primary contributors to student achievement and success.
- Focusing every dollar on improving student achievement and ensuring student success.
- Using a cost-benefit analysis process to ensure that dollars targeted at improving student achievement actually do.
- Integrating the most appropriate learning resources and instructional software that meet the needs of the target student population.
- Conducting annual independent financial audits, both internally and externally to ensure all compliance with state and federal requirements.

The financial oversight of the school will be provided by the Board of Directors. However, the day-to-day financial accountability will be achieved by assigning responsibility to school principal, with a system of checks and balances to prevent overspending or improper spending. The School will further promote enhanced academic and financial efficiency by creating and approving an annual budget, approving any spending not accounted for within the annual budget, and monitoring and holding the Principal responsible for general budget oversight and daily school operations. The School firmly believes in accountability for academic performance, organization and fiscal health. It will have transparent policies governing purchase orders, petty cash and other expenses, as well as multiple checks and balances to ensure the school is managed in a financially responsible and prudent manner, in which all internal controls are adequately in place and are being implemented.

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.

The School will promote, support, and encourage maximum parental in their children's educational development and success. It will create and provide a learning environment that is welcoming to parents. The School will also provide information and resources to parents that better prepare and enable them to support their child's learning at home. The School will provide for parent training on literacy, testing preparation, and effective home/school partnerships.

Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are a level below, at grade level, or a level above grade level; and communicate this to parents;
- Identify those students not making adequate progress toward the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards which were adopted in March, 2014 and the Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) which remain statutorily relevant and subject to legislative action (in those subject areas that have not been approved/adopted the Florida Standards as the basis of grade-level content/standards coverage) as adopted;
- Institute applicable measures for improvement (and communicate the baseline, the intervention strategies, and the progress of those interventions, in the manner identified herein);
- Provide additional instructional time and focus in the area of reading through the implementation of an additional period of instruction dedicated solely to the teaching of literacy; and
- Report student progress throughout the academic school year via a standards-based means of grade assignment for report cards; grades will be assigned in consideration of mastery of the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards which were adopted in March, 2014 and the Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) which remain statutorily relevant and subject to legislative action (in those subject areas that have not been approved/adopted the Florida Standards as the basis of grade-level content/standards coverage) as adopted.

Once the School disaggregates academic performance data, the School will identify students not making adequate progress towards the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards which were adopted in March, 2014 and the Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) as adopted, and institute applicable measures for improvement. This will be an essential part of the student screening, registration, enrollment, and academic planning process. For example, parents and students will be provide detailed information regarding student's reading performance levels, based on the most recent and available summative data and given a class schedule, as well as individualized academic success plan which focuses on and supports the improvement of reading. Reviews of student data with parents will done on-site and in person to provide a clear explanation of the data reports and what they mean for student learning.

To further support and strengthen parents' role in assisting their children's learning at home and in school, the School will 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. The School recognizes that the learning and acquisition of essential reading skills are requisite to learning and life-long success. The Reading curriculum will be based on the successful implementation of the District's Comprehensive Research Reading Program (CRRP) used by the Sponsor. Parents will receive frequent communication from the School and teachers, and will have consistent access that will provide relevant information regarding their child's performance. Parent/teacher conferences will also be held as frequently as needed. In addition to regular reporting periods for progress reports and report cards, parents will be provided with results of any and all assessments including but not limited to standardized pre- and post-test indicators, assessments adopted by FLDOE and EOCs, and teacher developed assessments. Once the academic performance data is disaggregated, the School will identify students who are not making adequate progress towards grade level expectations dictated by the Florida Standards and adopt and use research-based reading strategies and measures for improvement. The School will seek to diagnose the causes of underperformance as determined through the use of data and apply a course of action for improvement for

students who are identified as reading below grade level. This information will also be communicated to parents in a timely manner.

Reading intervention programs will be used for select students which will also provide data about their reading and progress as they move through the programs. This data will also be shared with parents via intervention reports, parent conferences, quarterly report cards, mid-quarter progress reports, and parent involvement workshops, as well as other appropriate forms of written and oral communication.

The data disseminated to parents will comply with the assessment tools approved and implemented by the FLDOE. All students' reading levels will be assessed at the beginning, after each quarter, and at the end of each school year as a means to communicate with parents whether their child(ren) has/have improved in reading level. The School will provide parents with the most recent data available on their child(ren)'s reading level(s) at the first mid-quarter progress report. A commitment to ongoing communication with parents that is centered on student reading proficiency and mastery will be the foundation of the school's instructional program and partnership with parents. They will be notified in writing immediately if a student's teacher believes there are any areas of academic challenges. A parent/teacher conference will be scheduled at any time the School has a concern about the student's academic standing or behavior.

The School will promote a system of ongoing interactivity between families and the School. A parent organization will be formed to allow stakeholder input and the sharing of information between the School and the parents that is focused around ways to improve teaching and learning. Frequent and ongoing parent engagement with the School will be an integral component to the School's parental involvement program.

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

Improve student learning and academic achievement.

The School will focus on the building of a shared vision and mission in which a group of people build a sense of commitment together around the learning and achievement of at-risk students in grades 6-9. The School will adopt, embrace, and implement an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and clearly delineated expectations for learning and behavior, students that have previously underperformed can achieve high levels of learning and academic and life-long success. Through this shared vision and mission that focuses on the individual student growth and improvement and their school and life-long learning, academic achievement will be improved through the effective implementation of the Florida Continuous Model (FCIM) as a continuous monitoring process and improvement mechanism for teaching and learning. A culture of high expectations for not only students but staff, as well as continuous professional learning, growth, and improvement will be integrated into the annual calendar as a daily, weekly, and monthly activity that focuses on enabling teachers to continuously grow in their own learning of pedagogical best practices while improving student learning. Teachers will remain focused on student learning and achievement and view the achievement of both as their fundamental role and responsibility in the school.

The School will be undergirded by its identification, adoption, and implementation of the active ingredients that differentiate more successful charter schools from less successful ones, with the awareness that those ingredients may involve interactions between what is being offered by a school and the characteristics of the students and families being served. For example, from the time of application, screening and enrollment, students and parents will be indoctrinated into a school culture of high expectations and clearly defined

indicators and measures for acceptable behavior and learning. An analysis of student performance data, specifically in the area of reading, will be an essential part of the student screening, registration, enrollment, and academic planning process. Also at the time of enrollment, parents and students will be provide detailed information regarding student's reading performance levels, based on the most recent and available summative data and given a class schedule, as well as individualized academic success plan which focuses on and supports the improvement of reading. The tone and tenor at the onset will be that which focuses on the improvement of student learning and behavior as the focus of the entire school. This will be done through both individual and group orientation and will be reinforced throughout the school year.

The offering of a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9 will support school in the targeted high school feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation

Evidence has been further supported by research which has concluded the benefits of high quality, well structured charter schools in underserved communities of which the School intends to provide. For example, four highly noted randomized studies that found positive impacts each involved charter schools serving minority populations. Three were in large urban school districts (Chicago, New York City, and Boston, respectively) and one in a smaller, low income city north of Boston. The study that found no overall impact examined charters across multiple states and types of locale. Interestingly, the multi-state study that found no overall impact nevertheless identified subgroup effects, such that students from poor, minority, urban backgrounds did better in charter schools in contrast to students from middle-class, suburban backgrounds, who did worse. Thus all the randomized trials are consistent in pointing to the success of charter schools in large urban areas such as Broward County, specifically in the targeted area which serves a high population of poor, minority students.

The School will ensure that the educational program helps all students to achieve mastery of the Florida Standards by providing rigorous instruction aligned with the state standards and supported by research-based curriculum. The instructional methods employed by the School will be respectful of how students learn best to ensure that the knowledge and skills required by the state standards are mastered and retained. By providing a unique 6-9 school environment which prepares at-risk students in all subject areas with special emphasis on providing opportunities to improve their academics and behavior, as well as examine and explore their individual interests and meet and realize their individual potential as they prepare to enter high school.

All students will be measured to ensure that they are making adequate progress toward the Florida Standards. The School will develop, implement, and monitor a comprehensive scope and sequence action plan that is aligned with benchmarks from the Florida Standards to include benchmark implementation, assessment, and reassessment. There will be a plan for individual students to improve by using strategies that will engage them in intensive tutorial sessions until they demonstrate mastery of the concepts on the bi-weekly assessment plan. Review of data, and data chats facilitated by the administration for parents, teachers, and other support staff will allow time for discussions of assessment results and to develop instruction that will meet the needs of all students and enhance their learning experience.

Students sometimes underperform due to their lack of interest in an academic area or their inability to see the relevance or experience enjoyment in what they are learning as it relates to their daily and future lives. The structure and application of the School's educational program design and curriculum will solve this

issue for many of students enrolled in the School. Teachers will strive to make learning meaningful, practical, enjoyable, and relevant as students apply knowledge to the projects in which they are participating. Therefore, student achievement on a given task will be at times broad, at times deep, and always cross-curricular. For example, students may be provided a reading passage based on LAFS.8.RL.1.2 which asks them to not only determine the central idea of theme, as well as analyze its development, character, and plot. This standard will be extended to have students take the same text and juxtapose it to ideas, themes, characters and issues within their own lives and their own communities. The School will expect teachers to extend learning to make it relevant to the students and thereby peak and maintain their interest in school and in learning.

The use of ongoing, formative assessments and collected data will provide valuable data to determine which students need additional interventions, and staff will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be at below proficiency levels on required assessments adopted by FLDOE in Reading and/or Math. Students who qualify for Exceptional Student Education (ESE) services will also receive services from qualified staff members through both an inclusionary model and through pull-outs based on their needs identified and required in the IEP's.

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

The School will develop, implement, and monitor an instructional model that will allow students to develop and apply these skills needed for success in the 21st Century. The educational program has five (5) critical elements that will provide students with a foundation for success: **small learning environment; highly structured learning environment; positive rather than punitive emphasis on behavior management; adult mentoring; and individualized behavioral interventions.**

The instructional day will be extended to provide additional instructional time in reading and to assure the learning and mastery of core academic areas, as well as a focus on personal development and success. This will allow teachers to integrate these elements into lessons that help students experience success and become lifelong learners who are self-determined, poised, and skilled in a variety of areas. The School will provide for a schoolwide emphasis on reading instruction.

Students who need remediation of core skills necessary for academic success will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. All students will receive individualized instruction, mentoring, and tutoring as they move through the required core and elective courses. For example, from the time of application, screening and enrollment, students and parents will be indoctrinated into a school culture of high expectations and clearly defined indicators and measures for acceptable behavior and learning. An analysis of student performance data, specifically in the area of reading, will be an essential part of the student screening, registration, enrollment, and academic planning process. Also at the time of enrollment, parents and students will be provide detailed information regarding student's reading and mathematics performance levels, based on the most recent and available summative data and given a class schedule, as well as individualized academic success plan which focuses on and supports the improvement of reading. The tone and tenor at the onset will be that which focuses on the improvement of student learning and behavior as the focus of the entire school. This will be done through both individual and group orientation and will be reinforced throughout the school year.

1. Reading

The School will ensure that reading instruction is a schoolwide focus. In doing so, it will provide an extended school day to provide for additional instructional time for reading instruction. In addition, students who score below proficiency on the Reading portion of the required assessments adopted by FLDOE or who are identified as reading below grade level and/or are disfluent will participate in an Intensive Reading Program. This program's specifications will be a framework for developing a highly effective reading program for the School.

Students scoring below proficiency on the Reading portion of required Reading assessment adopted by FLDOE, but who score at the fluent level on the state Florida Assessment for Instruction in Reading (FAIR) assessments will receive instruction through a content intervention course, in which teachers will infuse reading strategies and skills into the assigned content area. Particular attention will be given to these students in terms of small group and individual instruction, assistance and tutoring.

Students needing further support in reading or scoring below proficiency on the Reading portion of the required Reading assessment adopted by FLDOE will complete an Intensive Reading course, blocked with a content area course, which will be modeled after the guidelines for intensive reading as outlined by Just Read! Florida.

Instructional strategies will include, but are not limited to, the use of direct instruction, guided reading instruction, independent reading practice, instruction and practice on vocabulary and comprehension skills, and the use of listening

and technology stations to reinforce and practice good reading techniques. Strengthening these skills will result in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar—all of which are necessary skills for becoming an effective reader at the secondary level.

2. Core Content Areas

Students entering the School needing to recover units previously attempted and failed in the core content areas in order to earn the units required by state statute to be promoted to high school will be afforded the opportunity to recover units at the School through the use of foundational skills development courses from e2020, or similar programs. These courses build and remediate basic skills and content knowledge in preparation for high school or the required assessment adopted by FLDOE. Students will receive targeted content instruction aligned to the Florida Standards and complete formative and summative assessments which guide learning and measure progress. The courses include scaffolding and literacy support and are accessible to students reading below grade level.

3. Professional Development

Teachers at the School will be trained so they understand instructional assessments and each of the major reading components. Staff training and ongoing professional development will be incorporated into the program, and an extensive array of staff development opportunities will be provided to School administrators to build an effective, ongoing professional development program. Additionally, the curriculum offerings will provide a wide range of instructional materials, efficient use of instructional time, differentiated instruction, and appropriate use of technology.

The School plans to use Professional Learning Communities as a component of the overall educational model and design. We believe that the collaboration, creativity, and sense of community in this model is how people learn best and is very similar to how the students will learn with Project Based Learning.

A Professional Learning Community (PLC) can contribute to instructional improvement and school reform (Annenberg, n.d.; Little, 2003). PLCs can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students (Stoll et al., 2006). By participating in PLCs, teachers may experience a variety of benefits that contribute to improved student achievement, including:

- Reduction of isolation
- Increased commitment to the mission and goals of the school
- Shared responsibility for student success
- Greater job satisfaction and higher morale
- Lower rates of absenteeism (Hord, 1997)

4. Response to Intervention/Multi-Tiered

System of Support

For students demonstrating achievement below grade level, the School will implement the Response to Intervention (RtI) model. RtI has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The RtI model is a three-tiered approach to interventions in the areas of academics and behavior. The School will review data to determine appropriate interventions and drive the instruction and remediation strategies to be used.

Encourage the use of innovative learning methods.

How instruction is delivered often becomes the deciding factor in a student's participation in the learning process. The educational delivery systems of the School will promote critical thinking with a combined focus on strengthening basic literacy skills; engaging in work-related projects; improving student efficacy; and promoting healthy living. Innovative

instructional practices will include the use of cooperative learning, cognitive-guided instruction, and technology-enriched instruction, and will require focused and sustained Professional Development. The utilization of a research-based intervention program that develops and strengthens cognitive skills and accelerates learning, such as e2020 will be an essential component of the instructional program.

It is the belief that the Leadership Academy for Academic and Personal Achievement can become a place in which everyone knows not only a student's name, but more precisely, a student's activities; friends, dispositions, families, fears, hopes, and dreams; a place where no student is lost or left behind.

Require the measurement of learning outcomes.

A large component of the school design is the use of quality, reliable assessments of student learning and growth. The School believes that it is imperative to continuously assess student performance to: 1) ensure that its curriculum and teaching strategies are effective; 2) assist with curriculum design, refinement and lesson planning; 3) target and identify individual student's needs; and 4) provide academic performance information to parents. The consistent and effective use of assessments will also provide immediate feedback to the instructional and leadership team regarding the impact and effectiveness of strategies, methods, programs, and approaches.

Effective student assessment and data-driven decision making will be core components of the School's operations. Assessment is the means by which the School will measure and ensure student growth---serving as one of the most critical elements to determine school effectiveness. Within the educational climate that exists today, much focus is placed on statewide formative and summative assessments. While all students will participate in the FCAT 2.0 and EOCs, they will not be the central component of instruction as they have become in some schools. Instead, the School will provide a holistic approach toward education that educates students in all areas, not just those tested on the FCAT 2.0. The School also intends to use a variety of assessments, such as the Florida Assessment for Instruction in Reading (FAIR), and curriculum based measures, to inform instruction and evaluate our performance.

The School intends to use a range of assessments to measure and monitor student performance. These assessments will include, but may not be limited to:

Formative Evaluations

- FAIR
- Pre and Post Test scores on a nationally recognized norm referenced instrument, such as DEA
- Teacher developed assessments
- Publisher provided assessments
- On-line assessments
- Software based Assessments

- Participation in the Statewide Assessment Program (adopted and required by FLDOE and EOCs)

The School will create innovative measurement tools to assess, monitor, and evaluate students' progress in attaining mastery of the Florida Standards. In addition to administering diagnostic tests, which identify areas of strengths and weaknesses, formative tests that monitor learning progress and provide ongoing feedback as well as summative tests, which document the level of achievement at the end of a unit of student, will be used along with the following innovative measurement tools:

- Portfolios, which include a body of student work that appraises student performance over time.
- Collaborative Assessment of Student Learning, which allows teachers to examine student work to determine student learning and the effectiveness of the instruction

- Peer Review, which increases metacognition (i.e. the capacity to reflect on and evaluate one's own learning and methods of work and elaboration opportunities)
- Performance-based items or events which include questions, tasks, or activities that require students to perform an action
- Projects or experiments which include extended performance tasks that may take several days or even several weeks to complete. Students will generate problems, consider options, propose solutions, and demonstrate their solutions. Students will be able to work in groups, at least for some of the project, to analyze options and to consider ways to present their thinking and conclusions.
- Authentic Assessment which includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

The School will provide administrators, teachers, students, and parents with real-time secure access to progress reports, course schedules, course progress, activity schedules, grades, and other critical performance information. In addition, students will be regularly benchmarked and assessed with district and state mandated assessments. Teachers will also implement daily warm ups, exit tickets, quizzes, exams and homework as a measurement tool. Students will be required to complete projects throughout the year. These projects will be clearly outlined by instructors at the beginning of each semester with a grading rubric. This will allow students within a defined framework to express themselves creatively while adhering to the grading expectations. By assigning a rubric, it will provide students with clear expectations so that instructors are able to consistently and fairly assess and evaluate mastery of standards. All projects will connect to Florida Standards. All projects and assignments will adhere to Bloom's Taxonomy higher levels of thinking. Finally, each student will have a portfolio containing various assignments to showcase student growth.

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

The School will provide rigorous competition with other schools in the district by offering parents of at-risk students a rigorous, highly structured, innovative curriculum choice option that focuses on meeting the needs of at-risk or underperforming students, provides small class sizes, a 6-9 grade configuration model, a very structured school culture, extended learning opportunities, and increased teacher professional autonomy and performance accountability. It is important to note, that although rigorous competition is an acceptable and often promoted ethos as it relates to charter and district schools, the school design will be innovative and the school intends to work and collaborate with other schools, both districts and charters, as well as community groups and agencies to support student learning and continual improvement in all public schools. The School's presence within the public school district, specifically in the targeted area serving at-risk students in grades 6-9 will support schools in the targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation and will provide for enhanced access, excellence and equity in the provision of alternative education program models that focus on the needs of at-risk and/or underperforming students.

In addition, the School will not only support the notion of rigorous competition within the public school district to stimulate continual improvement in all public schools, but serve as a collaborative partner with the District by providing new options to families and promoting innovative ways to organize a school and deliver a curriculum. Through honoring and supporting this promise of parental educational choice, the School will also improve quality and efficiency among schools and enhancing opportunity for students and parents who may otherwise be trapped in ineffective, underperforming schools, with little to no programs grounded in innovation. For example, the School will seek to meet, articulate, and coordinate the identification of students that may be best served in its innovative, highly structure educational model through meeting, conferences, and data review sessions, where practicable. The School, in an effort to provide for both a spirit of competition and partnership within the public schools will support the provision of educational options for at-risk and/or underperforming students in grades 6-9 in the targeted high school feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation

Research has shown that in addition to improving the learning and lives of students enrolled in charter schools, students who don't attend a charter school benefit academically when their public school is exposed to charter competition. In 2009, Marcus Winters of the Manhattan Institute found that charter competition reduces the black-white achievement gap and that the worst-performing public school students, who tend to be low-income minorities, have the most to gain from the nearby presence of a charter school. Overall, he found that charter competition improved reading performance among all students. Students, as well, as faculty and staff will all have to uphold a commitment to the School's mission and vision.

In the District, the criteria for students being enrolled in alternative schools are usually linked to severely disruptive behavior and significant violations to the Code of Student Conduct. The emphasis of these schools is not to address students who have underperformed academically and have not posed serious threats and disruptions to the overall school environments of their schools. The School will mitigate such issues as it will be developed and designed to address patterns and pockets of underperformance, as well as provide a positively affirming educational environment that is strategically focused on improving student learning and literacy and providing clearly delineated expectations for learning and behavior for students that have previously underperformed so that they can achieve higher levels of learning and academic and life-long success.

The School's design also keeps proximity in mind as it seeks to provide increased options and support to students in the targeted high school feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation through the provision of a 6-9 grade level educational program serving at-risk students. The targeted area is no more than 5 miles of each of the above schools.

Clearly, the School will not only provide a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9, but also a highly qualified school leader and teachers that are encouraged and driven to inspire a superior level of learning and a model for the district that will stimulate and motivate ongoing improvement for all other public schools serving at-risk students. Leaders and teachers at the school will remain focused on student learning and achievement and view the achievement of both as their fundamental role and responsibility in the school.

Expand the capacity of the public school system.

Many of the students that have been assigned to disciplinary schools requires many students to travel long distances to attend these schools and places them with students of different age and grade levels and who may have committed more serious Code of Student Conduct violations. The long distance travel has proven to have an adverse impact on attendance and parental involvement—factors proven to be prerequisite to improving student learning and behavior.

By mitigating the distance from the targeted area, the offering of a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9 will allow parents to choose an individualized, educational experience for their child within the public school system and within a 3-5 mile radius. It will also support schools in the targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation from which many of the students that are at-risk or underperforming and would benefit from a highly innovative, structured and well-disciplined alternative educational setting attend.

The School will serve as an example in the targeted community of innovative public education that is based on whole school development, strong partnerships, and educating and inspiring students to develop 21st century skills, in addition to acquiring and applying content knowledge. The School will promote and support equity and social justice in all aspects of its design—including admissions policies—and provide a model is designed and intended to serve academically unprepared students and bring them to college-readiness through a unique combination of engagement instruction and academic rigor.

The School will stimulate choice and increased access to high quality, high impact educational programming. The School will expand the capacity of the Broward County Public Schools by providing families with increased options within the public school system, options that can be a real asset in promoting innovation, increasing access to academic rigor, and providing for those students who have had trouble achieving success in other schools. It will also provide the school system with an additional, highly needed alternative education option for at-risk students in grades 6-9. The provision of educational

programming emphasizing alternative education for students in grades 6-9, specifically in the targeted area, will expand the public school system's capacity in ensuring that all students have access learning programs and models that support their learning and life-long success.

The School will provide their child with a high quality educational facility, teachers driven to inspire, and a learning model that will motivate every member of the learning community.

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

Broward County is the 4th largest school district in the country and provides service to over 300,000 students. The county is steadily growing and the start-up of this School will help to support the district's goal of providing parents with educational options. In addition, the School will help to alleviate some of the district's financial strain that can be caused by necessitating additional staff and/or facilities to accommodate the development of new residential units. The offering of a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9 will support schools and related development of new residential dwelling units in the targeted high school feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation

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

The School will adopt, embrace, and implement an educational program grounded in an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and one that promotes and maintains clearly delineated expectations for learning and behavior, students that have previously underperformed can achieve high levels of learning and academic and life-long success. This will serve as the foundation for a schoolwide professional development focus and the provision of professional development opportunities. For example, the School will enable teachers to be an integral part of the identification, development, implementation, and evaluation of a professional development ethos and plan designed around meeting the unique learning, behavioral, and developmental needs of at-risk students in grades 6-9. This will be done by allowing teachers to assist in topic and presentation development and delivery to not only contribute to their individual professional growth, but to the overall professional development climate and culture of the School.

The School will be home to an exciting, rigorous, and educationally beneficial learning environment for students that will create new and exciting professional opportunities for teachers. Teacher and staff quality, training, and preparation are all crucial to the school's initial success. The School will embrace the state's philosophy and position with posits that "the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce." In doing so, it will also adopt and implement a system of professional development that is aligned to the National Staff Development Council.

In furtherance of complying with the provisions of s. 1012.98 (4) (b)(5) F.S., the School will ensure that each teacher develops, adopts, and implements an Individual Professional Development Plan (IPDP). This will ensure that his/her professional development is linked to student performance data for the students for which they are assigned and served. The School will act upon the belief that professional development must be linked to careful analyses of student performance data and the instructional practices of the teacher.

Teachers and instructional staff will participate in shared decision-making when it comes to professional development and school improvement. At the onset, they will play an integral role in helping to shape and create the culture of the school and in determining, based on a collaborative review and analysis of student performance and school data, the yearly instructional focus and objectives of the school's innovative curriculum. Throughout the year and on at least a quarterly basis, each teacher will have the opportunity to engage in curriculum mapping to ensure that a cohesive curriculum is implemented in each classroom at each grade and department level for each subject area. In alignment with the Florida Standards and Common Core State Standards, teachers will meet each week to communicate best practices with their

colleagues through the establishment of a culture for continual professional learning in order to meet the differentiated needs of their students. Teachers will also be encouraged to incorporate their unique teaching styles to best meet the needs of their students. They will be highly encouraged to incorporate innovative, research-based effective strategies to foster critical thinking and will differentiate instruction to ensure every student's needs are met. Teachers will enjoy a new sense of ownership of the teaching and learning process by providing greater flexibility in curriculum development and behavior management than is typical, while at the same time providing for clear deliverable and frameworks for performance accountability.

Collaboratively, all teachers and school leaders will develop a common vision for professional learning and will foster an on-going learning environment to best meet the needs of their students. As a result, a variety of professional learning opportunities will be provided to best meet the diverse professional needs of its teachers. The School will deliver professional development through a variety of approaches such as large groups, small groups, individuals, and electronic functions such as development and training through computerized programs, video conferencing, and web-based delivery. Teachers will also be encouraged to participate in professional book studies throughout the year to remain current on the latest research and trends in education. To continue to foster the professional growth of our teachers, they will be encouraged to participate in the Lesson Study process across all curricular areas. Through the implementation of the Lesson Study process, teachers at the School will facilitate the sharing of best practices and become reflective practitioners. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive growth. Through professional learning, teachers will begin to demonstrate ownership of the learning program and belief in its principles.

The School understands its role in improving student learning and achievement. It knows that ultimately the improvement and achievement of student learning is grounded in the development, implementation, and monitoring of an effective system of support and professional development for teachers. The emphasis on teacher quality and effectiveness, and its impact on student learning and achievement have made teacher evaluation an increased area of focus, time, support, and attention for today's schools. The School views improving teacher effectiveness as a process that focuses on good teaching, student learning, collaborative feedback, and ultimately, improved performance. Additionally, the School will ensure that teacher effectiveness is aligned to the state's teacher evaluation system and linked to board goals and student and school related data.

Lastly, teachers and school leaders will be evaluated annually based on the requirement of SB 736 to determine the effectiveness of professional development and their overall performance, specifically, as it relates to improving student learning and outcomes. They will be will be evaluated in a manner that complies with the requirements of SB 736 which requires that every instructional employee working under an annual performance contract be evaluated and rated at one of the following performance levels: Highly Effective; Effective; Needs Improvement; or for instructional personnel in the first years of employment who need improvement, Developing; and Unsatisfactory. The School will also, as required in SB 736, link 50% of teachers' and school leaders' evaluation performance to student growth as measured by annual statewide assessments.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

The School will be open to children in sixth through nine grades, who would qualify to attend a traditional Broward County Public School. Since the School will be an open enrollment charter program, it expects to serve all students within the community and therefore reflect the diversity of Broward County. Thus, the School expects to achieve a composition reflective of the community it serves with regard to racial/ethnic populations, as well as English Language Learner (ELL) and Exceptional Education Student populations.

The Leadership Academy for Academic and Personal Achievement will provide a highly effective, personalized, and focused alternative educational program which ensures student academic achievement in all subject areas while enabling at-risk students an opportunity to realize personal achievement and set them on a course for life-long success. The School will be a free public school of choice for parents and students who live in Broward County and will serve up to 225 students in grades 6-9. Its target population will be at-risk students in grades 6-9 in the targeted feeder patterns of Blanche Ely, Dillard, Northeast, Plantation, and Boyd Anderson.

The data below reflects trend FCAT grades based on performance data from schools that are presently serving students residing in or around the targeted area and that will benefit from a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9:

Targeted Senior High School Performance Grades				
	2013	2012	2011	2010
Boyd Anderson High School	C	C	D	C
Blanche Ely High School	B	A	A	C
Dillard High School	A	C	B	B
Northeast High School	B	C	B	C
Plantation High School	B	B-	C	B

Although the above data provides school grading information, a deeper analysis of the academic performance of the above, specifically the high schools listed, provides further data for review, analysis, and reflection. The table below reflects the performance proficiency levels of contiguous high schools in which the students in the targeted area subsequently feed:

2013 FCAT Performance Data

SCHOOL	% READING PROFICIENCY	% MATH PROFICIENCY	% WRITING PROFICIENCY	% SCIENCE PROFICIENCY	AT-RISK GRADUATION RATE
Blanch Ely High School	38	48	65	57	69
Boyd Anderson High School	26	40	59	47	74

Dillard High School	39	60	71	48	80
Northeast High School	39	61	73	52	84
Plantation High School	34	45	51	49	83

Based on this data, all schools in the targeted area above reflect Reading and Math proficiency levels that are all **below** sixty percent (65%) only is above 60% at 61%—with Reading proficiency levels **not** exceeding forty percent (40%). Thus, the School will provide for an extended day in which additional time for reading instruction will be provided. Consequently, the School will provide an enhanced educational option for at-risk students in grades 6-9 in the targeted feeder patterns of Blanche Ely, Dillard, Northeast, Plantation, and Boyd Anderson. Reading and math proficiency levels are strong predictors of school, postsecondary, and life-long success.

The School further recognizes that although the senior high schools reflect the culmination of students' K-12 educational experiences and in which graduation serves as a major determination of his/her academic success, the learning experiences and opportunities afforded to students during their formative years, as well as throughout the middle school experiences play prominently in the success or lack thereof that they will have during their senior high school and postsecondary lives. Studies show that most students who drop out begin thinking of leaving school early in their scholastic careers. Dropping out of school is not the result of an abrupt, unconsidered decision but an overt response to the impact of circumstances related to one or more factors over a student's lifetime. Yet most efforts to identify potential dropouts and implement initiatives to address their needs occur at the high school level. Instead of waiting until the end of the educational process to help students at risk, educators at each grade level should look for, and address, all dropout indicators.

A student at risk of dropping out of school may also be identified as any student who, because of his or her individual needs, requires temporary or ongoing intervention in order to achieve in school and to graduate with meaningful options for his or her future. The School recognizes that students—depending on their degree of resiliency and connectedness to caring adults in the home, in the community, and/or at school—may respond differently to those things frequently cited as barriers, predictors, or indicators of being "at risk." Therefore, the School, in addressing the needs of at-risk students will focus on working with the **whole child**, who might have both short-term and long-term needs requiring intervention.

Specific objective criteria that may be used use in identifying students who may be poorly prepared for the next level of study or who are at risk of dropping out of school include poor academic performance—generally, a grade point average of 2.0 or lower on a 4.0 scale—in the core content areas is a significant predictor that districts must consider in identifying students at risk of dropping out. Careful consideration should also be given to students demonstrating declining academic performance. Schools may also review a variety of assessments in diagnosing students' academic difficulties and selecting appropriate short- and long-term interventions.

Additionally, the following are among the specific behaviors and characteristics that may be considered as indicators, predictors, and barriers in identifying students at risk of dropping out:

1. Being **overage** for their grade level **due to retention** attributable to risk factors such as high absence and truancy rates;
2. Showing a **lack of effort or interest** in their academic work;
3. Excessive number of days **absent** from or **late** to school;
4. Having a **history of discipline problems** leading to suspension, expulsion, and/or probation; and/or
5. Showing or expressing **feelings of being disconnected** from the school environment.

More specifically, the School will identify its **target population** as at-risk students in grades 6-9 in the targeted high school feeder patterns of Blanche Ely, Dillard, Northeast, Plantation, and Boyd Anderson that have been:

1. **Retained** at the elementary, middle, and/or high school grade levels;
2. Involved in **frequent disruptive school incidents** and patterns of **disruptive behaviors** that did **not** subject them to mandatory expulsion requirements of the district based on its Code of Student Conduct;
3. Performed at **FCAT 2.0 Levels I and/or II** in Reading and/or Mathematics for **two** consecutive years;
4. **Failed to demonstrate learning gains** as determined by performance levels or Development Scale Scores on the FCAT 2.0 in Reading and/or Mathematics for **two** consecutive years; and/or
5. **Referred** by District, School, Parent, and/or Community Partner based on an assessment of individualized need or interest in which a small, structured, individualized learning environment would be beneficial to the student learning and overall success.

With respect to efforts to stem the tide of students' dropping out of school, middle schools are critical to the future success of students yet they have been largely ignored in the debate on education reform. Education reform efforts over recent years have focused on early education and high school, and have missed out on the critical role of middle school. Research continues to show that academic planning and counseling needs to start as early as the 6th grade so students are prepared for the rigorous curriculum of high school and the future challenges of college and the workforce. The conditions students face and how they perform in middle school play a vital role in whether or not they will graduate from high school prepared for college and the 21st century workforce. In fact, the majority of students drop out of school in 9th and 10th grades making middle school, grades 6-8, a make or break moment in their young lives. Grades 6-9 is a time of heightened vulnerability for many young people. The years between sixth and ninth grade are known for an increase in disciplinary problems, motivational decline (lack of interest, increased alienation), and initiation in risky behavior, and these developmental changes can directly affect how students perform academically.

There are key findings that support the critical nature of addressing students' needs in middle schools as whole. However, it becomes increasingly vital to address the needs of students beginning in 6th grade in underperforming schools and underserved communities in the targeted areas as those the School intends to serve. Such findings not only contribute to the underperformance and persistent struggles of the senior high schools in which they feed, but create life altering and life-long challenges for at-risk students, especially in grades 6-9 whose academic, behavioral, and social needs go unmet. Key findings in a report entitled "*Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce*" noted the following:

- Over half of middle schools are failing federal education standards and the situation is much worse for schools serving low-income African American and Latino populations. Seventy percent of middle schools that serve high levels of low-income students are failing, compared to 44% of high schools and 32% of elementary schools.
- Students who fail even one middle school class are much more likely to drop out of high school. Less than 50% of students who failed at least one class in grades 6-8 graduated from high school within four years compared to over 66% of students who never failed a class.
- The support of a caring adult is critical to the success of middle school students, but very few have it. Seventy percent of 7th graders do not have a high level of caring relationships with a teacher or other adults at school. Forty-one percent of 7th graders do not have a high level of caring relationships with adults in the community.

In addition, the School will provide a solution to ever growing problem and seemingly silent epidemic of overage middle school students. The increasing number of overage middle school students is a real and growing concern not only across the state, but across the nation. There are a growing number of middle school students old enough to drive to school. While the average middle school student is 12 or 13 years old many of them are as old as 15 or 16 years old. It's no longer uncommon to have a child enter their freshman year of high school at 16 years old. A big reason for the high number is that many students can't pass the FCAT reading proficiency test in third grade. Florida law requires third grade students who fail, be retained; and that's creating a backup in middle school. Other reasons for the increased number of overage middle school student include a lack of interest, social, and family issues. There were 15,628 3rd grade students and 12,965 9th grade students retained in Florida based on the 2012-2013 data reported by the FDOE. These numbers, which are equitably and relatively significant in Broward County further, support the need to address the target population.

The School believes that without early intervention, struggling middle school students at the above will continue to drop out, adding to the current crisis. They will also continue to feed increased patterns of underperformance in the areas of reading and mathematics to targeted high school feeder patterns of Blanche Ely, Dillard, Northeast, Plantation, and Boyd Anderson. There is a clear, documented need to drive the necessary supports and opportunities for the future success of students in grades 6-8 that feed into the high schools in the targeted area.

Although the mathematics performance levels for the targeted senior high schools have shown slight increases, based on the 2014 Algebra I and Geometry EOC's, the overall reading performance of students in grade 9 continue to significantly lag behind as reflected in the 2014 FCAT 2.0 Reading Performance Data below:

SCHOOL	2014 GRADE 9 READING PERFORMANCE
Boyd Anderson	19
Blanche Ely	36
Dillard	27
Northeast	31
Plantation	36

Consistent with the 2013 schoolwide reading performance trend, all Reading proficiency levels in 2014 for students in Grade 9 in the targeted feeder pattern high schools of Blanche Ely, Dillard, Northeast, Plantation, and Boyd Anderson fell below forty percent (40%). The School recognizes the value of reading in the educational and life-long success of students and will ensure that required reading courses are taught by a certified reading teacher. The School will also implement an extended day which will include a mandatory Literacy Period that will focus on and support reading through direct instruction; individualized reading practice, and the use of frequent reading mini-assessments.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate against a student on the basis of race, ethnicity, national origin, gender, disability, or religion, in its school admissions process.

The target student population will be those students and families residing in the north area of the county, specifically in areas underserved through school choice. It will focus on those students interested in attending a small learning environment with committed, caring educators. The School will also support parents that are seeking an educational option that promotes high expectations and learning standards in a small, safe learning environment.

As a school open to all students who would qualify to attend a traditional Broward County Public School, the School may anticipate that the demographics will mirror those of Broward County and surrounding areas as noted below:

- White—50.7%
- Ethnically Hispanic—29.6%
- Ethically Non-Hispanic-70.4%
- Black—40.6%
- Asian-3.7%
- Native American or Native Alaskan-1.5
- Native Hawaiian and other Pacific Islander—.2%
- Multiracial—3.4%

However, it is expected that the demographics of the School will closely mirror that of surrounding schools in the targeted area as follows:

School	White (Non-Hispanic)	Hispanic	Black	Asian	Two or More Races	American Indian/Alaska Native
Blanche Ely	5%	11%	83%	1%	1%	N/A
Boyd Anderson	1%	5%	91%	N/A	N/A	N/A
Dillard	3%	5%	90%	1%	N/A	N/A
Northeast	22%	33%	41%	2%	2%	N/A
Plantation	15%	15%	63%	3%	3%	N/A

Additionally, the percentage of students with disabilities (SWD) in Broward County is currently 10%, while its ELL percentage is 14% as of May 2014. The percentage of students in Broward County on Free/Reduced Lunch is 59%.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. 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, supplemental registration periods may be held for the purpose of reaching student capacity. Florida's charter school legislation, Fla. Stat. §1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate against a student on the basis of race, ethnicity, national origin, gender, disability, or religion, in its school admissions process.

The School will be open to students in grades 6-9 who qualify to attend a traditional public school in Broward County. The School will seek a racially and ethnically diverse population and will offer consistent quality at all levels. Every applicant will be given equal opportunity to apply for enrollment at the School, excluding students who have been dismissed and/or expelled from a public or private school or have received referral to participate in an alternative education program due to disciplinary problems. The open enrollment policy will comply with section 1002.33, Florida Statute.

The School will comply with Florida's charter school legislation, Fla. Stat. 1002.33 (10)(e), which states that schools may give enrollment preference to certain student populations.

The School will not limit the enrollment to children of residents within the surrounding community. The School will comply with Florida's constitutional class size senior high schools of a maximum of a maximum of 22 students per class in grades 6-8 and 25 students per class in grade 9. The projected student-to-teacher ratio shall be consistent with that required by the

Class Size Reduction Act, as applied to charter schools.

- A. 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.

5 Year Projections

GRADE	CLASS SIZE	YR 1 # OF CLASSES (STUDENTS)	YR 2 # OF CLASSES (STUDENTS)	YR 3 # OF CLASSES (STUDENTS)	YR 4 # OF CLASSES (STUDENTS)	YR 5 # OF CLASSES (STUDENTS)
6	22	2(44)	2(44)	3(66)	3(66)	2(44)
7	22	2(44)	2(44)	2(44)	3(66)	3(66)
8	22	2(44)	2(44)	2(44)	2(44)	3(66)
9	25		2(50)	2(50)	2(50)	2(50)
TOTAL		132	182	204	226	226

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

The School gave consideration to areas of need and choice options within the district when determining enrollment projections. Student population projections were based upon data from grades 6-8 students during the first year and grades 6-9 in subsequent years in the targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation that may elect to enroll in the Leadership Academy for Academic and Personal Achievement as either a matter of choice or through referral for academic underperformance or behavior. There are approximately 9,968 students in grades 6-8 in the targeted middle schools as noted below:

School Performance Grades for Targeted Middle Schools					
School Name	2014	2013	2012	2011	Enrollment
Crystal Lake Middle	C	C	C	C	1369
McNichols Middle	C	D	C	C	899
Lauderhill Middle	F	F	F	D	1030
Lauderdale Lakes	D	D	C	C	1030
Parkway Middle	C	D	C	C	1641
Perry Middle	C	B	A	C	620
Pompano Beach Middle	C	D	C	B	1056
New River Middle	C	C	C	B	1370
James S. Rickards	C	C	B	A	953

Based upon conservative projections, the School projected that 1% of the targeted population would enroll during the first year and up to 2% of the targeted population would be enrolled by Year 5. This would not have a significantly adverse impact on the enrollments of the targeted schools and would provide for the delivery of a personalized, small, supportive learning environment for students. This would also allow the School to perfect the implementation of the educational model. Information was gathered from the Florida Department of Education's and the Broward County Public School's website about the demographics of schools in the proposed targeted area. Student performance and related data were also used in developing student population projections. In order to comply with Florida's constitutional class size requirements, the

school plans to implement a growth model that will support no more than 22 students per class in grades 6-8 and no more than 25 students per class in grade 9. By having an enrollment cap per grade, it will ensure that the school complies with the class size requirements. Each year the School Leader will hire additional instructional staff as needed.

The School further gave thoughtful consideration to the area and targeted population to be served through its recognition of the community's desire and commitment to improving the learning and lives of its residents through the provision of a high quality education. It concurs with the belief that the provision of effective, rigorous, innovative and high quality educational choice options can serve as the linchpin and a passport to present and life-long success and prosperity of children and youth, specifically, those attending schools in the targeted area. The academic performance and related data for schools serving students in the targeted area reflect a critical need for immediate, impactful and sustainable school innovation and expanded educational choice solutions as being proposed by the School.

The School is also aware of the enrollment's relationship to the financial viability of the school and we ensure the retention and deployment of appropriate resources to ensure both its short term and long term viability. It has taken steps to leverage partnerships with the community to market the school and bolster enrollment. However, a contingency plan will also be in place in the event that enrollment projections do not materialize.

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.

The School will employ a differentiated approach to teaching at-risk student that promotes high achievement while eliminating low student performance. A structured curriculum, innovative instructional strategies and intervention initiatives that address the needs of the "whole child" will be an integral part of accomplishing teaching, learning, and schoolwide goals. To effectively implement the curriculum and instructional strategies, an extended day will be implemented.

Extended Learning Time

Extended learning time has emerged as a promising policy option over the last several decades, with greater interest in recent years among such organizations as Massachusetts 2020, the Center for American Progress, the Harvard Family Research Project and others. Extended learning time is defined by the Center for American Progress as "The lengthening of the school day, school week or school year for all students in a given school...to focus on core academic learning and enrichment activities to enhance student success." Some define it more broadly to include any programmed time involving students, including out-of-school time and extended time that targets specific populations rather than the entire school.

Extended learning time can take several forms. Schools can add time to existing school days or add days to the school year. Schools and/or other providers can offer after-school programs and summer school sessions. Other policy options explored in the literature include optimizing the current time spent in school rather than adding time, and modifying the traditional school calendar to reduce the long summer break when some students suffer learning losses. Each of these options has benefits and drawbacks, and certain pre-conditions for success.

In brief, the literature on extended learning time suggests the following:

- Time is necessary, but not sufficient, for producing learning outcomes. Additional learning time is effective only when existing learning time is being optimized.
- Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households; and
- Extending the school day is more cost-effective than extending the school year.

Extended-Day Programs are part of the normal school day, adding between a half-hour and two hours of school time. Schools can use this time to lengthen regular classes, or they can add specific programs such as academic or enrichment activities, electives, tutoring, and career experiences. Some schools have built in extra teacher planning time to extended schedules. These programs typically utilize existing staff whose contracts have been adjusted for their extra time, although they may supplement with extra professional or para-professional staff.

The School, embracing the research that support the provision of extended learning time for underperforming students in underserved communities such as grade 6-9 students in the targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation will provide for both a schedule and extended school day that meets students' academic needs and requirements, as well as educational interest. The Academic school day will start at 7:50 A.M. and End at 3:10 P.M. The School will follow the Sponsor's Calendar to dictate the instructional days for each year of the charter. This will ensure that the School meets the statutory requirement of a minimum of 180 days of school and provide the minimum instructional hours to students in grades 6-9, as established by law. A student day shall consist of 400 minutes, and all hours of instructional time will be aligned with state and district requirements for secondary grades.

The following is a **Sample Daily Schedule** and may be adjusted by the School, as needed or required:

Description	Beginning Time	Ending Time	Duration
Student Arrival	7:30 A.M.	7:45 A.M.	15 Minutes
Homeroom	7:50 A.M.	8:00 A.M.	10 Minutes
Schoolwide Literacy/Success Period	8:05 A.M.	8:50 A.M.	45 Minutes
Block 1/Attendance	8:55 A.M.	10:25 A.M.	90 Minutes (Includes 30 Minute Lunch)
Block 2	10:30 A.M.	12:45 P.M.	90 Minutes (Includes 30 Minute Lunch)
Lunch #1	11:00 A.M.	11:30 A.M.	30 Minutes
Lunch #2	11:45 A.M.	12:15 P.M.	30 Minutes
Block 3	12:50 P.M.	2:20 P.M.	90 Minutes
Schoolwide Literacy/Success Period	2:25 P.M.	3:10 P.M.	45 Minutes

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

Annual Calendar:

The School will follow (and mirror) the BCPS public school calendar, which requires a minimum of at least 180 actual instructional days per school year. There will be a minimum of one (1) week pre-planning and three (3) days post planning for faculty and staff before and after the school year. Students will attend the mandatory minutes each day as required in state statute.

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

The School's educational program will be one that provides personalized support for students in a school culture of high expectations and clearly defined indicators and measures for acceptable behavior and learning. The tone and tenor at the onset will be that which focuses on the improvement of student learning and behavior as the focus of the entire school. The School will adopt, embrace, and implement an educational program grounded in an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and one that promotes and maintains clearly delineated expectations for learning and behavior, students that have previously underperformed can achieve high levels of learning and academic and life-long success.

The School's educational program will be one that 1) understand, adopts and implements research-based practices; 2) focuses on the improvement of reading; 3) offers a curriculum that supports the learning and behavioral needs of at-risk and underperforming students in grades 6-9; 4) utilizes student success teams as an approach to improvement planning, intervention, and support; 5) integrates life skills instruction as a means toward academic and life-long success; 6) supports career readiness, vocational, and postsecondary planning; 7) integrates proven elements for addressing the needs of at-risk students into the educational program; 8) embraces continuous improvement; 9) incorporates mentoring; and 10)

incorporates best teaching and learning practices; and 11) extends the school day. Each of these components is presented in the subsequent paragraphs.

Through the use and integration of the above strategies and approaches, the School will become a catalyst for change for the unrealized hopes and dreams of students in Broward County. In doing so, the School will establish and implement an educational program that is grounded in an understanding of research, approaches, strategies, and best practices related to the education of at-risk youth.

Use of Established Research Base

Today, the most startling phenomenon in public education is the growing number of at-risk youth. Alternative Education represents an effective approach to addressing the needs of these students by helping them to remain in school, improve academically, and achieve higher standards. In fact, Alternative Education has been identified by the National Dropout Center as one of the three most effective ways to keep at-risk students in school, improve their self-esteem, and keep them learning effectively.

Alternative schools have also been shown to be successful in helping students who have not done well in traditional school settings (Lehr, Lanner, & Lange). The U.S. Department of Education defined an alternative education school as a "public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories for regular, special education or vocational education."

Alternative education schools have been developed by states in response to students' use of violence, drugs, and weapons on school campuses (U.S. Department of Education, 1996). Students are generally referred to these programs if they are at risk of poor grades, truancy, disruptive behavior, suspension, pregnancy, or similar issues associated with dropping out of school (Kleiner, Porch, & Farris, 2002). In most school districts across the country, students are placed in alternative schools as an alternative to or following a suspension or expulsion. However, in many states, as in M-DCPS, students may choose to attend an alternative school via approval from the District.

While alternative education schools are typically thought of as serving at-risk, potentially disruptive students, some have also been developed to serve students with high aptitudes or special interests that simply want a change from schools that have often become large, impersonal urban educational settings.

"Alternative" has meant different things to different people over the past several years. As early as 1978, the controversy over the definition of alternative was acknowledged. Arove and Strout (1978) noted that "the definition of 'alternative' had been a matter of controversy since the early seventies, and much of the literature on the movement has been concerned with that issue alone. Twenty years later there was still discussion about what alternative means. Raywid (1994) noted the variety of definitions surrounding alternative schools. She provided a summary of alternative schools which fell into three different categories:

- Type I alternative schools are schools of choice and are usually popular. They resemble magnet schools and reflect themes or career-focused curricula.
- Type II alternative schools are those to which students are assigned or in some cases, sentenced to by the courts. They represent "last chance" programs and focus on behavior modification, with little, if any attention paid to curriculum or pedagogy.
- Type III alternative schools are for students who are presumed to be in need of remediation, rehabilitation--academic, social/emotional, or both. The assumption is that students attending these schools can be prepared to return to mainstream programs.

Raywid contended that, "alternative schools are usually identifiable as one of the three types described above, but that particular programs can be a mix." Most programs in BCPS represent a "mix" of students, often failing to individualized

educational needs and experiences and losing even more students in transition.

Though the debate continues regarding the definition of alternative schools, most researchers agree that alternative schools are typically designed for youth with challenging behavior and are designed to assist students in achieving the goals of the curriculum in a manner that is consistent, yet unique to their learning styles and needs.

With the advent of education-based reforms such as the No Child Left Behind Act (NCLB), Florida's A+ Plan, and strengthened safe schools legislation, an increased need, demand, and opportunity to improve, restructure, and create new, innovative, and viable educational options for students emerged. The delivery of highly effective and coherent alternative education programs in the form of the Leadership Academy for Academic and Personal Achievement in Broward County will help at-risk students in grades 6-9 attending targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation overcome their most debilitating challenges.

Though there is general consensus on the need to provide alternative education and related interventions for at-risk students, this consensus is usually followed by debates regarding the numerous challenges associated with this body of work. One of the most significant challenges that school district officials and policymakers face and is the focus of most debates is cost. It is well-known and clearly documented in BCPS and nationally that the costs of educating at-risk students are higher than the costs of educating students in a traditional educational setting, just as it is equally higher to educate high-performing students in specialized, magnet schools and programs. What are often not illuminated are the prohibitively high costs to society of *not* providing for the unique educational needs of at-risk students.

Children who are not educated more likely lack adequate skills to secure employment and become self-sufficient. In 1993, approximately 63 percent of high school dropouts were unemployed. As the national dropout rate has increased over the past decade, so has its adverse impact on society: higher unemployment, increase in crime, increase in welfare, and reduced earnings which ultimately affect the local and national economy.

Additionally, at-risk students, whose issues go unchecked and for whom effective interventions are not provided, pose a threat to not only their own well-being, but the safety and educational well-being of other students in their disruption to the education process and potential negative impact on society. Research has demonstrated that youth who are not in school or in the labor force are placed at an increased risk for delinquency and crime and are placed on a pathway to prison (Snyder and Sickmund, 1995). Rates of arrests of young offenders have increased since the 1990's, especially for violence related to weapons (Butts & Snyder, 1997). Violence perpetrated by very young offenders continues to be unusually high, which does not bode well for the future absent appropriate, well-funded intervention programs (Declining Violence, 1998). Concerns about the human and financial costs of incarceration of juveniles has led many to the conclusion that schools and other community agencies must increase efforts to develop, enhance, and maintain effective alternative education programs (Dryfoos, 1997).

A study conducted by the Justice Policy Institute further illustrated the relationship between low educational attainment and heightened risk of incarceration, a risk and impact that have been most concentrated in communities of color, specifically, the African American community. Such research and related data concludes that despite the costs associated with at-risk students and those with special needs, society ultimately pays a high and long-impacting price for children's failure in school. Altembaugh, Engel and Martin (1995) posited that successful alternative education programs would benefit both society and students at risk. They contended that the benefits of dropout prevention through alternative education schools and programs, over time, would exceed the costs by a ratio of nine to one.

Studies also show that most students who drop out begin thinking of leaving school early in their scholastic careers. Dropping out of school is not the result of an abrupt, unconsidered decision but an overt response to the impact of circumstances related to one or more factors over a student's lifetime.

Yet most efforts to identify potential dropouts and implement initiatives to address their needs occur at the high school level. Instead of waiting until the end of the educational process to help students at risk, educators at each grade level should look

for, and address, all dropout indicators. The state and districts should create opportunities for elementary, middle, and high school educators to share dropout prevention strategies, initiatives, and programs. Educators at all levels should also learn what factors and indicators are typical of students at risk.

Research indicates that early predictors of dropouts include general deviance, deviant affiliation, improper school socialization, poor family socialization, and structural strains. These predictors manifest themselves in deviant behaviors, including sexual involvement, bonding with antisocial peers, low school bonding, low parental educational expectations, and low socioeconomic status.

Student Success Teams

The School will further enroll students and work with them individually to determine their academic needs and personal goals. This will be done through the use of Student Success Teams. Once the interview and enrollment process is completed, students will be assigned to a Student Success Team in which they will assist in the development of an individualized Student Success Plan to set academic, behavioral, and personal goals. The Student Success Teams will work with students throughout their enrollment to support the attainment of their goals. Each Student Success Plan will be reviewed and updated annually as students meet or adjust their learning and personal goals.

For example, from the time of application, screening and enrollment, students and parents will be indoctrinated into a school culture of high expectations and clearly defined indicators and measures for acceptable behavior and learning. An analysis of student performance data, specifically in the area of reading, will be an essential part of the student screening, registration, enrollment, and academic planning process. Also at the time of enrollment, parents and students will be provide detailed information regarding student's academic performance levels and behavior history, based on the most recent and available summative data. They will then be involved in the development of an individualized academic success plan which focuses on and supports the improvement of learning and behavior. This plan will be developed and supported through the Student Success Team.

Students that have fallen behind and are at-risk of dropping out of school need continuous assistance and support for learning and life-long success. To assist them, the School will use Student Success Teams to facilitate student transition into the school, analyze data on an ongoing basis that may be used to define student successes or barriers to achievement, and develop, monitor, and implement a plan of individualized intervention to ensure student academic growth and personal development.

Members of the Student Success Team may include the School Principal, Counselor, Parent, Teacher, and Community Partner.

Focus on Reading

The School recognizes the value of reading in the educational and life-long success of students and will ensure that required reading courses are taught by a certified reading teacher. Therefore, an analysis of student performance data, specifically in the area of reading, will be an essential part of the student screening, registration, enrollment, and academic planning process. For example, at the time of enrollment, parents and students will be provide detailed information regarding student's reading performance levels, based on the most recent and available summative data and given a class schedule, as well as individualized academic success plan which focuses on and supports the improvement of reading. In furtherance of supporting improvement in reading, the School will also implement an extended day which will include a mandatory Literacy Period that will focus on and support reading through direct instruction; individualized reading practice, and the use of frequent reading mini-assessments.

Success/Life Skills Instruction

The School believes that strong character and a personal code of ethics are essential to students' learning and life-long success. Therefore, a program focused on success/life skills development will be an integral part of the school's educational

program. Life skills programs can play a valuable role in addressing the needs of young people growing up in high-risk environments — increasing their resilience to negative influences in their lives and their ability to overcome risk factors in their home, community, and school environments. According to Mark Mannes, Ph.D., Director of Applied Research at the Search Institute, "Resilience is best understood as young people's successful adaptation to adversity in their lives." To the extent that life skills programs strengthen the "protective factors" in a young person's life, such programs can profoundly impact a young person's ability contribute to their communities. Investments in life skills development among at-risk youth have also been found to produce more extensive positive outcomes than programs targeting youth in more mainstream settings.

For example, the School will use Success/Life Skills Development instruction in which students will be continually presented with opportunities to develop both and will be asked to expand the parameters of their self-knowledge daily. Because emotional health is key to a productive life, the School will create an environment for students to explore and understand issues standing in the way of their success. Also, through the use of a daily Success/Life Skills Development period, students will explore their inner selves and develop tools that will serve them as healthy, literate, and responsible citizens. This Success/Life Skills Development period will be a part of the students' daily schedule. It will be for a minimum of 30 minutes and be implemented at the beginning of the school day. The Success/Life Skills Development period will be used to set the tone and tenor for respect, discipline, confidence, motivation, high expectations, and the achievement of learning goals for the day.

Career/Vocational Planning/Exploration

The School will further provide for students' exploration of postsecondary opportunities such as career planning and vocational/technical pursuits. The School seeks to develop students that are physically, mentally, and emotionally fit; have a high degree of self-awareness and reliance; possess and demonstrate such qualities as initiative, courage, and resourcefulness; have positive personal character; have the desire and skills to help others; have a keen respect for the basic rights of others; and are prepared to participate and lead in society.

For example, in order to address career/vocational planning and exploration, the School will utilize a curriculum framework, *Such as Learning for Life*, which helps teach students the importance of character skills and development, life skills, good citizenship, and emotional and physical fitness. This will provide an opportunity for the student take an inventory of their skills and interests in identifying and developing those attributes requisite for postsecondary success.

Proposed, Proven Innovative Educational Model Design Elements

Though alternative education schools and programs vary widely throughout the nation, there are several research-based strategies that have been widely accepted as highly effective in working with at-risk students. For example, the School will adopt and implement the seven best and preferred practices in educating at-risk youth in alternative schools that include: Low Ratio of Students to Teachers; Highly Structured Classroom with Behavioral Classroom Management; Positive Rather than Punitive Emphasis in Behavior Management; Adult Mentors at the School; Individualized Behavioral Interventions Based on Functional Behavioral Assessment; Social Skills Instruction; and High-Quality Academic Instruction.

These seven best and preferred practices in educating at-risk youth in alternative schools mentioned above will be under girded with a strong parental involvement component as school-based parental involvement has proven to have a positive effect on both parents and students. School-based parent training which promotes and teaches nurturing behaviors desired by being attentive first to the parents' concerns and needs and then address expectations for parents to do more for their children.

In addition, the School embraces the notion and belief that how instruction is delivered is the deciding factor in a student's participation in the learning process. The educational delivery systems of the Leadership Academy for Academic and Personal Achievement will promote critical thinking with a combined focus on strengthening basic literacy skills; engaging in

work-related projects; improving student efficacy; and promoting healthy living. Instructional practices will include the use of cooperative learning, cognitive-guided instruction, and technology-enriched instruction, and will require focused and sustained Professional Development.

The School's educational program has been developed in accordance with the performance-based Florida Standards. Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the differentiated needs of all children. All learners possess areas of strength and areas of weakness and therefore express and receive knowledge in many different ways. Effective teachers understand the need to differentiate instruction for all students, including low and high achieving, in order for learning to occur and improve. Understanding a student's area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student's ability to learn. The role of the teacher is to observe what students are doing, figure out why they are doing it that way, and give them the right kind and amount of information and feedback so that they may solidify their learning and demonstrate what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

In addition, the School will employ teaching and learning strategies that give students more to think about. Through the use of divergent student products, students will be given a chance to explain and defend their thinking and importantly, relate learned material to their actual lives. Students will compare outcomes with their peers, assess successes (and failures) and design improvements.

A variety of instructional activities will be planned and implemented that focus on fostering student engagement. This will include the use of learning strategies for defining, summarizing and comparing. For example, when students are asked to summarize they will be given the opportunity to use their higher order thinking skills to analyze the patterns, evaluate what's most significant to them and craft a unique summary.

Embrace of Continuous Improvement

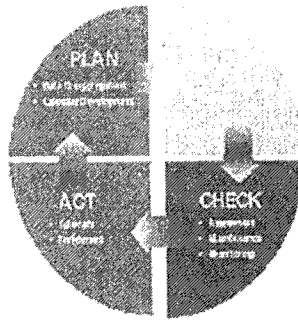
The School's educational program will be driven by the effective implementation of the Florida Continuous Improvement Mode (FCIM). FCIM is based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction and frequently assessing students for understanding are all key parts to this model.

The Florida Continuous Improvement Model is derived from the 8-Step Instructional Process which was developed by Mary Lehman Barksdale, while teaching third grade at the Brazosport Independent School District (Texas).

Based on Barksdale's model, teachers and administrators must

1. Raise expectations for all students;
2. Create a vision to guide reform; and
3. Develop measurable objectives with time frames for accomplishing them.

The steps of the Florida Continuous Improvement Model break into four parts of an instructional cycle called **Plan-Do-Check-Act (Deming)**:



1. Plan

- a. **Data Disaggregation:** In this step the School will disaggregate and analyze the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning. Focusing on specific student weaknesses, the School will create a plan for student improvement. Identifying teachers' strengths and weaknesses enables administrators to provide effective quality staff development to improve instruction and student learning.
- b. **Instructional Calendar Development:** Based on the students' strengths and weaknesses, the School will build an instructional calendar that includes all the state standards, benchmarks, and/or skills to be assessed. The calendar will provide additional time for areas where students are having trouble and be flexible enough to allow for adjustments.

2. Do

- a. **Direct the Instructional Focus:** Based on the instructional calendar, the School will ensure that teachers teach the targeted skill(s). This will ensure quality instruction by teachers and mastery by students. The School will ensure that classroom activities are focused and conducive to learning by
 - Providing a warm-up;
 - Highlighting the day's focus;
 - Focusing on new content;
 - Reinforcing new concepts; and
 - Surveying student understanding.

Effective teaching strategies for instruction have at their core consistently high-level expectations for students. Additionally, quality instruction includes

- Modeling thinking processes (i.e. think-alouds);
- Providing essential vocabulary for subject area;
- Applying learning to the real world;
- Using cooperative learning techniques;
- Using skill reinforcing drills;
- Teaching test-taking strategies; and
- Celebrating mastery of skills and knowledge.

3. Check

- a. **Assessment:** After teaching the targeted skill, the School, through teachers, will administer a short assessment to check for student understanding. These assessments will be integrated into the curriculum and instruction. The assessments will mimic the format of the FCAT 2.0 and EOC state assessments. Teacher teams will meet frequently to review assessment results.
- b. **Maintenance:** The School will ensure that its teachers continuously work to reinforce skills and knowledge until they become part of the student's knowledge base.

- c. **Monitoring:** The school leader and members of the leadership team will assume the primary responsibility for monitoring program success. Monitoring practices will include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

4. Act

- a. **Tutorials and Enrichment:** Based on assessment results, the School will ensure that its teachers provide continuing quality instruction to either build on success or provide additional instruction. Teaching teams will work together to review progress. Extensions will be considered as important as tutorial work and provided for both mastery and non-mastery students. Additional assessments will be given to check mastery.

In addition to the implementation of FCIM as a key foundation of its educational program, the School will use a variety of instructional methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background and give the students the ability to transfer these skills to new applications. Most important, the School will employ an instructional model that will allow students to develop and apply the skills needed for success in the 21st century.

Use and Incorporation of Best Teaching and Learning Practices

The School will further be supported through the use of instructional methods and approaches that include but are not limited to the following:

Gradual Release of Responsibility for Learning

The Gradual Release of Responsibility will be used in the delivery of direct instruction. This model is often referred to as the "I Do-We Do-You Do" model whereby "I", the teacher, presents the information by modeling the strategy to be used; "We", the entire class, collaborates to work through the strategy together; and "You", the student, applies the strategy independently to demonstrate mastery and understanding. For example, all teachers will structure their lessons such that the teacher will introduce new material directly, students will practice the material in small groups or as a class, and then, with the continued support and facility of the teacher, students will have independent practice on the material at the end of class and again through extended and home learning activities. This will allow students to gradually become more independent and responsible for their own learning of the content.

Flexible Grouping

When ability grouping is utilized in a flexible manner with appropriate curricular adjustments and consistent expectations and assessments across groupings, significant achievement gains can be realized. For example, all students will be placed into flexible ability groups based on the baseline data generated from the testing during the student orientation period. All groups will be held accountable for the same concepts and skills and will be required to take the same internal and external assessments regardless of their grouping. The School believes that flexible ability grouping is the most effective way to differentiate instruction for students at different academic levels, most particularly because it will allow the teacher to modify pacing of instruction within the individual class hour and thus, address the academic needs of his/her students. The class will be presented the same content but the degree of depth will vary according to the ability levels of the group. As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year. The model of frequent assessments will be the same for all groups; teachers will be able to monitor student progress across ability groups and make appropriate curriculum and grouping decisions based on concrete data. This will allow teachers and school leaders to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of a particular concept or skill. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material.

Literacy Across the Curriculum

The School further knows and believes that literacy is the key to academic success and to closing the achievement gap.

Therefore, all teachers will focus on literacy in all content areas in addition to the school's reading curriculum. In addition to required reading courses being taught by a certified Reading Teacher, the use of reading across the curriculum will provide students with additional time to develop their reading comprehension skills and good habits for reading, researching, and learning. Students will become familiar with a variety of genres and types of text and will be able to relate ideas and themes from one subject area to another. For example, students will be required to read and write in all content areas. Students must be held to the same high expectations and standards for reading and writing regardless of the discipline. For example, students may be required to write formal laboratory reports in science, and explain the process of theorems or proofs in mathematics class. Students will become fluid, proficient readers and will be exposed to a variety of writing styles. In addition, students will develop their speaking, listening, and observation skills through the use of multiple mediums and the requirement for teachers to integrate student oral presentations into their classrooms.

Differentiated Instruction

The School will act on the belief that teaching to the middle, or the "one size fits all" approach does not support a successful teacher-learner experience. Differentiated instruction is an instructional theory and practice that allows teachers to meet all types of learners and helps them address the variety of learning styles, interests, and abilities found within a classroom. Teachers implement instructional strategies based on the content, process and product. These strategies ensure all learners are being targeted in all given lessons.

Readers Workshop

Making sure that all students are reading at grade level or above will be the mission and a priority goal of the School. The Readers Workshop format gives students tools for selecting and comprehending literature. Students who were once reluctant to read now find themselves with the skills needed to be successful readers. Over the course of the year, students are encouraged to read many books to explore different genres, authors, and texts. This format allows teachers to work with students in small groups to target skills that students are deficient in while stretching those skills in which they are proficient.

Writers Workshop

The Writers Workshop approach for writing is an interdisciplinary approach which helps to build student's fluency in writing through continuous, repeated exposure to the process of writing. Writing is an essential skill for future academic and professional success. The earlier those students are engaged in the writing process the sooner they will learn to appreciate and become more effective in it.

To effectively implement the curriculum and instructional strategies described above, an extended day will be implemented. The School, embracing the research that support the provision of extended learning time for underperforming students in underserved communities such as grade 6-9 students in the targeted feeder patterns of Blanche Ely, Boyd Anderson, Dillard, Northeast, and Plantation will provide for both a schedule and extended school day that meets students' academic needs and requirements, as well as educational interest. The School will follow the Sponsor's Calendar to dictate the instructional days for each year of the charter. This will ensure that the School meets the statutory requirement of a minimum of 180 days of school and provide the minimum instructional hours to students in grades 6-9, as established by law. A student day shall consist of at least 430 minutes, and all hours of instructional time will be aligned with state and district requirements for secondary grades. It is anticipated the School will operate a seven-period day.

B. Describe the research base for the educational program.

The School will employ research-based instructional practices with students. These research-based instructional strategies will help guide teachers in maximizing the overall student learning experience. Teachers will consider individual, small

group, and whole class learning goals and objectives in deciding the best lesson strategy.

In addition to many of the practices being used effectively in highly effective schools, the School has also cited research regarding each instructional method that informed its decision to adopt. All of these methods align with the school's mission/vision to ensure that every student is successful and accesses a rigorous instructional program that will help him/her close the achievement gap and put them on the path to college and life-long success.

Instructional Method	Description
Gradual Release of Responsibility	Adams, Gary L. and Engelmann, Siegfried (1996). "Research on Direct Instruction: 25 Years beyond Distar." <i>Seattle: Educational Achievement Systems</i> .
Flexible Grouping	Tieso, Carol L. (2003). "Ability Grouping is not Just Tracking Anymore". <i>Roeper Review Vol. 26</i>
Literacy Across the Curriculum	Cramer, R. (2003). <i>The language arts: A balanced approach to teaching reading, writing, listening, talking, and thinking</i> . Boston: Pearson
Differentiated Instruction	Tomlinson, C. & Kalbfleisch, L. (1998). Teach me, teach my brain: A call for differentiated classrooms. <i>Educational Leadership</i> , 52-55.
Reader's Workshop	M. Pierce (Eds.), Talking about books: Creating literate communities (pp. 17-31). Portsmouth, NH: Heinemann.
Writer's Workshop	Craig, Sharon A. (October/November/December 2003). The effects of an adapted interactive writing intervention on kindergarten children's phonological awareness, spelling, and early reading development. <i>Reading Research Quarterly</i> , 38 (4), 438-440.

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

The School's mission is to offer of a highly innovative, structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9. The School will adopt, embrace, and implement an educational program grounded in an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and one that promotes and maintains clearly delineated expectations for learning and behavior, students that have previously underperformed can achieve high levels of learning and academic and life-long success. For example, from the time of application, screening and enrollment, students and parents will be indoctrinated into a school culture of high expectations and clearly defined indicators and measures for acceptable behavior and learning. An analysis of student performance data, specifically in the area of reading, will be an essential part of the student screening, registration, enrollment, and academic planning process. Also at the time of enrollment, parents and students will be provide detailed information regarding student's reading performance levels, based on the most recent and available summative data and given a class schedule, as well as individualized academic success plan which focuses on and supports the improvement of reading. The tone and tenor at the onset will be that which focuses on the improvement of student learning and behavior as the focus of the entire school. This will be done through both individual and group orientation and will be reinforced throughout the school year.

In addition, the educational program will be aligned to the School's mission in its adoption, use, and application of the seven best and preferred practices in educating at-risk youth in alternative schools that include Low Ratio of Students to Teachers; Highly Structured Classroom with Behavioral Classroom Management; Positive Rather than Punitive Emphasis in Behavior Management; Adult Mentors at the School; Individualized Behavioral Interventions Based on Functional Behavioral Assessment; Social/Life Skills Instruction; and High-Quality Academic Instruction. The School will also use innovative reform based instructional methods in a stimulating environment to foster maximum student achievement. Through the educational program, students will become both active in and take ownership of their learning and personal success.

In addition, the School will use mentoring to address the variable concerns of low academic achievement, poor school attendance, increased disciplinary problems, and low graduation rates students enrolled in the Leadership Academy for Academic and Personal Achievement. Mentors are most effective when they are able to develop and manage meaningful, positive relationships with no more than three mentees and are able to make a commitment over a sustained period of time:

In addition to mentoring, community groups and organizations and local businesses will play a pivotal role in the enhancement of educational services and experiences delivered to students in alternative education schools and programs. The School would engage community groups such as the local clergy, fraternities, sororities, the Rotary Club, Urban League, NAACP, the 100 Black Men of South Florida, SALAD, and the Links, to name a few to establish partnerships with alternative education schools with specifically planned activities and defined outcomes. For example, the School will plan and hold weekly and/or monthly assemblies and partnership days to provide the students with an opportunity to interact with and hear from positive role models and leaders throughout the community.

In order to ensure that the School remains committed to its mission of addressing the needs of and developing the "whole child," it will engage the support and partnerships of these agencies and organizations that support and share this mission. For example, agencies that have shown success in working with at-risk students and/or underserved communities that will be targeted for a strategic partnership include will include those in Broward County that have extensive experiences in working with and supporting the targeted population and will be sought after by the School.

Additionally, local businesses and business groups would be solicited to provide sponsorships to the School. Field trips, assemblies, internships, luncheons, job shadowing, and mentoring would be an integral part of this endeavor.

The implementation of selected strategies will rely heavily upon the partnership and support from various segments of the community and will focus on getting parents, families, and the respective school communities properly involved in the education of high risk adolescents and children; instilling strong educational values, civic literacy, and a work ethic in young men and women; and matching strong positive role models to individual and small groups of students enrolled in the school.

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

The School will offer services to ensure that our students will successfully attain the all standards specified in content course descriptions, the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards which were adopted in March, 2014 and the Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) which remain statutorily relevant and subject to legislative action (in those subject areas that have not been approved/adopted the Florida Standards as the basis of grade-level content/standards coverage). Using the objective insights yielded by a frequent assessment system, we will use these specific structures to intervene, arrest, and reverse student academic failure:

- **General Instructional/Whole School Intervention:** Skills and content are not learned until student can prove objectively that they have mastered them. Therefore, content or skill that students have failed to master on a progress monitoring assessment is retaught. Support will also be provided

through small group and individual tutoring, provided on a mandatory basis as part of our daily schedule.

- **Daily Tutoring:** As part of the extended day program offered Monday through Friday, teachers in a small group or one-on-one setting will provide those students who have been identified as needing supplemental support with additional targeted instructional time. Students attend daily tutoring at the discretion of subject teachers. Any core subject teacher may retain a student in the daily tutoring program, provided that they share their rationale with administration and upon the consultation with any other pertinent subject-based teacher of said student. Tutoring can take three forms: individual tutoring focused on addressing a specific skill deficit, small group tutoring to reteach material recently assessed on a progress monitoring assessment, and acceleration tutoring to spur higher ordered and creative thinking as appropriate for students at all levels.

Section 4: Curriculum Plan

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

The Leadership Academy for Academic and Personal Achievement will use a state-adopted and research and evidence-based curriculum infusing best practices to ensure that students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of a diverse and unique student population. The School will adopt and use the Sponsor's Student Progress Plan. Familiarity with this Plan will through trainings, meetings, and accessed through <http://www.broward.k12.fl.us/sbhc/policies/docs/Policy%206000.1.pdf>.

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The School will adhere to all applicable provisions of Federal law and Statute relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

The School will adhere to all applicable provisions of Federal law and Statute 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.

The Leadership Academy for Academic and Personal Achievement will seek to expand each student's foundation in each core subject and elective courses by building upon the preceding acquired knowledge base in each succeeding grade level, always moving forward, to ensure that each student builds capacity and is prepared and ready for college and/or the workforce. All course offerings will be aligned with the approved/adopted State of Florida Course Code Directory and the Broward County Public Schools' Course Code Dictionary, and will cover all standards and objectives specified in state content course descriptions, the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards, and the Next Generation Sunshine State (NGSSS)- Common Core (CC) standards (in those subject areas that have not approved/adopted the Florida Standards as the basis of grade-level content/standards coverage). As well, the school will utilize the District grade-level/content-area scope and sequence maps and pacing guides, the district Student Progression Plan (SPP) Policy 6000.1, the *Just Read Florida!* K-12 Comprehensive Research-Based Reading Plan (CRRP), and the district approved K-12 reading plan charts to instruct, provide instructional support services, and prepare students to achieve the Florida Standards and Next Generation Sunshine State (NGSSS)- Common Core (CC) standards.

The school's curriculum will be standards-based to ensure student exposure and mastery of the following:

- Language Arts Florida Standards (LAFS);
- Mathematics Florida Standards (MAFS);
- Next Generation Sunshine State Standards (NGSSS) (in all other subject and elective areas until approved/adopted as Florida Standards for each Content/Subject Area); and
- Common Core (CC) standards (in History/Social Studies, Science & Technical Subjects until approved/adopted as Florida Standards for each Content/Subject Area).

The curriculum will continuously reflect high quality, rigorous, and relevant instruction and implement research-based strategies, innovations and activities that facilitate engagement and learning, and achievement of educational outcomes for all students. The School will use the Florida Department of Education (FDOE) and Broward County Public Schools approved and adopted research-based textbooks aligned with state standards and/or national standards and accompanied supplemental technology and print resources and materials. In addition to the School implementing the State and District approved/adopted textbooks, The School will enrich the curriculum through additional State-approved supplementary programs and an innovative approach to delivering the curriculum and meeting performance expectations. Additional instructional resources and materials will be incorporated to address the needs of all students; struggling and striving

students, and a special population of learners such as; Gifted, ESE and ELL students. The goal of Leadership Academy for Academic and Personal Achievement is to collaborate and work harmoniously with the district to meet the expectations of the Sponsor while incorporating an innovative approach through the delivery of effective instructional programming, and an approach to instruction that have proven to be successful in highly successful and high performing schools.

Teachers at Leadership Academy for Academic and Personal Achievement will follow state and/or national standards and utilize district approved teacher instructional scope and sequence and pacing guides to serve as a basis for developing lessons plans. Teachers will adhere to the District SPP and its procedures as it pertains to serving students who enter the school below grade level and ensuring engagement in and benefit from the curriculum. In addition, teachers will adhere to the State-mandated Multi-Tiered Systems of Supports (MTSS) and Response to Intervention (RtI) procedures and processes to monitor interventions and support services being delivered to all students that demonstrate a need based on State and District assessments, school/classroom tests/assessments, and teacher and team anecdotes and recommendations. Teachers will also adhere to IEPs and LEP plans to ensure that all ESE and ELL students are being taught utilizing ESE and ELL strategies and accommodations to ensure that each student is receiving the support needed to meet the identified objectives.

Teacher lesson plans will be submitted to school leaders/administrators and returned with feedback for ongoing improvement. The literacy coaches will also review and monitor the submitting of lesson plans, and lend support to ensure the implementation of Differentiated Instruction, and Standard-based delivery of instruction through a balanced Rotational Instructional Model (RIM). The literacy coaches will support classroom teachers and model sample lessons to ensure that all teachers receive ongoing support to better meet the school expectations and enhance instructional pedagogy. As well, shared and common planning will occur to ensure that each teacher is able to select and share the most successful instructional strategies that will yield the greatest results.

Graduation Requirements

High school graduation requirements will be in direct alignment with the State of Florida and Broward County Public Schools which are established by the Florida Legislature, the Florida Board of Education, and The School Board of Broward County.

The Florida High School Graduation chart found below represents the current Florida graduation requirements for the 2014-2015 9th grade cohort group.

Graduation Requirements		
<p>A student must successfully complete a</p> <ul style="list-style-type: none"> • 24-credit standard diploma, • 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, • Advanced International Certificate of Education (AICE) curriculum, or • International Baccalaureate (IB) Diploma curriculum. <p>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessment.</p>		
Subject Area	24-Credit Program	Diploma Designation/ACCEL Program
English/Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4	Merit Designation

	<ul style="list-style-type: none"> • ELA honors, gifted, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement. • Must pass the Florida Standards-based ELA Grade 10 assessment once implemented or received minimum concordant score on SAT, ACT or PERT. • Must take the Florida Standards-based ELA Grade 11 assessment once implemented. 	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Mathematics	<ul style="list-style-type: none"> • 4 credits of Mathematics (one of which must be Algebra 1 and one of which must be Geometry) • Algebra 1 and Geometry honors, gifted, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement. • Must pass the Florida Standards-based Algebra 1 EOC/assessment once implemented. • Must pass the Florida Standards-based Geometry EOC/assessment once implemented. • Must take the Florida Standards-based Algebra 2 assessment once implemented. • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits 	<p style="text-align: center;">Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Pass the Florida Standards-based ELA Grade 11 assessment once implemented • Earn 1 credit in Algebra 2, pass the Florida Standards-based assessment once implemented • Earn 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC Assessment • Earn 1 credit in chemistry or physics • Earn 1 credit in a course equally rigorous to chemistry or physics

Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 • Must pass the Biology 1 EOC assessment • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit 	<ul style="list-style-type: none"> • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Social Studies	<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • Must pass the U.S. History EOC assessment (constitutes 30 percent of the student's final course grade). • .5 credit in U.S. Government • .5 credit in Economics (must include financial literacy) 	
World Languages	Not required for high school graduation; required for admission into state universities	ACCEL Program (18 credits minimum)
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Physical Education	1 credit in physical education to include the integration of health	
**Electives	8 credits	
**Online Course	<ul style="list-style-type: none"> • 1 course within the 24 credits • Must be earned through online learning. 	
Industry Certification	Not required	
Community Service	For students in the 24 credit option, the completion of a community service project is an additional graduation requirement. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Awards and the Superintendent's Diploma of Distinction is completing a specific amount of community service hours.	

**NOTE: The school will only offer two (2) of the four (4) diploma options- 24-credit standard diploma and 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, until which time all teachers in respective areas have been provided professional development and awarded certification in courses required for the Advanced International Certificate of Education (AICE) curriculum and International Baccalaureate (IB) Diploma curriculum and the school has been designated and national recognized as an AICE or IB school.*

***NOTE: Specifications regarding electives/online course are listed below*

A minimum of one of these credits must be earned through online learning.

- This course can be completed in grades 6 through 8 if resulting in high school credit.
- This course can be completed through an online dual enrollment course.
- This course requirement can be met through an online course offered through Florida Virtual School or an approved virtual education provider.
- A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
- This requirement does not apply to a student who has an individual education plan (IEP) which indicates that an online course would be inappropriate.
- This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

Students entering grade 9 in 2011-12 and thereafter will be required to earn at least .5 credits toward graduation requirements through completion of a full course delivered via online learning (F.S.1003.428).

- An online course is defined as a course involving student-teacher interaction in which a student learns mostly through online delivery of content and instruction with some element of student control over time, place, or pace.
- Schools shall not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
- An online course taken during grades 6-8 fulfills this requirement.
- This requirement shall be met through an online course offered by the Florida Virtual School, Broward Virtual Education (a franchise of Florida Virtual School), an online course offered by the high school, or an online dual enrollment course.
- This requirement does not apply to a student who has an individual educational plan (IEP) under F. S. 1003.57 which indicates that an online course would be inappropriate.
- When a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school, this requirement may be waived.

****NOTE: High School Remediation Mathematics for Algebra 1*

High school students who score at Level 1 or Level 2 on the Algebra 1 EOC Assessment, or upon transition to the statewide, standardized Algebra 1 assessment, must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The content area course must include remediation of skills not acquired by the student.

School-based Diploma/Graduation Designation Options

Standard High School Diploma

Beginning with students entering grade 9 in the 2014-2015 school year, receipt of a standard high school diploma requires successful completion of 24 credits, as per 1003.4282 F.S. The required credits may be earned through equivalent, applied,

or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the course code directory.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

During the 2013 legislative session, a new 18-credit ACCEL accelerated high school graduation option was added, replacing the previous college preparatory and the career preparatory 18 credit options. The new 18 credit ACCEL option allows a student who meets the following requirements to be awarded a standard high school diploma:

- Florida's new high school standard diploma course requirements (as per 1003.4282 (3) (a)-(e), F.S.) without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Successful Mastery of Required Assessments

In addition to successful completion of the requirements 24-credit standard diploma or 18-credit ACCEL accelerated high school graduation option, a student must participate in and pass any statewide approved college entrance examinations: SAT, ACT, and/or PERT, State standardized assessments required for a high school graduation and course credit, or earn identified concordant scores or comparative scores, as applicable, on approved alternative assessments.

Core Academic Areas

Students in middle school shall receive instruction in language arts, reading, mathematics, science and social studies. Instruction in health, physical education, exploratory, pre-vocational and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students shall demonstrate mastery of Sunshine State Standards (F.S.1003.41).

Students in senior high school shall receive instruction based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. (F.S. 1003.41).

The School will utilize research-based programs and State-approved/District-adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject area.

Reading

The School will use adopted Reading textbook(s) and/or intervention program(s) identified in the Secondary District-approved Core Program once approved for adoption for the 2014-2015 school year. The School's Reading textbook(s) and/or intervention program(s) selection will be modified as per the Sponsor's adoption and modifications throughout the duration of the Charter.

The following additional resources and strategies will be used in the delivery of the Reading and Language Arts Curriculum:

Grades	6-8
Reading	McGraw-Hill Education Jamestown Reading Navigator
	Institute for Multi-sensory Education's Orton-Gillingham
	BrainPop
English Language Arts	The CollegeBoard SpringBoard

	BrainPop
Grades	9-12
Reading	McGraw-Hill Education Jamestown Reading Navigator Institute for Multi-sensory Education's Orton-Gillingham
English Language Arts	The CollegeBoard SpringBoard

The Reading curriculum will include the standards for reading from the Language Arts Florida Standards (LAFS) (www.fldoe.org/pdf/lafs.pdf). The LAFS were approved for adoption by the Florida State Board of Education in March 2014. These standards are to be fully implemented in the 2014-15 school year.

Middle School Reading Courses:

Grade 6
Subject/Course
M/J Intensive Reading
M/J Intensive Reading Remed 1

Grade 7
Subject/Course
M/J Intensive Reading
M/J Intensive Reading Remed 2

Grade 8
Subject/Course
M/J Intensive Reading
M/J Intensive Reading Remed 3

Grades 6-8
Subject/Course
M/J Developmental Language Arts Level 1 Reading
M/J Developmental Language Arts Level 2 Reading
M/J Developmental Language Arts Level 3 Reading
M/J Developmental Language Arts Level 4 Reading

Senior High School Reading Courses:

Grade 9
Subject/Course
Intensive Reading
Intensive Read SRA 1
Intensive Read Edge A 9
Intensive Read Edge B 9th
Intensive Read Edge C 9th
Intensive Read Wilson 1
Improving Reading 1
Developmental Language Arts ESOL –R Level 1

Developmental Language Arts ESOL –R Level 2
Developmental Language Arts ESOL –R Level 3
Developmental Language Arts ESOL –R Level 4

With the most recent changes regarding State of Florida assessments and requirements for placement in intensive reading courses, the Leadership Academy for Academic and Personal Achievement will adhere to all additional or new requirements set forth and pertaining within.

In middle school, students in grades 6-8 scoring at levels 1 and 2 on the most recent administration of the FCAT 2.0 Reading test will be required to take an Intensive Reading course in lieu of an elective and in addition to the required English course. Students classified as ELL scoring at levels 1 and 2 on the most recent administration of the FCAT 2.0 Reading test will be enrolled in a Developmental Language Arts ESOL course that will count as an elective credit and taken in lieu of an Intensive Reading course. The CRRP and in accordance with 6A-6.053 also requires that all students who have reading deficiencies in decoding and fluency (as identified by a screening and diagnostic procedure) be enrolled in Intensive Reading Remed.

In senior high school, the College Readiness Assessment (F.S. 1008.30) refers to as follows:

- Before the beginning of grade 12, each high school must evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or designated scores on the state common core assessment (F.S. 1008.22), or Level 2, Level 3, or Level 4 on the Algebra I assessment under F.S. 1008.22.
- High schools shall perform this evaluation using the results of the Common Placement Test (CPT), the Postsecondary Education Readiness Test (PERT), ACT, SAT or an equivalent test identified by the State Board of Education. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. A successful score on the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).
- The high school shall use the results of the test to advise the students of any identified deficiencies and will provide grade 12 students, and require them to complete, appropriate postsecondary preparatory course before high school graduation as identified in rule by the State Board of Education.

Students in grades 9-12 taking English 1-4 or English 1-4 ESOL are required to meet the English graduation requirement. FCAT Level 2 and 3 eleventh grade students (including ELL and SWD students) who have not successfully passed the Postsecondary Education Readiness Test (P.E.R.T.) or received minimum concordant scores must be placed in English IV: Florida College Prep course. This course will satisfy the fourth year requirement for Language Arts. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT 2.0 Reading as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELL students scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading will be enrolled in a Developmental Language Arts ESOL course which will count as an elective credit and is taken in lieu of an intensive reading course. ELL students in grades 10-12 who are FCAT retakers and obtain a passing score on the FCAT 2.0 Reading test are not required to take the Developmental Language Arts ESOL course.

The CRRP requires that each school conducts a screening and diagnostic process to identify appropriate placement of Levels 1 and 2 students in reading classes to be completed prior to the end of the school year. The placement criteria will

be made in accordance with the CRRP, based on the student's performance on the prior year's Reading/ELA assessment and data from diagnostic assessments such as the District's Interim Assessments and the Florida Assessments for Instruction in Reading (FAIR), progress monitoring, and teacher recommendations. The CRRP also requires that all students who have reading deficiencies in decoding and fluency (as identified by a screening and diagnostic procedure) be enrolled in Intensive Reading. The CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT 2.0 Reading Level 2 students as per the CRRP may attend either an Intensive Reading, or a homogeneously grouped language arts course, in which the certified language arts and reading endorsed teacher instructs the reading course, while infusing the English/language arts standards into the course.

Intensive Reading courses will be in addition to the required M/J Language Arts course in grades 6, 7, and 8 and the required English course in grades 9. All FCAT Level 1 and 2 students will be placed in the appropriate intensive reading class as follows:

- intended for students with deficiencies in decoding and fluency in addition to vocabulary and comprehension. All students, with the exception of all ELL students, with deficiencies in decoding and fluency, who scored Level 1 or 2 in reading on the 2014 administration of the FCAT 2.0.
- is intended for students with deficiencies in vocabulary and comprehension. All students, with the exception of all ELL students with deficiencies in vocabulary and comprehension, who scored Level 1 or 2 in reading on the 2014 administration of the FCAT 2.0 will be placed in an Intensive Reading class. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.
- is intended for students whose FCAT scores have regressed from 1FCAT Level 3 or higher to FCAT Level 2 and students with high FCAT Level 2 scores. All students, with the exception of all ELL students with high FCAT Level 2 scores or who have regressed from FCAT Level 3 or higher to Level 2 on the 2014 administration of the FCAT will be placed in an Intensive Reading class. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students' vocabulary and comprehension achievement using selected grade level text and novel units.

ELL and ESOL Courses: A student identified, as ELL will be placed in two ESOL courses as applicable to the student's grade level and language proficiency:

- **M/J Language Arts ESOL** - content course scheduled by grade level;
- **English 1-4 ESOL** - content course scheduled by grade level; and
- **M/J Developmental Language Arts ESOL** - Language proficiency course scheduled by English Proficiency Level 1-4. If levels need to be combined, the Developmental Language Arts ESOL placement may be in the best combination of mixed language level courses (ESOL levels 1/2 or 3/4).

Developmental Language Arts ESOL instructional time for ELLs must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program. The courses M/J Language Arts (1,2,3) ESOL mirror the course descriptions for regular middle school Language Arts. In addition, all secondary ELLs, i.e., ESOL Levels 1-4 are required to take a second period of Developmental Language Arts ESOL. Home Language Arts (HLA) is the appropriate intervention for all ELLs. HLA teachers will monitor academic progress in the home language. ELLs who are not making progress in their home language, and are having difficulties in either ESOL or HLA, and do not seem to respond to a change in strategy or program model, should be assessed in Spanish or Haitian Creole. An ELL committee will convene to

determine alternative strategies or referral to School Support Team (SST)/school response to intervention team.

English Language Arts

The School will use adopted English/Language Arts textbook(s) and/or supplemental resources identified in the Secondary District-approved Core Program for the 2014-2015 school year. The School's English/ Language Arts textbook(s) and/or supplemental resources will be modified as per the Sponsor's adoption and modifications throughout the duration of the Charter.

In English/Language Arts classes, the School will use the SpringBoard ELA along with supplemental materials endorsed and/or published by the CollegeBoard, to ensure that rigor, relevance and relationships can be drawn and students can meet and/or exceed goals set forth in this petition and by the proposed School, moving forward.

In grades 6-9, the English/Language Arts program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The English/Language Arts program will reflect critical and creative thinking and a balance of several components, including reading, writing, speaking, listening and viewing. Teachers will address Florida Standards and utilize standard codes, standards and cluster(s)/strand(s) for English/Language Arts instruction/coursework to prepare students for mastery of those standards. The Program will further develop student's ability to communicate, clearly, accurately and effectively both in oral and written forms. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school, real-life, and when entering the workforce.

The English/Language Arts program includes strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. Course content for these courses will be delivered in accordance with course descriptions provided by the FDOE and will ensure mastery of the LAFS. Teachers will provide instruction in English/Language Arts using the LAFS to promote academic excellence in literature, informational texts, writing, speaking and listening, and language. Clusters and standards will help teachers define grade-level and content area expectations while guiding the focus and delivery of instruction. This technical focus will help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through courses/subjects and grade levels. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall postsecondary preparedness. The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

These standards focus on text complexity and the growth of comprehension and achievement. The standards place equal emphasis on the sophistication of what students read and the skill with which they read. This will enable students to demonstrate a steadily growing ability to discern more from and make complete use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and reasoning in texts.

The English/Language Arts curriculum will be aligned with the Language Arts Florida Standards (LAFS) (www.fldoe.org/pdf/lafs.pdf). The LAFS were approved for adoption by the Florida State Board of Education in March 2014. These standards are to be fully implemented in the 2014-15 school year.

Grade 6

Subject/Course
M/J Language Arts 1
M/J Language Arts 1 Advanced
M/J Language Arts 1 Advanced/Gifted
M/J Language Arts 1 ESOL

Grade 7
Subject/Course
M/J Language Arts 2
M/J Language Arts 2 Advanced
M/J Language Arts 2 Advanced/Gifted
M/J Language Arts 2 ESOL

Grade 8
Subject/Course
M/J Language Arts 3
M/J Language Arts 3 Advanced
M/J Language Arts 3 Advanced/Gifted
M/J Language Arts 3 ESOL

Senior High School Language Arts Courses:

Grade 9
Subject/Course
English 1
English Honors 1
English Honors 1 Gifted
English 1 for Credit Recovery
English 1 ESOL

Writing

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

Grades	6-8
Writing	6 Traits of Writing and the Common Core Connection SpringBoard

The English/Language Arts curriculum will include the infusing of writing across the curriculum. The school-wide writing initiative will be guided by the implementation of standards for writing from the Language Arts Florida Standards (LAFS) (www.fldoe.org/pdf/lafs.pdf). In addition, the Six-Trait for Writing Instruction, Text Based Protocols and Structures, and Strategy in Practice instructional models and strategies will be utilize to supplement the standards and serve as guide to deepen students' thinking and depth of knowledge in reading comprehension of stimuli for the informative/explanatory and opinion/argumentative writing prompts. The LAFS were approved for adoption by the Florida State Board of Education in March 2014. These standards are to be fully implemented in the 2014-15 school year.

The following standards for grades 6-9 offer a focus for instruction each year to help ensure that students gain adequate

mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's content and grade-level specific standards and retain or further develop skills and understandings mastered in preceding grades.

The Six-trait for Writing Instruction has an easy-to-understand, practical vocabulary that can be adapted to instruct all levels of students using a variety of modes/genres of writing. Traits are usually introduced one at a time to the student. Typically one trait is taught and practiced over a month long process. Conventions (capitalization, spelling, word usage, grammar and punctuation), however, is a trait that begins at the start of the school year and continues through to the end of school.

Additionally, the Six-Trait for Writing Instruction model uses a rubric to evaluate the strengths of each trait. These are infused into the writing curriculum as the trait is learned and practiced to provide feedback to the students. Six Trait rubrics are used together to strengthen the overall writing process and provide immediate feedback.

The Six-Trait for Writing Instruction model is used to help students recognize characteristics or "traits" of effective writing. When a student can recognize and model each trait, effective and more mature writing is the result. There are six such traits for good writing:

IDEAS	<ul style="list-style-type: none"> • Topic is narrow and focused • Support for the topic is strong and credible • Resources are relevant and accurate • Quality details go beyond the obvious • Author draws on his or her own unique experience • Reader's questions are answered • Author helps the reader make connections
ORGANIZATION	<ul style="list-style-type: none"> • An inviting lead draws the reader into the paper • A satisfying conclusion leaves the reader with a sense of closure and resolution • Paragraphs are connected with thoughtful transitions • Sequencing is logical and effective • Pacing is well controlled • If a title is required, it's original and captures the theme • Structure (mode) of writing matches the purpose
VOICE	<ul style="list-style-type: none"> • Author interacts with and engages the reader • Author shows individual thinking (takes risks) • Tone is usually appropriate • Author's commitment to the topic is clear and focused • Author's enthusiasm is evident • Voice is appropriate for purpose (mode) • Voice is engaging, passionate, and compelling
WORD CHOICE	<ul style="list-style-type: none"> • Words are precise and accurate • Message is easy to understand • Vocabulary is striking, powerful, and engaging • Reader can easily recall a handful of mental images • Word choice is natural yet original

	<ul style="list-style-type: none"> • Words and phrasing are unique and effective • Parts of speech are crafted to best convey the message (e.g., lively verbs, precise nouns, and modifiers that add depth)
SENTENCE FLUENCY	<ul style="list-style-type: none"> • Sentences enhance meaning while being engaging and fluid • Dialogue, if present, sounds natural • Sentences are balanced in variety, beginnings, connectives, and rhythm • Varied sentence beginnings add energy • Creative and appropriate connectives relate sentences to one another • Writing has a rhythm and cadence that flows • Writing invites expressive oral reading
CONVENTIONS	<ul style="list-style-type: none"> • Spelling is correct • Punctuation is correct, consistent, and creative • Capitalization is thoroughly understood and consistently correct • Grammar is correct and contributes to clarity and style • Meaning is clear; piece is engaging and inviting to read • Hardly any editing is needed to publish • Author effectively manipulates conventions for stylistic effect

Also, writing standards focus mainly on text types, responding to reading and research. To build a foundation for college and career readiness, students need to learn to use writing as a way of offering opinions, supporting arguments, comparing and contrasting, explaining and persuading, and demonstrating a general understanding of the subjects they are studying, and conveying real and imagined experiences and events. The standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific standards for writing: text types and purposes; production and distribution of writing; research to building and presenting knowledge; and a range of writing. Students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of writing to accomplish a particular task and purpose. Students further develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

To meet these goals, teachers will be expected to provide students significant opportunities and time and to write, revise, and produce numerous pieces over short and extended time frames throughout the school year. All students will be required to write on a daily basis across the curriculum and develop varied final writing pieces for production of portfolios. Students will be responsible for an ongoing writing as a result of monthly writing prompts. Publishing will help develop effective writers and enhance writing. Writing will also be stressed throughout the curriculum through projects such as journal entries and a school newspaper/newsletters. The use of technology in the writing process further enhances the program, as students publish their work. Additionally, process writing, before, during, and after reading literary and informational texts through the delivery of the CollegeBoard –SpringBoard, will provide systematic, explicit writing instruction and ample practice and receive instruction in the correct use of Standard English conventions to minimize errors of sentence structure, mechanics, usage, punctuation and spelling.

Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Prewriting and organizational skills will be taught through the use of a graphic organizer. In choosing/selecting the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the student. Graphics such as infographics, photographs, tables, and diagrams will be included with the stimuli. The graphics used will be meaning and purposeful to the task and will supplement the student's understanding of the topic. This visual and kinesthetic aid is employed to focus writing, to provide detail and to enhance word choice. The visual organizers

help students to conceptualize, understand, and structure a piece of written discourse successfully.

To that end, students will also be exposed to the implementation of text-based protocols and strategies in practice to deepen thinking and the depth of knowledge in reading comprehension and writing. The stimuli for the informative/explanatory writing prompts will maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the opinion/argumentative writing prompts will present opposing points of view. Each point of view will be equally represented so that a student can take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli. Texts used as stimuli will be interesting and appealing to students at the grades for which the selections are intended, and conceptually appropriate and relevant reflecting real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the passages and must cite specific evidence from the texts to support their ideas.

To further focus on the Florida Standards and introduce and expose students to the upcoming state assessments and grade level/grade-span performance expectations, the teachers will implement Text Based Protocols and Structures and Strategy in Practice models and strategies.

Protocols and Structures for Effective Text-Based Writing Practices

- **Writing strategies:** Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., queststorming, brainstorming or editing) or more specific elements, such as steps for writing in Opinion/Argument and Informational/Explanatory forms. Teachers will model the strategy, provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.
- **Summarizing text:** Teachers will explicitly teach students procedures for summarizing what they read. Summarization allows students to practice concise, clear writing to convey an accurate message of the main ideas in a text. Teaching summary writing can involve explicit strategies for producing effective summaries or gradual release of responsibility of models of a good summary as students become more proficient with the skill.
- **Collaborative writing:** Allow students to work together to plan, write, edit, and revise their writing. Teachers will provide a structure for cooperative writing and explicit expectations for individual performance within their cooperative groups or partnerships. Student will be assigned to review other's writing, provide positive feedback and making notations, and provide constructive feedback making recommendations that can enhance the writing piece.
- **Goals:** Set specific goals for the writing assignments that students are to complete. The goals can be established by the teacher or created by the class themselves, with review from the teacher to ensure they are appropriate and attainable. Goals can include (but are not limited to) adding more ideas to a paper or including specific elements of a writing genre (e.g., in an opinion essay include at least three reasons supporting your belief). Setting specific product goals can foster motivation, and teachers can continue to motivate students by providing reinforcement when they reach their goals.
- **Word processing:** Allow students to use a computer for completing written tasks. With a computer, text can be added, deleted, and moved easily. Furthermore, students can access tools, such as spell check, to enhance their written compositions. As with any technology, teachers should provide guidance on proper use of the computer and any relevant software before students use the computer to compose independently.

- **Sentence combining:** Teachers will explicitly teach students to write more complex and sophisticated sentences. Sentence combining involves teacher modeling of how to combine two or more related sentences to create a more complex one. Students should be encouraged to apply the sentence construction skills as they write or revise.
- **Process writing:** Implement flexible, but practical classroom routines that provide students with extended opportunities for practicing the cycle of planning, writing, and reviewing their compositions. The process approach also involves: writing for authentic audiences, personal responsibility for written work, student-to-student interactions throughout the writing process, and self-evaluation of writing.
- **Inquiry:** Set writing assignments that require use of inquiry skills. Successful inquiry activities include establishing a clear goal for writing (e.g., write a story about conflict in the playground), examination of concrete data using specific strategies (e.g., observation of students arguing in the playground and recording their reactions), and translation of what was learned into one or more compositions.
- **Prewriting:** Engage students in activities prior to writing that help them produce and organize their ideas. Prewriting can involve tasks that encourage students to access what they already know, do research about a topic they are not familiar with, or arrange their ideas visually (e.g., graphic organizer) before writing.
- **Models:** Provide students with good models of the type of writing they are expected to produce. Teachers should analyze the models with their class, encouraging students to imitate in their own writing the critical and effective elements shown in the models.

Strategy in Practice

Opinion/Argument Writing:

- Takes the audience into account
- Has a clear introduction
- States a focus/position statement clearly, precisely, and thoughtfully
- Uses specific evidence from the text(s) to support and develop the position, and explains that evidence logically
- Takes into account what people who disagree with you might think and respond accordingly
- Concludes effectively
- Uses precise language
- Shows control over conventions

Informational/Explanatory Writing:

- Has a clear introduction
- States a focus/topic clearly, precisely, and thoughtfully
- Uses specific evidence from the text(s) to support and develop the topic and explains that evidence
- Concludes effectively
- Uses precise language
- Shows control over conventions

Mathematics

The School will use adopted Mathematics textbook(s) and/or supplemental resources identified in the Secondary District-approved Core Program for the 2014-2015 school year. The School's Mathematics textbook(s) and/or supplemental resources will be modified as per the Sponsor's adoption and modifications throughout the duration of the Charter.

The Mathematics curriculum will be aligned with the Mathematics Florida Standards (MAFS) (www.fldoe.org/pdf/mathfs.pdf). The MAFS were approved for adoption by the Florida State Board of Education in February 2014. These standards are to be fully implemented in the 2014-15 school year.

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

Grades	6-8
Mathematics	Math IXL
	The College Board SpringBoard
	BrainPop
	The KhanAcademy
	Carnegie Learning MATHia
Grade	9
Mathematics	The KhanAcademy
	Carnegie Learning Cognitive Tutors

The School will follow the state course descriptions for the following courses to be offered in grades 6-9. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for future district and state assessments and end of course requirements, as well as promote student achievement and success for the college and the workforce. In addition to approved and adopted textbooks, SpringBoard Mathematics, The KhanAcademy, and Carnegie Learning will be used to address the rigorous content. It personalizes instruction with ongoing formative assessments and features the most precise method of differentiated instruction available to ensure students receive the immediate support they need to master mathematics concepts and skills. It incorporates research-based best practices and are aligned with the MAFS.

Middle School Mathematics Courses:

Grade 6
Subject/Course
M/J Mathematics 1
M/J Mathematics 1, Advanced
M/J Mathematics 1, Advanced/Gifted
M/J Intensive Mathematics
Grade 7
Subject/Course
M/J Mathematics 2
M/J Mathematics 2, Advanced
M/J Mathematics 2, Advanced/Gifted
M/J Mathematics 3/Pre-Algebra
Algebra 1

Algebra 1 Honors
Algebra 1 Honors Gifted
M/J Intensive Mathematics

Grade 8
Subject/Course
M/J Mathematics 3/Pre-Algebra
Algebra 1
Algebra 1 Honors
Algebra 1 Honors Gifted
Geometry
Geometry Honors
Geometry Honors, Gifted
M/J Intensive Mathematics

*All FCAT Level 1 and 2 students in grades 6-8 will be required to enroll in an M/J Intensive Mathematics.

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

Senior High School Mathematics Courses:

Grade 9
Subject/Course
Algebra 1
Algebra 1 Honors
Algebra 1 Honors Gifted
Algebra 1 for Credit Recovery
Geometry
Geometry Honors
Geometry Honors, Gifted
Geometry for Credit Recovery
Algebra 2
Algebra 2 Honors
Algebra 2 Honors Gifted
Algebra 2 for Credit Recovery

*All Algebra 1 EOC or Mathematics Florida Standards EOC Level 1 and 2 students in grades 9-12 will be required to enroll in an Intensive Mathematics course or be placed in a content area course that includes remediation of skills not acquired by the student.

Intensive Mathematics Courses

Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores at Level 2 or below on FCAT Mathematics or state common core assessment (F.S. 1008.22), the student will be required to receive remediation during the following year via the District's CPS/RtI model, through a PMP. Remediation may be integrated into the student's required mathematics courses.

High school students who score at Level 1 or Level 2 on the Algebra 1 EOC Assessment, or upon transition to the

statewide, standardized Algebra 1 assessment, must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The content area course must include remediation of skills not acquired by the student. For each year in which a student scores at Level 1 or does not receive a passing score on Mathematics Florida Standards EOC assessment, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course will be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards will be identified to develop an appropriate curriculum.

In accordance with Florida State Statute 1003.4156(3), for each year in which a student scores a Level 1 or Level 2 on FCAT Mathematics, or when the state transitions to standards Assessments on the Mathematics Florida Standards Assessments, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. According to the DOE Information Database Requirement Volume I, the following remediation methods may be entered:

- student receives mathematics remediation in a mathematics class during the regular school day;
- student receives mathematics remediation in another subject area course during the regular school day;
- student receives mathematics remediation in a before or after school remediation program or class;
- student receives mathematics remediation as part of an online course; or
- student receives mathematics remediation through other methods.

Science

The School will use adopted Science textbook(s) and/or supplemental resources identified in the Secondary District-approved Core Program for the 2014-2015 school year. The School's Science textbook(s) and/or supplemental resources will be modified as per the Sponsor's adoption and modifications throughout the duration of the Charter.

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

Grades	6-8
Science	Safari Montage
	ExploreLearning/Cambium Learning GIZMOS
	BrainPop
	Science News Magazine
	Scholastic Current Science Magazine
	Odyssey Earth, Encounters in Excellence
	StormZone
Grade	9
Science	ExploreLearning/Cambium Learning GIZMOS
	Odyssey Earth, Encounters in Excellence
	StormZone

The Science curriculum will be aligned with the Next Generation Sunshine State Standards/Common Core Standards (NGSSS/CC) (<http://www.fldoe.org/bii/curriculum/sss/> and www.corestandards.org). These standards are to be fully implemented in the 2014-15 school year until Florida Standards for this subject has been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time Florida Standards will be fully implemented.

Middle School Science Courses:

Grades 6
Subject/Course
M/J Comprehensive Science 1
M/J Comprehensive Science 1, Advanced
M/J Comprehensive Science 1, Advanced/Gifted

Grades 7
Subject/Course
M/J Comprehensive Science 2
M/J Comprehensive Science 2, Advanced
M/J Comprehensive Science 2, Advanced/Gifted
Earth/Space Science
Earth/Space Science Honors
Earth/Space Science Honors Gifted
Physical Science
Physical Science Honors
Physical Science Honors Gifted

Grades 8
Subject/Course
M/J Comprehensive Science 3
M/J Comprehensive Science 3, Advanced
M/J Comprehensive Science 3, Advanced/Gifted
Earth/Space Science
Earth/Space Science Honors
Earth/Space Science Honors Gifted
Physical Science
Physical Science Honors
Physical Science Honors Gifted
Biology 1
Biology 1 Honors
Biology 1 Honors, Gifted

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

Senior High School Science Courses:

Grade 9
Subject/Course
Earth/Space Science
Earth/Space Science Honors
Earth/Space Science Honors, Gifted
Biology 1
Biology 1 Honors

Biology 1 Honors, Gifted
Biology 1 for Credit Recovery
Physical Science
Physical Science Honors
Physical Science Honors, Gifted
Environmental Science
Integrated Science 1
Integrated Science 1 Honors

The Science curriculum will prepare students to achieve the NGSSS/CCSS by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. Teachers will utilize the NGSSS/CCSS Literacy Standards, while incorporating grade-level and content area specifications in daily lesson plans. Moreover, students will participate in weekly hands-on and simulated science investigations, exposing students to the scientific process and scientific thinking. This will assist with students' further understanding of an experiment and other types of scientific investigation, and the relative benefits and limitations of each. Students will also be encouraged to participate in Science Clubs and exhibitions where they will be able to explore and investigate the steps to the scientific method. Moreover, students will engage in scientific and investigative readings, exposing students to a comprehensive scientific process. The curriculum also will reflect appropriate NGSSS/CCSS State Standards until Florida Standards for these subjects have been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time Florida Standards will be fully implemented.

Reading is critical to building knowledge in science. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. When reading scientific texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Thus, LAFS Writing Standards and the CCSS Reading Standards for Literacy in Science and Technical Subjects will be implemented in addition to the NGSSS.

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

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

The science curriculum will be designed to help students develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies, and communicate findings
- Design and implement scientific investigations

- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science, engineering, and mathematics, and its defining strands
- Participate in project-based scenarios and inquiry-based activities to facilitate critical thinking at all levels of instruction

Social Studies

The School will use adopted Social Studies textbook(s) and/or supplemental resources identified in the Secondary District-approved Core Program for the 2014-2015 school year. The School's Social Studies textbook(s) and/or supplemental resources will be modified as per the Sponsor's adoption and modifications throughout the duration of the Charter.

The Social Studies curriculum will be aligned with the Next Generation Sunshine State Standards/Common Core Standards (NGSSS/CC) (<http://www.fldoe.org/bii/curriculum/sss/> and www.corestandards.org). These standards are to be fully implemented in the 2014-15 school year until Florida Standards for this subject has been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time Florida Standards will be fully implemented.

Middle School Social Studies Courses:

Grades 6
Subject/Course
M/J World History
M/J World History, Advanced
M/J World History, Advanced, Gifted

Grades 7
Subject/Course
M/J Civics
M/J Civics, Advanced
M/J Civics, Advanced, Gifted

Grades 8
Subject/Course
M/J United States History
M/J United States History, Advanced
M/J United States History, Advanced , Gifted

**Course Grade—Beginning with the 2013-14 school year, each student's performance on the Civics EOC Assessment must constitute a percentage of the student's final course grade as stated by the District/ Sponsor and the Florida Department of Education.*

Senior High School Social Studies Courses:

Grade 9
Subject/Course
World History
World History Honors
World History Honors, Gifted

World History for Credit Recovery
Advanced Placement World History
World Cultural Geography
Global Studies

At the completion of these courses, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the NGSSS/CCSS for Social Studies. The curriculum also must reflect appropriate State standards until Florida Standards for these subjects have been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time Florida standards will be fully implemented. The School will also use newspapers as a literacy enrichment supplement and to incorporate data analysis daily by means of graphs and charts and events relating statistics; and will integrate LAFS Reading and Writing standards and school-wide identified supplemental resources and strategies within the Social Studies Content using the CCSS Literacy Standards for Social Studies.

Reading is critical to building knowledge in history/social studies. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. Thus, the following CCSS Reading Standards for Literacy in History/Social Studies will be implemented in addition to the NGSSS.

The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

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

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

Instructional lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects: Time, Continuity, and Change (History); People, Places, and Environments (Geography);

Government and the Citizen (Civics and Government). Additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

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

Curriculum Delivery

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

Common Planning and Data-Driven Decision-Making

The Leadership Academy for Academic and Personal Achievement teachers will participate in weekly common planning. During common planning, teachers will share best practices with the whole group, as well as within their grade level teams. Also, the grade level teams will disaggregate data to ensure that instruction is being adjusted to meet students' individual needs. The literacy coaches will assist with mini-lessons based on classroom observations and data disaggregation. Literacy coaches and school consultants will provide training to teachers on the various research-based curriculum needs. Also, the coaches use information from the walkthroughs to assist teachers in specific areas of need. Literacy coaches will also provide teachers with resources and strategies to use for instruction within their classrooms.

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

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

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. Students need to be able to use technology strategically when creating, refining, and collaborating on writing.

They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year. Thus, the School will additionally implement and focus on LAFS Writing Standards (abovementioned) and the following CCSS Reading Standards for Literacy in History/Social Studies.

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

Target Tutoring – The School believes that each student has a distinct and diverse learning style. Therefore, the School will use data driven instruction and intervention and remediation strategies to target each student's academic need through differentiated and prescribed instruction. Additionally, the School will utilize data to enrich instruction and accelerate learning for students showing potential in specific areas.

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

Rotational Instruction Model (RIM)–The Rotational Instruction Model is a research-based model for *increasing* student engagement and achievement. This model engages all learners in meaningful instruction through systematic and systemic instructional delivery.

The model consists of **five components**:

- Whole-Group Warm Up/Instruction
- Independent
- Small Group/Teacher-Directed Instruction
- Technology
- Whole-Group Wrap Up/Closure

The **Rotational Instruction Model** contains the following elements:

- 90 minutes uninterrupted instruction (divided into shorter segments)
- Systematic delivery of explicit instruction
- Scaffold Instruction
- Differentiation

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

Direct Instruction (lecturing/modeling)–This technique will be used when teachers need to explain or demonstrate

specific content and skills. Explicit, systematic instruction will be based on the LAFS and MAFS, and NGSSS/CCSS. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help group students by ability, leading to further differentiated strategies, which identify students who require additional intervention.

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

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

Information Processing Strategies-Teachers will instruct students "how to" process information by teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

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

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

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

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

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

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

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

Service Learning: Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Service-learning activities will be embedded in academic courses (English, Math, Science, Social Studies) to achieve the existing course objectives and to help students meet grade level expectations and graduation requirements. As per the District's SPP, students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service learning requirement.

Small Learning Communities: Small learning communities will be established in efforts to individualize learning environments within the larger school setting; theme instruction to engage students and give them a context for academic learning; "cored" classes where students and teachers work cooperatively in the student's academic success; teachers plan together and integrate the instruction and provide coordinated support services; and business partners whose involvement expands the students' world to include the whole community.

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

The research base and foundation materials that will be used to develop the curriculum will be Florida Standards, Next Generation Sunshine State Standards (NGSSS), Common Core (CC) standards, and Career and Technical Educational (CTE) Programs Curriculum Frameworks, and future applicable State standards; FDOE State-adopted and District-approved textbooks and accompanied supplemental instructional and assessment preparation materials, and instructional educational technology programs; CCRP; Student Progression Plan (SPP); the District and State-developed pacing guides; and the school-approved Reading Plan.

The abovementioned standards provide an instructional framework that is intended to ensure that all students regardless of learning levels and styles graduate from high school having attained the knowledge, competencies and experiences that will prepare them for college and career choices. With this instructional framework as a guide, students are likely to transition into college without needing developmental or remedial education and enter the career field of choice with the experiences and knowledge needed to effectively succeed in the workforce. For this reason, an increased number of students will graduate from high school meeting state and national standards of a high quality level of critical thinking, and will have the academic and skill ability to transform knowledge and performance. Comparatively, teachers will be empowered and afforded the tools to provide students by using engaging and relevant instruction needed to earn a college degree and compete and evolve in society.

The Leadership Academy for Academic and Personal Achievement will be using the Language Arts Florida Standards (LAFS); Mathematics Florida Standards (MAFS); Next Generation Sunshine State Standards (NGSSS) (in all other subject and elective areas until approved/adopted as Florida Standards for each Content/Subject Area); Common Core (CC) standards (in History/Social Studies, Science & Technical Subjects until approved/adopted as Florida Standards for each Content/Subject Area); Florida Standards for Physical Education and The National Standards for Physical Education; and Career and Technical Educational (CTE) Programs Curriculum Frameworks (in state/district-approved CTE courses). The School will use state-adopted and district-approved textbooks and research-based supplemental materials proven effective with student populations in their current programs throughout the State. The School will ensure that all courses are

delivered with integrity to the course content outline, that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of standards, as applicable.

In addition, the School will use instructional materials endorsed and/or recommended by CollegeBoard, to ensure that rigor, relevance and relationships can be drawn and students can meet and/or exceed goals set forth in this Application and by the school, moving forward. The program will use both endorsed and suggested texts as well as on-line resources available through CollegeBoard. Specifically, the School will utilize SpringBoard in both English/Language Arts and Mathematics courses.

The standards provide an instructional framework that is intended to ensure that all students regardless of learning levels and styles succeed academically and attain the knowledge, competencies and experiences that will prepare them for college and career choices. With this instructional framework as a guide, students are likely to transition into college without needing developmental or remedial education and enter the career field of choice with the experiences and knowledge needed to effectively succeed in the workforce. For this reason, an increased number of students will graduate from high school meeting national standards of a high quality level of critical thinking and transformation of knowledge and performance. Comparatively, teachers will be empowered and afforded the tools to provide students with engaging and relevant instruction needed to earn a college degree and compete and evolve in society.

The FDOE State-adopted and District-approved textbooks and accompanied supplemental instructional and assessment preparation materials, and instructional educational technology programs have been expert and peer-reviewed through the State's and District's rigorous instructional materials reviewed process and are standards-aligned. The textbooks serve as the core instructional program raising the level of text complexity in reading materials. It also includes subject and grade-level specific content matter designed to emphasize the sequence of topics and performance measures outlined in the standards.

Additionally, there is consideration in differentiated student learning progression rate in terms of knowledge, skill, and understanding needed to be retained over time. Generally, the proposed teaching and learning concepts are appropriately connected and spiraled to one another within each grade. Ultimately, its use provides coherence both within a grade level and across grade levels. The supplemental instructional and assessment preparation materials represent a balance between conceptual understanding, procedural skill/fluency, and application and comprehension as identified with the shift of rigor and relevance. The materials provide for an additional foundation and opportunity for students to receive frontloading and on-going review and practice; enabling students to read and comprehend independently and proficiently. Equally important, the materials are a foundation for the teachers' delivery of instruction and content coverage.

Similarly, the instructional educational technology programs enhance and supplement the core program and core academic area and are aligned with applicable State standards. The programs are standards-based and provide supplemental instruction, practice and progress monitoring assessments for all students. The content of programs are geared specifically to State standards and provide assessment and skill practice in principal subject areas at both State tested and non-tested grade levels. These instructional educational technology programs are interactive and engage students in the learning experience; thus, mastering the scaffolding of effective comprehension strategies and concepts and building knowledge in order to analyze, synthesize, and preserve information.

The CRRP, SPP, district developed pacing guides, and district approved K-12 reading plan charts will also serve as research-based and foundation materials that will be used to develop the curriculum. Extensive research has been conducted on effective practices for improving teaching and learning. Even more so, research has led to the inductive learning of key concepts and principles and internalizing inquiry. The abovementioned plans have been established, identifying requirements and procedures for student progression and detailing inclusively the level of involvement and implementation as it pertains to school and district administration support personnel, and teachers; professional development; assessment; curriculum; and instruction. The plans are also standards-aligned and intended to prepare

students for career and college experiences. The overarching purpose and goal are to generate improvement in reading and literacy instruction and student achievement by providing a guide for implementation in order to achieve the expected academic and educational outcome and desired result.

- C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.**

The Leadership Academy for Academic and Personal Achievement believes that students can only become life-long learners when they attain a high level of literacy. Therefore, reading will be the primary focus of the school and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. The importance of reading and literacy will be clearly communicated to the students through all of the mechanisms and resources available to the school. Through our adoption of the *Just Read, Florida!* initiative and adherence to the *Florida Reading Specifications*, the School will firmly place reading at the very top of the School's priorities.

All subjects will reinforce skills in reading and other reading-related competencies. It will be a primary priority of the school to provide structure, resources and support to ensure that reading skills are enhanced and successfully taught; and that required course work that addresses reading skills is adequately completed.

The Leadership Academy for Academic and Personal Achievement intends to implement a reading curriculum that is consistent with the implementation of effective teaching strategies and best educational practices that are grounded in scientifically and research-based reading research as stated in 1002.33(6)(a)(4) and (7)(a)(2), F.S. The school's reading curriculum will be inclusive of the State and District-approved CRRP and support the district and state initiatives and targeted areas of implementation at the school and classroom levels. Specifically, the School will adopt the district's comprehensive research-based reading curriculum and all appropriate materials and resources to support the School's program.

In alignment with the State's education system, statute requires that Reading be a "primary focus" of all school curricula. To this end, the School will implement a school-wide focus on the objectives from Florida's *Reading Program Specifications*. The School will make provisions for classroom modeling and teacher support, data analysis and progress monitoring, uninterrupted 90 minute block of Intensive Reading and/or Intensive Reading Remed, extended intervention time for students who have reading deficiencies in decoding and fluency, provisions of systematic, systemic, and explicit instruction based on data using reading programs and strategies, and instruction in research-based programs. The School will also ensure that reading and literacy are the primary focus of the curriculum 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. Resources and materials will be provided to specialize and individualize instruction for all student reading levels through the supplemental intervention reading programs (SIRP) and comprehensive intervention reading programs (CIRP).

In consistent and continued efforts to implement a school-wide "primary focus" on Reading, the following objectives from Florida's *Reading Program Specifications* central practices will be implemented at the school and classroom level:

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

All teachers will be supported by highly-qualified in-program support specialists and literacy consultants who support school-based implementation of reading programs and strategies. Even more, by adopting the State and District-approved CRRP, the school will further support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers and provide teachers with a systemic framework for Reading and literary instruction. Instructional content in Reading will be based on the six components of reading: 1) phonemic awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) comprehension, and 6) oral language, through the use of authentic literary and nonfiction text that explicitly address text complexity. An additional instructional model for teaching reading and English/language arts will include whole-group explicit instruction, small group data-driven differentiated instruction, independent reading practice monitored by the teacher, infusion of reading and English/language arts standards specific to the subject area blocked with the Intensive Reading course, a focus on informational text at a ratio matching state assessment standards, and research-based inquiry and literacy strategies.

Florida Formula for Reading Success 6 + 4 + ii + iii = No Child Left Behind

6 = The 6 essential components of reading instruction

1. oral language
2. phonics
3. vocabulary
4. phonemic awareness
5. fluency
6. comprehension

4 = The 4 types of assessment

1. *Screening to identify students who need additional instruction*
2. *Targeted Diagnosis to determine specific instructional needs*
3. *Progress Monitoring to determine if the student is making adequate progress within the current instructional environment*
4. *Outcomes Measures to guide instruction*

ii = High quality **Initial Instruction** delivered to all students through a comprehensive core reading program during a 90-minute daily reading block. An effective reading program integrates the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Classroom teachers use assessment data to plan for and provide initial instruction to meet the specific needs of students including:

- ✓ Background knowledge
- ✓ Motivation
- ✓ Print-rich instruction
- ✓ Explicit instruction
- ✓ Systematic instruction
- ✓ Scaffolded instruction
- ✓ Differentiated instruction
- ✓ Reading and Writing Connection

iii = **Immediate Intensive Intervention** to support all readers using comprehensive and supplemental intervention programs within and beyond the regular reading block. The intensive intervention may include more explicit and systematic instruction, extended learning opportunities, push-in or pull-out tutoring and interventions, or a change in the focus, format, frequency and/or size of instructional group to best meet tiered-specific learning needs.

- ✓ Extended time
- ✓ Flexible grouping
- ✓ Instructional accommodations
- ✓ More frequent progress monitoring

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

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

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

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

Comprehensive Research-Based Reading Plan-The School will implement the Sponsor's state-approved *Comprehensive Research-Based Reading Plan (CRRP)*, as established by the FDOE in the instruction of Reading.

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

Supplemental Intervention Reading Programs (SIRP)-The Supplemental Intervention Reading Programs (SIRP) will provide instruction that primarily focuses on one single essential component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Research-Based Reading Plan (CCRP).

Additional Reading Supplements

Orton-Gillingham- The School will use the research-based program Orton-Gillingham. The instructional approach is ideal for students reading at or above grade level. Orton-Gillingham combines multisensory techniques along with the structure of the English language. Those items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways, which are:

auditory, kinesthetic, and visual. This approach is beneficial to all students. It can be implemented in a large group setting as well as with individuals, small groups and at-risk populations. The methodology allows for implementation of Response to Intervention (RTI) at all levels while allowing for differentiation of instruction. Undoubtedly, the multisensory component impacts all children. The uniqueness of this type of instruction will allow teachers to capitalize on an individual student's dominant learning modality while delivering instruction that will strengthen the remaining learning pathways.

Orton-Gillingham allows teachers to incorporate into their daily lessons the five components essential to an effective reading program: phonemic awareness, phonics, vocabulary development, fluency, and comprehension strategies. What makes the program unique is the face-to-face, hands-on technique. The method works to support your school reading programs instead of disrupting it. It is an additional tool to incorporate into literacy instruction, and since it's integrated in the general classroom, it's flexible enough to fit the needs of all learning styles and levels. Teachers can group students based on their need for greater challenges or additional support. These supplemental materials provide teachers with tools to meet individual student learning needs during initial instruction and immediate intensive intervention and for Response to Intervention (RTI) based on results of assessments such as FAIR (as applicable) and Scholastic Reading Inventory (SRI).

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

Embodied in each tier are four steps:

Step 1-Identify the problem.

Step 2-Analyze the problem and determine why there is a discrepancy.

Step 3-Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.

Step 4-Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, Rti team determines if additional intervention is needed and/or adjust the intervention to support student progress.

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

Tier 3: Intensive, Individualized Interventions & Supports. The most intense instruction and intervention based upon individual student need. During this stage, intervention frequency is increased and one to one support is provided as needed.

Tier 2: Targeted, Supplemental Interventions & Supports. More targeted instruction/ intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.

Tier 1: Core, Universal Instruction & Supports: General academic instruction and support is provided to all students in all settings.

Collaborative Problem Solving/Response to Intervention (CPS/Rti) Screening (Rule 6A-6.0331): As part of the CPS/Rti process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may

be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.

The School will implement the reading curriculum consistent with effective teaching strategies that are grounded in research-based. The goal of all instruction is to improve student achievement through mastery of State standards. The use of effective teaching strategies will be systematic, explicit, scaffold, differentiated, and print-rich and compatible with the instructional goals in comprehensive and intensive Reading Programs. The reading program will implement effective teaching strategies that are aligned with the Florida Formula for Reading Success from the CRRP, Rule 6A-6.053(9)(d), F.A.C.

The Leadership/Literacy Team - The School will establish a Leadership/Literacy Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology. The Leadership/Literacy Team may be comprised of the Principal, Assistant Principal of Curriculum, curriculum coaches, Media Specialist, ESE Teacher, ELL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Curriculum and literacy coaches will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Leadership/Literacy Team will meet on a regular basis to:

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

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

Certified and/or Reading Endorsed Teachers- The No Child Left Behind Act of 2001 (NCLB) places a major emphasis on highly qualified teachers (HQT). This federal law establishes requirements for determining if a teacher meets the criteria for being reported as "highly qualified" under NCLB.K-6 or 1-6 remains the appropriate coverage to teach reading at the elementary or middle school (6th grade only) level. In order to teach a reading course at the middle school (with the exception of a 6th grade elementary education certified teacher teaching 6th grade reading) or high school level, a teacher must be certified in reading or carry the reading endorsement on the certificate. The reading endorsement may only be added to a certificate that reflects a Bachelor's degree or higher.

Certified and/or ESOL Endorsed Teachers- In accordance with the in-service requirements under Rule 6A-6.0907, F.A.C., core subjects taught in English using ESOL strategies require the appropriate subject area coverage and level, and one of the following:

1. 60 in-service points in ESOL strategies as documented by the school district; or
2. 3 semester hours in ESOL strategies; or
3. ESOL endorsement; or

4. K-12 ESOL certification.

Screening and Progress Monitoring- Assessments will be used to (1) monitor student progress in subjects, and grade-level and content related standards; (2) provide teachers with classroom assessment tools that will provide instruction related to student-leveled achievement/mastery; and (3) provide students with information on their progress on standards. The assessments include but are not limited to:

- **Florida Assessment for Instruction in Reading (FAIR)-** test is given to students in grades 6-9. The data from the FAIR is used to assist student placement in reading groups based on their individual area of needs.
- **Broward Assessment of Florida Standards (BAFS) Fall & Winter-** Reading, Mathematics, Science, Algebra 1, Geometry, Biology 1, and Civics. The data collected will be used to determine the area of student needs.
- **Bi-Weekly or Monthly Assessments-**The assessments will be administered on a bi-weekly or monthly basis and will provide immediate feedback to teachers regarding student achievement level of performance of standards.
- **Monthly Writing Prompts-**Monthly writing prompts will be provided to all students in grades 6-9. Teachers will score and/or provide immediate feedback regarding student writing abilities.

CELLA- CELLA is administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

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

The School/Home Connection – The School believes learning continues beyond the classroom. Videos of lessons will be available for students to access on-line at home and for parents to reinforce and review lessons and concepts with their children.

In addition, the following objective from Florida's *Reading Program Specifications* will be a practice implemented at the school:

3.3.5. Collaborative and coordinated efforts within the school and between the school and home

Assigned home learning opportunities will reinforce literacy skills taught in the classroom. In addition, the School will boost parental and family involvement in teaching and promoting literacy, encourage family literacy practices, and communicate information regarding students' progress relative to academic achievement. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible.

Professional Development- The curriculum and literacy coaches, and members of the Leadership/ Literacy Team, will design workshops to address the needs of classroom instruction. The coaches will meet with the team and grade levels/departments to review these results and share best practices. Further, the curriculum/literacy coaches will demonstrate lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the teachers. The team will also provide classroom support and on-site teacher professional development in utilizing reading intervention programs. In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage student learning.

Schoolwide Literacy/Success Period- During two 45-minute block periods, students will be exposed to additional schoolwide content literacy strategies in reading and mathematics on a daily basis. Students will have additional

opportunities to receive targeted instruction in academic areas needing improvement as well as strengthen skills as identified by progress monitoring data. Students will also receive academic advisement to keep students closely involved in their academic progress and opportunities for advancement.

The following are schoolwide content literacy strategies that will be implemented during the Schoolwide Literacy/Success Period:

Anticipatory activities. Such strategies as bellwork, anticipation guides, and KWL charts (i.e., what I *know*, what I want to know, what I *learned*) are designed to activate background knowledge and make connections between what students already know and what they are learning. These strategies also help students see the relevance of the curriculum.

Cornell note-taking. Students use split pages to take notes on the right side, identify key ideas on the left, and write a summary at the bottom. This strategy improves listening comprehension and provides students with a study tool.

Graphic organizers. Any number of tools are used to display information in visual form. Common graphic organizers include semantic webs, cause and effect charts, Venn diagrams, matrices, and flow charts.

Read alouds and shared reading. On a daily basis, the teacher reads aloud material connected with the content standards being taught. This short, 3- to 5-minute reading provides students with a context for learning, builds their background knowledge, improves vocabulary, and provides them with a fluent reading model.

Reciprocal teaching. In groups of four, students read a piece of text and engage in a structured conversation in which they summarize, clarify, question, and predict. In doing so, they learn to use strategies that good readers use while reading for information.

Vocabulary development. In addition to the incidental vocabulary learning that is done through read alouds and anticipatory activities, students are taught specific content vocabulary words required in various disciplines.

Writing to learn. These brief writing prompts provide students an opportunity to clarify their understanding of the content as well as provide the teacher a glimpse into the students' thinking.

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

Section 1008.25(4)(b), Florida Statutes enacts provisions set forth to monitor the academic progress of students that fail to meet state and district performance levels in reading, writing, science and mathematics, including scoring below Level 3 in FCAT 2.0 Reading or Mathematics.

All students entering the School, will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. The results of the most recent FCAT, State-adopted assessment, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

The School will adhere to all applicable provisions of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

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

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

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

The Leadership Academy for Academic and Personal Achievement will adhere to the District's Student Progression Plan (SPP) procedures as it pertains to serving students who enter the school below grade level and ensuring engagement in and benefit from the curriculum. Therefore, each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, will implement an individualized student Progress Monitoring Plan (PMP) through the processes and procedures of the State-mandated Multi-Tiered Systems of Supports (MTSS) and Response to Intervention (RtI). The development of the PMP coupled with the implementation of MTSS and RtI, will assist the student in meeting academic and literacy proficiency.

The objective is to identify problems early and apply instructional interventions as determined through observation of student response data in a Progress Monitoring Plan (PMP). Further details regarding the School's adoption of the Sponsor's PMP structure are described later in this paragraph.

The School's *Planning/Problem Solving* continuum will be linked to the MTSS and will consist of four steps, with RtI referring to the fourth step.

1. **Define**- what is the problem?
2. **Analyze**- why is it occurring?
3. **Implement**- what are we going to do about it?
4. **Evaluate**- is it working? (RtI)

The MTSS will be implemented as a means to support learning needs throughout the entire achievement spectrum of the total student population, including and especially those who achieve below grade level. The School's MTSS will consist of a three-tiered framework that uses increasingly more intense instruction and interventions matched to need. The MTSS applies to both academics and behavior. RtI requires instruction and intervention to be provided to all students as follows:

Tier 1- Core Universal Instruction and Supports- Includes general academic and behavior instruction and support designed and differentiated for all students in all settings. This tier refers to the high-quality education that is provided to all students in the general education classrooms.

Tier 2- Targeted Supplemental Interventions and Supports- Increased focus, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction. Tier two refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

Tier 3- Intensive Individualized Interventions and Supports- Increased focus, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction. Tier 3 refers to the interventions that provided to individual students.

Progress Monitoring Plans (PMP)

The School will utilize the Sponsor's comprehensive program for student progression regarding assessment data, universal screenings and ongoing progress monitoring to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support, and monitor student response to implemented instruction and interventions.

A PMP will be initiated as soon as student academic deficiencies are evident in the areas of reading, writing, mathematics and science. The school will require that records of all parental notification and parent conferences must be logged in the teachers' grade books or parent contact logs, with copies and updates provided to the school's guidance counselor(s) and curriculum administrator. At any stage in the RtI process, student data that displays significant risk factors will lead to a case being opened so that another evaluation to take place.

PMP through RtI: Timeline, Procedures and Criteria

During the PMP through RtI process, the School will abide by and implement the timelines and procedures described in the Sponsor's *Student Progression Plan*, including the criteria detailed therein that establishes how students who are not meeting district or state performance standards in reading, writing, mathematics and/or science will be identified.

The School will consult and adhere to the Sponsor's SPP and policy 6000.1, to ensure proper procedures are followed when implementing PMPs. The school will also consult the CRRP which delineates assessment instruments used to determine and monitor student ability.

MIDDLE GRADES PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-intervention (RtI) team must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low-performing students will be used. If a middle grades student scores Level 1 or Level 2 on FCAT reading, or when the state transitions to common core assessments on the English Language Arts assessments required under s. 10008.22, the following year the student must enroll in and complete a remedial or content area course in which remediation strategies are incorporated into course content delivery. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

1. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores at Level 2 or below on FCAT Reading or state common core assessment (F. S. 1008.22), the PMP must:
 - a. identify the student's specific area of deficiency in:
 - (1) oral language
 - (2) phonemic awareness
 - (3) phonics
 - (4) fluency
 - (5) comprehension
 - (6) vocabulary
 - b. identify the areas of weakness and recommended intervention, and
 - c. identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the following school year, including either an intensive reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).

HIGH SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RTI) team must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency (F.S. 1008.25(4)(b)). Schools must progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low-performing students will be used. Each year a student scores Level 1 or Level 2 on 9th grade or 10th grade FCAT reading, or when implemented, 9th, 10th, or 11th grade common core English Language Arts (ELA) assessments, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. Remedial instruction will include an intensive program different from the previous year's program.
2. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
3. For each year a high school student scores at Level 2 or below on FCAT Reading or the designated level on the state common core assessment (F.S. 1008.22), the PMP must identify:
 - a. The student's specific areas of deficiency in:
 - (1) oral language
 - (2) phonemic awareness
 - (3) phonics
 - (4) fluency
 - (5) comprehension
 - (6) vocabulary
 - b. The areas of weakness and recommended intervention.
 - c. The instructional and support services to be provided during the following school year to help the student achieve the desired levels of performance will include either an intensive reading course or a content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).

4. For each year in which a student scores Level 2 or below on the Algebra I EOC assessment, or upon transition to the common core Algebra I assessment, the student must receive a PMP including enrollment and completion in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

5. PMPs and Learning Contracts: For students attending Schools of Choice, the learning contract will serve as the student's PMP.

6. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the CPS/RTI process to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements. (F.S. 1008.25(7)(b)1).

Additionally, for each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Reading, the student must be enrolled in and complete an Intensive Reading course the following year, with exception to ELL students who are required to enroll in the Developmental Language Arts ESOL course. The course will count as an elective credit and is taken in lieu of an Intensive Reading course. Students entering grade 9 scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in the appropriate Intensive Reading course in lieu of an elective and in addition to the required English 1 course. The District's CRRP requires that school conducts a screening and diagnostic process prior to the end of the school year for Level 1 and 2 students to identify appropriate placement in Reading courses. The CRRP also requires a daily double literacy block for all students scoring Level 1 or 2 on the FCAT 2.0 Reading and exhibit reading deficiencies in decoding and fluency (Intensive Reading). All such students are required to be enrolled in an Intensive Reading course with the exception of ELL students.

As of the 2011-2012 school year, a student who scores at Level 2 on FCAT 2.0 Reading, but did not score below Level 3 in the previous 3 years may be granted a one-year exemption from the reading remediation requirement. The request for the exemption must be generated by the student's parent or guardian. The student must have a district-created and approved Academic Improvement Plan for Reading (AIPR) in place, signed by the appropriate school staff, the student and the student's parent or guardian for the year for which the exemption is granted.

Boosting literacy is an important aspect of accelerating student learning in middle and high schools and helps accountability requirements related to graduation rates and college and career readiness. Focusing on the specific literacy needs of students with disabilities as well as English Language Learners further supports the School's efforts to meet annual measurable performance expectations. The following are programmatic approaches that will help struggling students acquire the skills needed to succeed in school and address the practical challenges of improving reading comprehension outcomes:

- successful initial reading instruction resulting in rapid and accurate word reading;
- good oral language skills (large oral vocabularies, good listening comprehension);
- well-developed stores of world knowledge in a variety of subject areas;
- social interactions in homes, classrooms, and the community that motivate students to read;
- opportunities to practice reading for various purposes;
- lots of exposure to many different kinds of reading materials;
- various specific instructional practices that have proven to be particularly effective in improving reading comprehension; and
- instruction based on an appropriate and well-articulated alignment between curriculum and assessment.

Instruction in Content-Area Classes

Teachers will use many strategies to support students' growth in reading and academic literacy, but current research suggests that students' growth in literacy could be further enhanced by providing more effective instruction in the following six ways. This is not an exhaustive list of effective literacy-related practices for teachers, but it identifies the research-based instructional strategies most frequently discussed in terms of improving all students' reading skills.

1. **Comprehension strategies.** Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text.
2. **Discussion.** Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text will be facilitated by the teacher, or will occur as structured discussions among students in cooperative learning groups.
3. **High standards.** Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments.
4. **Reading-writing connection.** Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections.
5. **Motivation and engagement.** Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice.
6. **Content learning.** Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines that deepen understanding and show students better ways of learning new content on their own. Teachers will implement strategies, use appropriate instructional routines, lead and facilitate discussions, raise standards, and create engaging learning environments that help students improve their ability to comprehend text.

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

The following are proposed curriculum areas that may be offered other than the core academic areas. The offerings will be based upon student interests/requests and/or requirements as state approved/adopted.

Physical Education

The Physical Education curriculum will be aligned with the Florida's Standards for Physical Education (<http://www.cpalms.org/Public/search/Standard>). The Standards for Physical Education were approved for adoption by the Florida State Board of Education in 2014. In addition, the National Standards for Physical Education (<http://www.shapeamerica.org/standards/pe/>) will be implemented. These standards are to be fully implemented in the 2014-15 school year.

Middle school students in grades 6-8 must be enroll and participate in one semester of Physical Education in grades 6, 7, and 8. This requirement may be waived under the following conditions:

- The student is enrolled in a remedial course.

- The student's parent requests in writing that the student enroll in another course.
- The student participates in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Senior high school students may meet the physical education requirement by meeting any one of the following options:

1. One full credit of HOPE (physical education integrated with health)
2. One-half credit of personal fitness, one-half credit of Life Management Skills and one-half credit of a physical education elective.
3. Two full credits of Junior Reserve Officer Training (JROTC) (one credit satisfies the physical education requirement and one credit satisfies the arts requirement).
4. One-half credit with a grade of C or better in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class satisfies one-half credit of either physical education or arts requirement. An additional one-half credit of life management skills is required to meet the physical education requirement.
5. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better.

Students may elect additional physical education courses.

The Physical Education courses impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The health and safety competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body. The Physical Education program will consist of a standards-based, balanced, sequential and progressive program involving moderate to vigorous physical activity that focuses on the following standards: Cognitive Abilities; Lifetime Fitness; Movement Competency; and Responsible Behaviors and Values. The program strives to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course also focuses on Health. Students are taught not to take their health for granted, but rather to develop habits of healthy living that contribute to the continued proper functioning of the body.

These courses will help develop the physical skills necessary to be competent in many forms of movement, knowledge of offensive and defensive strategies and tactics, and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success and in the development of a healthy and physically active lifestyle.

Grades 6-8
Course
M/J Education Gymnastics/Educational Dance - Grade 6
M/J Team Sports - Grade 7
M/J Individual/Dual Sports - Grade 8
M/J Comprehensive - Grade 6/7
M/J Comprehensive - Grade 7/8
M/J Health 1

Grade 9
Course
HOPE-Physical Education Variation

World Languages & Cultures

The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students' understanding of international and cross cultural issues as well as their ability to communicate in more than one language. Thus, the School will implement Spanish and French speaking courses.

The School recognizes that the growing international interdependence among nations and the pluralistic nature of the world demands that the United States develop citizens with sound understanding of international and cross-cultural issues, and with the ability to communicate in more than one language. Two years of language other than English will be offered, to afford students the opportunity to meet the foreign language entry requirement for state university system and become eligible for the State of Florida's Bright Future's Scholarship.

These courses shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. As well, these courses are standard-based and will focus on the following: Interpretive Listening; Interpretative Read, Interpersonal Communication; Presentational Speaking; Presentational Writing; Culture; Connections; Comparisons; and Communities. It also will reflect appropriate 2011 World Languages Next Generation Sunshine State Standards until Florida Standards for these subjects have been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time the Florida Standards will be fully implemented. The standards and grade-level expectations listed for this course are aligned with the expected levels of language proficiency, rather than grade levels.

Grades 6-8
Course
**M/J Spanish, Beginning
**M/J Spanish, Intermediate
**M/J Spanish, Advanced
***M/J Spanish for Spanish Speakers, Beginning
***M/J Spanish for Spanish Speakers, Intermediate
***M/J Spanish for Spanish Speakers, Advanced
****M/J French, Beginning
****M/J French, Intermediate
****M/J French, Advanced
*Spanish 1
*Spanish 2
*Spanish for Spanish Speakers 1
*Spanish for Spanish Speakers 2
*French 1
*French 2

**High School Credit*

**** Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Spanish Beginning (070800001) and Intermediate (070801001) are equivalent to Spanish 1 (070834001). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (070800001), Intermediate (070801001), and Advanced (070802001) may be equivalent to the two-course high school sequence Spanish 1 (070834001) and Spanish 2 (070835001).

***** Special Note.** Course content requirements for the two-course sequence M/J Spanish for Spanish Speakers, Beginning

(070900001) and Intermediate (070901001) are equivalent to Spanish for Spanish Speakers 1 (070930001). Course content requirements for the three-course sequence that includes M/J Spanish for Spanish Speakers, Beginning (070900001), Intermediate (070901001), and Advanced (070902001) may be equivalent to the two-course high school sequence Spanish for Spanish Speakers 1 (070930001) and Spanish for Spanish Speakers 2 (070931001). It is each district school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish for Spanish Speakers sequence in middle school.

**** **Special Note.** Course content requirements for the two-course sequence M/J French Beginning (070100001) and Intermediate (070101001) are equivalent to French 1 (070132001). Course content requirements for the three-course sequence that includes M/J French Beginning (070100001), Intermediate (070101001), and Advanced (070102001) may be equivalent to the two-course sequence French 1 (070132001) and French 2 (070133001).

Grade 9
Course
Spanish 1
Spanish 2
Spanish 3 Honors
Spanish 4 Honors
Spanish for Spanish Speakers 1
Spanish for Spanish Speakers 2
Spanish for Spanish Speakers 3 Honors
Spanish for Spanish Speakers 4 Honors
French 1
French 2
French 3 Honors
French 4 Honors
Haitian Creole for Haitian Creole Speakers 1
Haitian Creole for Haitian Creole Speakers 2
Haitian Creole for Haitian Creole Speakers 3 Honors
Haitian Creole for Haitian Creole Speakers 4 Honors
American Sign Language 1

Speech and Debate

Classroom opportunities for speaking and debating enable students to work cooperatively, brainstorm ideas, develop vocabulary and read to support an opinion. By conducting research, students are taking notes to summarize, to question, and to clarify information. Students are identifying the main idea, deleting less important information, collapsing, categorizing, and labeling information. Questioning allows students to explain and to explore additional facts for clarification purposes. These comprehension skills are essential for students to become competent readers and writers linking debates directly to the entire curriculum.

Speech and debates allow students to become more proficient in speaking, researching, reading, and writing skills, and they promote reasoning as well as communication skills. Fact-filled and passionate debates provide the incentive for students of all academic and socioeconomic levels to become engaged and to participate in the debate process. In addition, debates, both formal and informal, are a vehicle for students to express their opinions assertively in a respectful manner on a relevant issue or topic.

Grades 6-8
Course
M/J Speech and Debate 1
M/J Speech and Debate 2

Grade 9
Course
Speech 1
Speech 2
Debate 1
Debate 2

The content of these courses should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
 - eye contact and body movements
 - voice register and choices of language
 - use of standard English
- using research and writing skills to support selected topics and points of view
 - across a range of disciplines
 - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

Music

The music curriculum includes both vocal and instrumental music. Following the State Standards as adopted, teachers will introduce students to both skills and knowledge of various genres (click each for the link pertaining thereto) [Critical Thinking and Reflection](#); [Historical and Global Connections](#); [Innovation, Technology, and the Future](#); [Organizational Structure](#); and [Skills, Techniques, and Processes](#). It also must reflect appropriate State Standards until Florida Standards for these subjects have been approved and adopted by the Florida Department of Education and the District/Sponsor. At which that time Florida Standards will be fully implemented. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

Grades 6-8
Course
M/J Exploring Music 1
M/J Exploring Music 2
M/J Chorus 1
M/J Chorus 2
M/J Music Technology
M/J Music Techniques 1
M/J Music Techniques 2

Grade 9
Course

Music Theory 1
Music of the World
Instrumental Techniques 1
Instrumental Ensemble 1
Chorus 1
Vocal Techniques 1
Vocal Ensemble 1
Music Technology and Sound Engineering 1
Music Ensemble 1
Music Techniques 1

Art/Visual Arts

The School will apply an approach of global interpretation and understanding of the arts for its students, analyzing the common traits and differences of artistic expression across cultures, discovering the cultural values of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe. Both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to master techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction. The School will be organized around the "creative cycle" wherein an exploration of the arts will focus on "creative energy, communication, interaction, and reflection." Any study of intellectual culture must embrace the arts. Students broaden their exposure to and understanding of these essential subjects with courses in art, music, and theatre. Programs survey the elements, structures, literatures, styles, and cultural histories of the arts, promoting literacy through study and participation. For the serious arts student, professional courses in performance and technique are provided. Arts-oriented business students can choose to combine their interests through programs such as arts administration and the management of musical enterprises.

The following is a list of courses that will be offered in accordance with student need and interest:

Grades 6-8
Course
M/J Introduction to Art History
M/J Creative Photography 1
M/J Creative Photography 2
M/J Digital Art & Design 1
M/J Digital Art & Design 2

Grade 9
Course(s)
Art History and Criticism 1 Honors
Commercial Art Technology 1
Introduction to Information Technology
Creative Photography 1
Portfolio Development: Drawing Honors
Portfolio Development: Two-Dimensional Design Honors
Digital Art Imaging 1
Film 1
Printmaking 1

PRACTICAL ARTS/TECHNOLOGY

Courses in practical arts will provide planned, specialized instruction designed to prepare students to enter employment, to make career progress, and to refine prescribed competencies required for employment in a cluster of business occupations or in a specific occupation. Courses will prepare students for jobs in a variety of fields such as Management and Supervision, Accounting, Finance and Computer Technology, Web Design, etc. Students are provided with concrete experiences through the study and use of technological tools, materials, systems, and processes. The school recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

The School, in an effort to maximize student exposure to the latest technology will equip its classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access. In addition to technology utilized in elective courses listed below, the School will utilize SMART, Promethean and Mimio boards. Additional equipment can be integrated with best practices to enhance the technological exposure of the students such as the purchase of document cameras, various integrated learning systems and professional development related to such systems, plus other hardware and peripherals to increase staff, teacher, parent and student access to a wide range of advanced equipment that facilitates operations, improves instruction, and encourages the use of 21st Century technology. Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff must adhere.

The following is a list of courses that will be offered in accordance with student need and interest:

Grades 6-8
Course(s)
Computer Applications in Business 1 and Career Planning

Grade 9
Course(s)
Principles of Entrepreneurship
Practical Entrepreneurship Skills
Vocational Employability Skills for Youth and Career Planning
Business Management and Law
Multimedia Foundations 2

Career and Education Planning

All middle schools students must enroll and participate in an elective course that incorporates career education and planning in 6th, 7th, or 8th grade before entering the 9th grade. At a minimum, the course must be Internet-based, easy to use, and customizable to each student, including students with disabilities, and include research-based assessments to assist students in determining educational and career options and goals. In addition, per section 1003.4156, Florida Statutes, the course must result in a completed personalized academic and career plan for the student; must emphasize the

importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

The career and education planning course must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College system institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; International Baccalaureate, Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, and courses that lead to industry certification.

Experimental/Experiential Education

Experimental/Experiential Educational learning is the cornerstone of the School's program. With the whole student in mind, the School intent is to enhance its experiential learning opportunities. The program is yearlong, and will focus on supporting students' social, emotional, and character education. Students will participate in thematic and age appropriate experiential challenges throughout the year. Additionally, students will focus on teamwork, responsibility, and leadership.

Courses are designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis will be placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

Courses are also designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies.

Grades 6-8
Course
Exploring Technology and Career Planning
Fundamentals of Careers in Education and Career Planning

Research/Critical Thinking

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions. As well, students will develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

The content should include, but not be limited to, the following:

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- formulation of hypotheses
- report formats, styles, and content
- critical analysis of research
- directed investigations
- a major research project, preferably cross-disciplinary

Grades 6-8
Course
M/J Critical Thinking, Problem Solving, and Learning Strategies
M/J Research 1
M/J Research 2

Grade 9
Course
Critical Thinking and Study Skills
Research 1

Creative Writing

These courses are intended to focus on "boosting the basics" and "enhancing the craft" at the middle and high school levels. Creative writing enhances and emphasizes the technical parts of writing such as comma and semi-colon placement, compound sentences, words often confused, and capitalization. These are the areas where many good, young writers who have creative talent often need reinforcement. The creative writing classes provide writing tutorials that allow students to strengthen important writing skills and are designed to provide opportunities for students to explore the creative process by working with multiple genres and appropriate literary devices to make something new and different, blending real-world experiences and memories of the writer to form imaginative pieces of writing. The curriculum for students emphasizes the integration of skills and implementation of standards for Reading, Writing, Listening and Speaking.

The purpose of these courses are to enable students to learn and use writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content of both courses should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
 - literary text craft and structure
 - use of figurative, denotative, and connotative language
 - appropriate voice and/or tone
 - story structure, poetic forms, and creative pacing techniques
 - reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
 - personal and dramatic narratives
 - various poetic forms
 - plays and multimedia productions

- multi-genre and creative nonfiction selections
- digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

Grades 6-8
Course
M/J Creative Writing 1
M/J Creative Writing 2

Grades 9-12
Course
Creative Writing 1
Creative Writing 2

Journalism

The focus and design of these courses are intended for blended delivery. This will allow the students and the teacher to work through the material together while continuing with a publication schedule. Students involved in Journalism are part of the Publications program at the School. These students are gaining experience working with professional publishing software, preparing them for advanced career-based publication experience. Students who complete these courses will find themselves on the fast track to editorial positions in high school publications courses. The experiences they gain in these courses are invaluable and have prepared students for work with publications in the real world.

Grades 6-8
Course
M/J Journalism 1
M/J Journalism 2

Grade 9
Course
Journalism 1
Journalism 2

Instructional Practices for Elective Courses

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also will assist student learning, and achieve of Standards and the curriculum:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

These instructional practices will serve as an instructional guide for teachers and are aligned with developing standards-based elective course and career technical education (CTE) (<http://www.fldoe.org/workforce/dwdframe/>) pathways, courses, curricula, and assessments. It demonstrates how curricula can be integrated to provide students with rigor and relevance in both academic, knowledge and skills.

Also, the CTE Program Curriculum Frameworks will be used and implemented in addition to course descriptions and Standards. The CTE standards are recognized as a model for excellence throughout the State. The Division of Career and Adult Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education.

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

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

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

Additionally, The Leadership Academy for Academic and Personal Achievement is committed to pursuing, obtaining, and maintaining accreditation from *Southern Association of Colleges and Schools Council on Accreditation and School Improvement* (SACS/CASI) and is required since inception of its Charter. Specific timelines will serve as a means to consistently and continuously evaluate not only the effectiveness of the curriculum, but all aspects of daily school operations. Through the Accreditation process, the School will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process. The school will annually report progress and observance of specific parameters and guidelines set by the Accrediting agency. The ongoing continuous improvement process through SACS CASI, provides for reflection and the development of action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders (student, parent, and community). The school will also be monitored by the governing board, through the president, and literacy consultants who support school-based implementation of reading programs and strategies.

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.**

The School considers evaluation and assessment to be a continuous effort and strive to ensure that proper assessments are administered to verify that students have successfully acquired critical skills and knowledge. Assessments assume a variety of forms from daily observations by the classroom teacher to highly sophisticated program audits. The School will adhere to the requirements of the Florida statutes pertaining to charter schools and Broward County Public Schools' requirements for assessment, which includes Interim Assessments and state-designated standardized assessments in core areas.

The School recognizes and embraces the value and importance of measuring annual progress, which is fundamental to the State's Accountability Program; however, the FLDOE has not yet established a state measure for assessing student mastery of Florida State Standards in 2015. Therefore, the school cannot set absolute thresholds at this time. The annually measureable objectives for the first year of operation will be adjusted once this information is made available. The school will implement and address required proficiency levels for all state/district assessments based on actual performance data, once available.

As a result, the School has identified educational goals and objectives for improving student achievement as follows:

At minimum, the school has set the following Annual Measurable Objectives:

1. Given school-wide instruction for mastery of Reading/ELA Florida Standards, at least sixty-percent of the students will meet and/or exceed proficiency standards as established by FLDOE on the 2015-16 administration of the Florida Standards Assessment (FSA) for Reading/ELA.
2. Given school-wide instruction for mastery of the Florida Standards for Mathematics, sixty percent of the students will meet and/or exceed proficiency standards as established by FDLOE on the 2015-2016 administration of the Florida Standards Assessment (FSA) for Mathematics.
3. Given instruction for mastery of Algebra I, sixty percent of the students enrolled in Algebra I will demonstrate proficiency as evidenced by earning a passing score (as established by FLDOE) on the 2015-16 EOC.
4. Given instruction for mastery of Florida Standards for Biology and Science Literacy Standards, sixty percent of the students enrolled in Biology will demonstrate proficiency as evidenced by earning a passing score (as established by FLDOE) on the 2015-16 EOC.
5. Given school-wide instruction for mastery of Geometry, sixty percent of the students enrolled in Geometry will demonstrate proficiency by achieving a passing score (as established by FLDOE) on the 2015-16 EOC.
6. Given school-wide instruction for Mastery of the Florida Standards for Reading/ELA, fifty percent of the lowest 25% will achieve learning gains as established by FLDOE on the 2015-16 administration of the Florida Standards Assessment (FSA) for Reading/ELA.
7. Given school-wide instruction for Mastery of Florida Standards for Mathematics, forty percent of the lowest 25% will achieve learning gains as established by FDLOE on the 2015-2016 administration of the Florida Standards Assessment (FSA) for Mathematics.
8. Given school-wide emphasis on instruction for mastery of Florida Standards at least 95% of students will participate in Florida's K-12 Statewide Assessment Program, as applicable.

All Students are expected to make annual learning gains toward achieving the Florida Standards, CCSS and/or NGSSS(or any state approved/adopted standards)/(applicable by subject area) as assessed by teacher-made internal pre and post testing in each core course in 2015-16. Due to changes in legislation and state-mandated testing in ELA and Mathematics,

the specific thresholds have not yet been determined by the FLDOE for 2015. The school will set an absolute AMO targets for annual learning gains as expected to be established by the FLDOE in 2016.

The School commits to utilize whatever Standardized assessment adopted and mandated by the FLDOE.

In an effort to support achievement the School will implement school-based assessments in core academic areas. These assessments of student performance will be achieved in many ways, depending on subject areas. The school will utilize a systematic testing program including internal measures and external measures, as required by District and State. The plan is to utilize standards-based assessments that will evaluate the effect of the curriculum so that adjustments can be made to meet student academic needs continuously. Below lists possible assessments:

- Anecdotal records of the students' performance;
- Textbook publisher supported assessments aligned to Florida State Standards
- Observations;
- Portfolios;
- Teacher designed tests; and targeted diagnostic and formative assessments focused on the development of literacy and mathematics skills

The School will implement the Sponsor's testing calendar and performance measurements, with the same frequency of assessments, as amended from time to time in accordance with district and/or statewide assessments. School-based methods of assessing students' mastery of performance outcomes will consider interim progress reports and report cards, facilitator observations, teacher tests and quizzes, attendance rates, teacher-generated exams, midterm and final examinations (EOCs as applicable).

All Students are expected to make annual learning gains toward achieving the Florida Standards, as adopted, as assessed by teacher-made internal pre and post testing in each core course in 2015-16. Due to changes in legislation and state-mandated testing in ELA and Mathematics, the specific thresholds have not yet been determined by the FLDOE for 2015. The school will set an absolute AMO targets for annual learning gains as expected to be established by the FLDOE in 2014.

Lastly, the school will participate in the statewide assessment program created under s1008.22, Florida Statutes. As per the *Student Success Act*, school districts will be expected to administer student assessments that measure mastery of course content for each course offered, beginning the 2015-2016 school year. Accordingly, the School will use such state/district-adopted as well as school-based assessments to measure student progress toward mastery of the Florida Standards, as adopted, across all grade levels. The School will implement the Broward County Public Schools testing calendar and measurements, and frequency of assessments therein as amended from time to time in accordance with district and/or statewide assessments. School-based methods of assessing students' mastery of performance outcomes will consider interim progress reports and report cards, facilitator observations, teacher tests and quizzes, attendance rates, teacher-generated exams, midterm and final examinations (EOCs, as applicable).

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

Promotion from grade to grade will be in accordance with the requirements set forth in the Broward County Public Schools Student Progression Plan. Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will implement a school-wide Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual

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

Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

The School will follow Broward County Public Schools standards for promotion and retention as outlined in the "Student Progression Requirements and Procedures for K-12 and Adult Education Students." Each student in grade 9 must meet specific levels of performance in reading, mathematics and science, as applicable. Each student must meet specific levels of performance in reading, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, mathematics, and/or science, the School will implement a school-wide Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Progress Monitoring Plan (PMP)

The District's comprehensive program for student progression utilizes assessment data, universal screenings and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students in need of more intensive instructional support and monitor the student's response to implemented instruction and interventions. According to Section 1008.25(4)(b), F. S., provisions have been set forth for monitoring the academic progress of students that fail to meet state and district performance levels in reading, writing, science and mathematics, including scoring below Level 3 on the prior years' 8th grade FCAT 2.0 Reading or Mathematics. The progress monitoring process is in place and a PMP will be initiated as soon as academic deficiencies are evident in the areas of reading, writing, mathematics and science. The RtI/MTSS process aligns academic RtI and Positive Behavioral Supports to instruction and intervention, planning and implementation to meet students' needs based on ongoing data analysis. Early detection of academic and behavioral risk, efficient resource deployment for students and teachers, systematic problem solving, and effective follow up are key RtI/MTSS practices. Florida requires districts to implement and monitor a coordinated RtI/MTSS plan to ensure that schools are using screening, diagnostic, and progress monitoring data to provide multiple tiers of supplemental instruction and intervention to students who are not progressing.

For each student who does not meet performance levels in reading, writing, mathematics and/or science, the school, in consultation with the student's parent, must implement a school-wide PMP through RtI/MTSS to assist the student in meeting state and district levels of proficiency.

Grading: In grading students, these numerical or letter grades are to be averaged to determine a student's grade for a nine-week grading period. When calculating a grade for a semester or annual course, the following grade point averages are to be used:

- A = 3.5 and above
- B = 2.50 – 3.49
- C = 1.50 – 2.49
- D = 1.00 – 1.49
- F = 0.99 – 0.00

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

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the IEP team. Language Arts through ESOL instructional time for ELL students must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program.

Required Courses for Middle School Students - It is required that all students in the middle school receive instruction in the state and district grade level objectives and competencies approved in mathematics, language arts/ESOL, social science, science, physical education, and career exploration as well as in a range of exploratory/elective areas (including but not limited to music, art, theatre arts, dance, foreign language, and career and technical education).

Subjects	Course Requirements	Additional Information
English	Three middle school or higher annual courses.	These courses must emphasize literature, composition and technical text. For English Language Learners, the required course is M/J Language Arts Through ESOL.
Mathematics	Three middle school or higher annual courses.	Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment required under s. 1008.22(3)(b)1., F.S. Beginning with school year 2011-12, a middle grades student must pass the Algebra 1 statewide, standardized assessment to earn high school credit. Beginning with school year 2012-13, a middle grades student must take the statewide, standardized Geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing

		grade in the course.
Science	Three middle school or higher annual courses.	Successful completion of a high school level Biology 1 course is not contingent upon the student passing the Biology 1 EOC assessment. However, beginning with the 2012-13 school year, a middle grades student must take the statewide, standardized Biology 1 EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Social Science	Three middle school or higher annual courses	<ul style="list-style-type: none"> Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(b)(3.), F.S., and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized end-of-course assessment in civics education constituted 30 percent of the student's final course grade.
Career and Education Planning	To be completed in 6 th , 7 th , or 8 th grade	<ul style="list-style-type: none"> The course may be taught by any member of the instructional staff. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields; and, beginning with the 2014-15 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S. The required personalized academic and career plan must inform students of high school graduation requirements (including a detailed explanation of the diploma designation options provided under s. 1003.4285, F.S.), high school assessment and college entrance test requirements, Florida Bright Futures

		<p>Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.</p> <ul style="list-style-type: none"> • Each student shall complete a personal education plan that must be signed by the student and the student's parent.
Physical Education	One semester of physical education is required each year for students enrolled in grades 6-8, as required by s.1003.455, F.S.	<p>This requirement may be waived under the following conditions:</p> <ul style="list-style-type: none"> ▪ The student is enrolled in a remedial course. ▪ The student's parent indicates in writing to the school that: <ul style="list-style-type: none"> - The parent requests that the student enroll in another course from among those courses offered as options by the school; OR - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

**Electives- Students scoring at Level 1 and Level 2 on the most recent FCAT 2.0 Reading or non-proficient on the FSA ELA/Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course as detailed below. Students scoring at Level 1 and Level 2 on FCAT 2.0 Mathematics or non-proficient on the FSA Mathematics may also lose the opportunity to select an elective course. For ELLs at Levels 1 and 2, The M/J Developmental Language through ESOL course will count as an elective credit and for ELLs. This course is taken in lieu of an intensive reading course.*

Middle School Placement – The School will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate courses to best suit each child. Depending on individual student assessment results, some students may be required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

Intensive Intervention (Reading and Mathematics) – For each year in which a student scores at Level 1 or 2 on FCAT 2.0 Reading, or within the non-proficient thresholds set by the state on the Florida Standards Assessment (FSA) in English/Language Arts required under s. 1008.22, F.S., the following year the student must enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

For each year in which a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, or within the non-proficient thresholds set by the state on the Florida Standards Assessment (FSA) in mathematics required under s. 1008.22, F.S., the following year the student must receive remediation which may be integrated into the student's required mathematics courses.

Since FCAT 2.0 will be replaced for middle grades Reading and Mathematics with the Florida Standards Assessment (FSA), the School commits to place students in a remedial (currently identified as intensive) Reading and/or Mathematics course (or other subject area) as will delineated by the FLDOE and included in future Student Progression Plan, future CRRP and/or as otherwise mandated by the FLDOE. These intensive or remedial courses will be implemented to assist

the student to gain at least grade level mastery of respective standards and be on track in college and career readiness efforts.

Middle School Promotion - Promotion from grade to grade will be in accordance with the requirements set forth in the Sponsor's Student Progression Plan.

Promotion and Placement Requirements in the Middle School

End of Grade	Course Passed	Status
6	All Courses Passed	Promoted to Grade 7 Regular 7 th grade student
6	4-5 Courses Passed Must pass language arts or mathematics and at least 3 other courses	7 th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate
6	Less than 4 Courses Passed in Grade 6	Retained 6 th Grade Student
7	12 Cumulative Courses Passed 6 courses passed grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8 th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7 th grade language arts or mathematics, science or social science, and/or course which incorporates career education planning	8 th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate
7	7-8 Cumulative Courses Passed	Retained 7 th Grade Student
8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses	Promoted to Grade 9
8	14 or Fewer Courses Passed	Retained 8 th Grade Student

Senior High School Credits in Middle School - Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. All high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record. Credit may be earned in the courses listed in the following table

provided that all applicable End of Course assessment requirements are met.

Promotion for ELLs and ELLs with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of ELLs requires the review and recommendation of the ELL committee. Retention of a student with disabilities who is also ELL (ESE/ESOL) has the same requirements as a non-ESOL student with disability. The IEP Team will review the goals and accommodations to address student needs, as appropriate.

Academic grades will be based on student mastery of the content of the course, as determined by the teacher using all available data. Teachers will consider all available data to determine the degree of student proficiency in meeting the Florida Standards, CCSS and/or NGSSS (or any state approved/adopted standards) and mastery of course content. This data will include standardized test results, progress tests, daily assignments, teacher observation, and other objective information. The determination as to the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period. Academic grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP.

Graduation Requirements for Students Entering Ninth Grade Students in the 2015-2016 School Year

Subject to Change Pending State Legislation

	24 Credit Program Standard Diploma	Scholar Designation (In Addition to 24 Credits Standard Diploma Requirements)
English	4 required English I, II, III, IV	Pass the English Language Arts Grade 11 Common Core assessment once implemented
Mathematics	4 required Including Algebra I or its equivalent and Geometry (industry certification courses that lead to college credit may substitute for up to two mathematics credits. Algebra and Geometry may not be substituted.)	1 credit in Algebra II Must pass Algebra II state assessment 1 credit in Statistics or equally rigorous mathematics course
Science	3 required Including Biology and two credits in equally rigorous science courses. Two credits must have a laboratory component. (Industry certification courses that lead to college credit may substitute for one science credit. Biology may not be substituted.)	Pass Biology I EOC 1 credit in Chemistry or Physics 1 credit in a course equally rigorous to Chemistry or Physics
Social Studies	3 required	Pass United States History EOC

	World History, United States History, United States Government (.50 credit), and Economics (.50 credit, must include financial literacy)	
Fine Arts	1 required In Fine or Performing Arts, Speech and Debate, or approved Practical Arts course	
Physical Education	1 required HOPE	
Reading	.50 credit required	
World Language	Not required for graduation, but at least two credits in the same language are required for admission into four year colleges and universities	Two credits in the same world language
Electives	7.50 required	
Online/Virtual Course	At least one course (excluding Drivers Education) within the 24 credits required must be completed through on line learning.	
Minimum Graduation Credit Requirement	24 credits	24 credits One credit (in any subject area) must be in Advanced Placement, dual enrollment, or International Baccalaureate.
Decorative separator row		
Merit Designation	In addition to the requirements for a standard diploma, students pursuing merit designation must attain one or more industry certifications.	
Assessment	Passing score on Grade 10 FCAT 2.0 Reading (until the state administers the Grade 10 English Language Arts Common Core assessment), Algebra 1 EOC (or comparative PERT score), and a proficient score on state writing assessment. Must take the English Language Arts Grade 11 Common Core assessment when implemented.	
GPA	2.0 on a 4.0 scale (unweighted state GPA)	
GPA Bonus Points	.04 Points per .50 honors credit (final grade must be C or above) .08 Points for Dual Enrollment and AP per .50 credit (final grade must be C or above)	

Promotion

The Secondary School Redesign Act's, Section 1003.413, F.S., intent is to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace. The Secondary School Redesign Act was amended by the Florida Legislature in 2010, increasing the rigor of mathematics and science courses required for

graduation. Also, Section 1008 et. seq, Florida Statutes, was amended to change the procedures for assessing student performance, especially at the senior high school level.

- Ninth graders who entered high school in the 2007-2008 school year and thereafter are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine arts; and one credit of physical education with the integration of health (.5 credit in personal fitness and .5 credit in physical education).
- Entering ninth grade students, including students with disabilities, must have a completed personalized academic and career plan.

The Sponsor has made a commitment to ensure achievement of high academic standards by all students and to develop students so that they are able to successfully compete in the global economy by preparing students for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners. Students entering the ninth grade and their parents should be active participants in planning a high school program that will assist students in reaching their goals for the future. The wide range of courses and programs available in senior high schools will enable students, simultaneously, to prepare for college admission and learn skills for employment immediately after graduation if they plan effectively.

Students who meet specific requirements may qualify for early graduation as per 1003.4281, F.S.. These requirements include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments. The early graduation option allows eligible students to graduate in fewer than eight semesters (four years). Schools shall notify parents of students who are eligible to graduate early. Before a student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment.

Each student is required to have mastered the appropriate state standards in order to be eligible for graduation from Broward County Public Schools. In order for a student, including a student with disabilities following the state-adopted standards, who is enrolled in the four-year, 24-credit program to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student, including a student with disabilities following the NGSSS/CCSS, who is enrolled in the four-year, 24-credit program to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student, including a student with disabilities who is following the NGSSS/CCSS, to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit OR one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student, including a student with disabilities who is following the NGSSS/CCSS, to receive grade 12 grade level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science OR two credits in English/ESOL, three credits in mathematics, and two credits in science and a cumulative total of 16 credits. In order to be graduated, a student must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting the ACCEL accelerated graduation option and have met all state/School Board-approved graduation requirements.

Beginning in 2014-2014, incoming grade 9 students must earn 24 credits in order to graduate or opt for an 18 credit acceleration graduation option under ACCEL.

There are mechanisms which make it possible for students to benefit from the advantages of a semester system without the disadvantages of major rescheduling at mid-year or mid-year promotions and graduation.

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

The School will implement the Sponsor's policies and procedures with respect to graduation requirements, as detailed therein the Student Progression Plan, including future amendments to these graduation requirements, to remain compliant with Section 1003.43, Florida Statutes. Promotion from grade to grade will be in accordance with the requirements set forth in the District's Student Progression Plan and in accordance with State of Florida graduation requirements (Sections 1003.428, 1003.429 and 1003.43, Florida Statutes). In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), earn a passing score on the Grade 10 ELA or earn state approved concordant scores on the SAT or ACT and pass the required End of Course Exams, as applicable.

Beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum, as per 1003.4282 F.S. The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the course code directory. In addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, on approved alternative assessments.

In addition to the diplomas of International Baccalaureate (IB) curriculum or the Advanced International Certificate of Education (AICE), students must also meet the graduation requirements to be eligible to receive a standard diploma.

During the 2013 legislative session, a new 18-credit ACCEL accelerated high school graduation option was added, replacing the previous college preparatory and the career preparatory 18 credit options.

The new 18 credit ACCEL option allows a student who meets the following requirements to be awarded a standard high school diploma: • Florida's new high school standard diploma course requirements (as per 1003.4282 (3) (a)-(e), F.S.) without the required physical education course and only three credits in electives, and a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

The Florida High School Graduation chart, found below represents the current Florida graduation requirements for the 2013-2014 cohort. Please note that these requirements may be revised, pending legislative changes during the 2014 Legislative session.

STUDENTS ENTERING GRADE NINE DURING 2015-2016

Pending Changes in State Legislation

SUBJECT AREA	Traditional 24-Credit Program	Diploma Designation/ACCEL Program
English	4 credits with major concentration in composition, reading for information, and	Merit Designation In addition to meeting the standard high school diploma requirements:

The ensures

School

	literature	<ul style="list-style-type: none"> Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
Mathematics	4 credits, one of which must be Algebra I or its equivalent, one of which must be in Geometry or its equivalent, and one of which must be Algebra 2 or a series of courses equivalent to Algebra 2	<p style="text-align: center;">Scholar Designation</p> <p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> Pass ELA Grade 11 statewide assessment 1 credit in Algebra II, pass EOC assessment once implemented Pass Geometry EOC 1 credit in Statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in Chemistry or Physics 1 credit in a course equally rigorous to Chemistry or Physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	1 credit Biology 1 or an equivalent course or a series of courses 1 credit in chemistry or physics or a series of courses equivalent to chemistry or physics 1 credit in a science course equally rigorous to biology, chemistry and physics (two credits must have a laboratory component)	
Social Studies	1 credit World History 1 credit United States History (U.S. History EOC results count 30% of the final course grade) .5 credit United States Government .5 credit Economics (must include financial literacy)	
World Languages	Not required for high school graduation, but required for admission into state universities	
Visual and Performing Arts, Speech and Debate, or Practical Arts	1 credit Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Florida Course Code Directory)	<p style="text-align: center;">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> Physical education is not required 3 elective credits Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s.1003.4282(3)(a)-(e), F.S.).</p>
Physical Education	1 credit in Physical Education to include integration of Health	
Electives	8 credits	
Online Course	1 course within the 24 credits	
Industry Certification	Not required	
<p>Note: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

methodology is in place to determine full-time students in grades 9-12 satisfy the State of Florida graduation requirements. All participating students have their academic progress monitored on a regular basis. Counselors and/or administrators will

pull periodic reports on grades, credits, attendance, and teacher comments cumulative in an individual, electronic portfolio. Teachers will receive periodic reports on any of their students at risk of failing to maintain adequate progress during their duration of a course. Course selection and approval fall under the purview of an assigned counselor and/or administrator, who will review prerequisites and past performance.

The School will collaborate with the FLDOE and the Sponsor to provide a student's electronic transcript upon completion of all graduation requirements.

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.

Baseline used for initial student placement will be collected by the school upon student registration using reports from previous school records (as applicable) and will include standardized test scores (such as Florida Comprehensive Assessment Test 2.0, Florida Standards Assessment or other state-mandated assessment), End Course Exams, as applicable, or other performance-based criterion examinations, Interim Assessments results, FAIR results, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Special Education, Individual Education Plans (IEP) will be secured and the Individual ELL Student Plans will be obtained for English Language Learners (ELL).

To the extent available for an incoming student, the data will be used as a baseline in the student's incoming year to track individual student progress from year to year. Data will be compared to current data at the end of each school year. For example, standardized test results from 2015 Florida Standards Assessment in Reading and Math will be compared to FCAT results from 2014 in Reading and Math to determine educational strengths and needs of students as well as note student's academic progress. Ongoing internal audits (Interim Progress Reports and Report Cards, FAIR Ongoing Assessments) of student performance will be used to identify the needs and strengths of students throughout the school year.

The baseline student academic achievement levels for the school will be established using multiple measures of student performance including data from school, district, and state measures. These include: Baseline Benchmark Assessments to set initial baseline in Reading, Mathematics, Science, and Civics; FCAT (as applicable), FSA and other standards-based exams, district-developed or district-selected assessments, and FAIR, as applicable. The school will collect individual student performance and achievement data soon as after the first baseline assessment and during every interim assessment and also throughout the year for all other assessments.

Data will be used to determine student strengths and weaknesses and inform instruction in these areas. Each year, baseline data will be established and used to determine annual growth by the students individually and also collectively informing stakeholders to the extent to which educational goals and performance standards have been met by the School. The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years. Student performance and achievement results will be compared to the academic progress of the same students from quarter to quarter and from year to year as a means to determine students are continuously improving and making learning gains.

Baseline data will also be made available to stakeholders and the community at-large, as reported in the School Improvement Plan via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. The school will use this data to evaluate the effectiveness of the curriculum by determining the extent to which the School meets the Annual Measurable Objectives (AMO) set for the first year of operation and with

consideration that changes will need to occur as the State solidifies plans for evaluating student mastery of the Florida Standards via state-adopted assessment. In subsequent years, the results will be gauged against the AMOs specified in the respective Annual School Improvement Plan and this method of goal setting and data collection will be used as a living and continuous improvement tool.

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

The School will participate in all Statewide and District assessment programs and will use the state standardized assessment scores, district assessment scores and school-based assessments to measure student progress toward mastery Florida Standards, CCSS, and/or NGSSS (or any state approved/adopted standards) in the content areas, as adopted in 2015, at all grade levels.

These include but are not limited to:

State Assessments

- Florida Standards Assessment (FSA)
State-Adopted Standardized Assessment
ELA/Literacy and Mathematics (Grades 6-8 and Grade 9 ELA only)
April-May
- Florida Comprehensive Assessment Test (FCAT) 2.0
Science (Grade 8)
April-May
- End of Course (EOC)
Algebra 1, Geometry (Grade 6-9 if any are enrolled)
November/December and May
- Florida Assessment for Instruction in Reading (FAIR) Grades 6-9
AP1: August – November, AP2: November – March, and AP3: March – June
- Comprehensive English Language Learning Assessment (CELLA) Grades 6-9
March – April
- National Assessment of Educational Progress (NAEP)
If selected Grade 8
January-March

District Assessments

- High School Semester Exams
Grade 9
December
- Broward Assessment of Florida Standards (BAFS) Fall & Winter – Reading, Mathematics, Science, Algebra 1,

Geometry, Biology 1, and Civics (Grades 6-9)
October & February

- Semester Final Exams
Grade 9
June

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

FAIR assessments will be administered three times per year to provide an ongoing measure of reading fluency and comprehension, predict State Adopted Assessment performance, and serve as a progress-monitoring device for teachers and students. Furthermore, English Language Learners will be assessed and served by ESOL-certified personnel and in accordance with the Sponsor's ELL Plan and the requirements of the LULAC et al. vs. State Board of Education Consent Decree (1990).

The following assessments will be administered on an "as needed" basis:

- Florida Alternate Assessment (FAA) will be administered as needed on a one-on-one basis by the student's special education teacher to all students meeting the alternate assessment criteria*
- APRENDA will be given to ELL/Spanish speaking students who are in ESOL Levels I, II, III, and IV. The test is administered for placement into the gifted program under the District Plan to Increase the Participation of Underrepresented Students in ESE Gifted Programs (Plan B).

** Participation in statewide testing programs (i.e. EOC, CELLA, FAIR, etc.) is mandatory for all students, including students with disabilities. Generally, all students with disabilities, including ELLs with disabilities whose instructional program incorporates the general education objectives and competencies, should participate in state assessment programs. The decision regarding whether a student will be exempted or tested with or without accommodations is made by the student's IEP team and recorded on the IEP. Students with disabilities who are exempt from these programs will be assessed through the Florida Alternate Assessment as documented on the IEP. Students with disabilities are also required to take applicable EOC tests one time, after which if the IEP committee determines an EOC assessment cannot accurately assessment results may be waived for the purpose of determining the student's grade and credit.*

School-Based Assessments in all Courses will include:

- Weekly teacher-generated quizzes
- Monthly teacher-generated and textbook-adopted assessments
- Quarterly Exams
- Portfolios and presentations
- Class participation/presentation and PBL rubrics
- Quarterly projects /investigations
- Teacher Made Performance-Based Assessments

The School agrees to adopt the Sponsor's Testing Calendar for the 2015-2016 year and each year thereafter for the duration of the charter, including changes and additional assessments as adopted.

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

The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where

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

Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved.

In addition, the School Instructional Leadership team—consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, and Instructional Support personnel—will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The establishment of a School Improvement Plan will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The SAC Committee for the School will participate in the development of the School Improvement Plan to ensure input from all stakeholders, including teachers, students, parents and community representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

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

Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives.

In addition, students' performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Florida Standards, CCSS/NGSSS as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent

conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Specifically, the School will ensure communication with students/parents via the following district-mandated means, as follows:

- Progress Reports (Report Cards)
The School will issue Progress reports at the end of each marking period. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- Interim reports:
Not later than 4 weeks into the grading periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and/or excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students (as an indicator of satisfactory or unsatisfactory progress).
- Required Parental Notification for students in danger of not meeting promotion requirements

The School will assist students to meet these requirements through a variety of options, which will include, but are not limited to:

- a. in class interventions,
- b. extended learning,
- c. special counseling,
- d. volunteer and/or peer tutors,
- e. school-sponsored help sessions,
- f. homework hotlines,
- g. study skills classes,
- h. advanced, high school credit courses.

Further, the establishment of a School Improvement Plan will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The Educational Excellence School Advisory Council (EESAC) Committee will participate in the development of the School Improvement Plan to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Section 6: Exceptional Students

This plan reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to Special Education, as amended from time to time.

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

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

The School's academic model will be designed to engage students in ways that ensure their preparation and acquisition of skills required of the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards). The programs will also be built around the expectation that the target population will be a diverse group of students. This will include Exceptional Student Education (ESE). The goal of the Exceptional Student Education (ESE) Program will be to ensure that all students entering the School with varying levels of limited English proficiency will receive comparable and comprehensible instruction. This instruction will help these students to develop communicative and academic skills necessary for meeting the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards). In addition, the School will ensure the implementation of each of the six steps in the process of planning and delivering ESE services for students that include:

- Evaluation
- Eligibility determination
- Developing the first individual educational plan
- Consent for services
- Annual reviews
- Reevaluations

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Teacher and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Appropriately certified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention/Multi-Tiered System of Support (RtI/MTSS) process, wherein interventions will be frontloaded in the general education classroom as a first step, allowing student to receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as prevention oriented approach to linking assessment and instruction.

This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

Plan of Services:

Exceptionality	Service Strategy/Service Response
Speech and/or Language Impairment	Contract with a Speech and Language Pathologist <i>and provide</i> Speech Therapy and Language Therapy.
Specific Learning Disability	Provide services within the General Education setting. An ESE teacher may provide the following services: co-teaching, support facilitation, or consultation.
Gifted	Provide Gifted consultation through Gifted teacher to the teachers of the student's Gifted Priority Educational Need.
Intellectual Disability	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Other Health Impairment	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Dual Sensory Impairment	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Spectrum Disorder	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Deaf or Hard of Hearing	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Occupational Therapy Disability	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation and contract with an Occupational Therapist <i>and provide</i> occupational therapy.
Physical Therapy Disability	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation and contract with an Occupational Therapist and/or Physical Therapist and provide occupational or physical therapy.
Emotional Behavioral Disability	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Developmental Delay	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Visual Impairment	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Traumatic Brain Injury	Provide services within the General Education setting. An ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation.
Orthopedic Impairment Disability	Provide services within the General Education setting. An

	ESE teacher may provide the following services: co teaching, support facilitation, counseling, or consultation and contract with an Occupational Therapist and/or Physical Therapist and provide occupational or physical therapy
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The School, in the provision of the above services will also consider and comply with the following:

- The location, duration, and frequency of service will be dependent upon each individual student's needs and that which is stipulated on the Individual Educational Plan (IEP).
- The frequency of consultation is dependent upon the EP team's decision and student's progress.
- The teacher of the Gifted will monitor the student's progress in the general education setting and maintain records of the services.
- The school will work with the Sponsor to reevaluate the students with a Developmental Delay in order to determine the most appropriate services.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in Broward County. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School in compliance with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

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

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to Exceptional Student Education, as amended from time to time. Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities and ensuring that the needs of ESE students are met. Familiarity with the Sponsor's provisions, policies, and procedures pertaining to Exceptional Student Education will be maintained through meetings and information available on <http://www.broward.k12.fl.us/studentssupport/ese/>.

The School will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); the Americans with Disabilities Act of 1990 (ADA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the Sponsor's *Guidelines for Exceptional Student Education and English Language Learner Students PreK-12*: <http://www.broward.k12.fl.us/esol/Eng/ESE.html>.

The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Free appropriate public education (FAPE)** – will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.

- **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines. **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.

- **Parent/Student Participation in Decisions** – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.

Procedural Due Process – a Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

- **Least Restrictive Environment:** Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

Identifying students with special needs- Appropriately certified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step allowing student to receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

The School will implement Response to Intervention (RTI) to further address and support the needs of students who are performing below grade level. RTI has been broadly described as a process in which students are provided quality instruction, their progress is monitored, those who do not respond appropriately are provided additional instruction and their progress is monitored, and those who continue to not respond appropriately are considered for special education services (Fuchs, Mock, Morgan, & Young, 2003, p. 159). RTI has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. Proponents of RTI believe that a successful model for making special education decisions should be based on structured, data-based problem solving, flexible service delivery, regular monitoring of student progress on socially valid outcome measures, and a focus on the natural classroom contexts. The basic RTI model has been conceptualized as a three-tiered prevention model, with primary intervention consisting of the general education program; secondary intervention involving fixed duration, targeted, evidence-based small group interventions; and tertiary intervention involving individualized and intensive services that may or may not be similar to traditional special education services. The RtI model is a three-tiered approach to interventions in the areas of academics and behavior.

The School will use the Response to Intervention (RtI) model for the implementation of research-based instruction and intervention. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve

instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The RtI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process.

At Tier I, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier II consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. The school will use the Comprehensive Research Based Reading Plan (CRRP) to determine specific intensive reading and math interventions that can be used for students at Tiers I and II. Tier III is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

The RtI process consists of the following:

- RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.
- While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions—even when provided with appropriate instruction and evidence based interventions—formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student.

Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time. The Sponsor's School Psychologist will periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a

comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet. Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process. School Support Team (SST) will consist of the School administrator who will serve as the SST Coordinator, school psychologist, counselor, general education teacher and the parent(s), ESOL Coordinator (as applicable). The School's SST Coordinator will ensure that the SST protocol delineated in Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the M-Team evaluation.

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the Web Based IEP system (Special Education-Electronic Management System) that is currently being used by the Sponsor. The school will use the Florida Department of Education's "Developing Quality Individual Educational Plans" as a guide when developing IEPs.

The IEP Team will include: parent, LEA, Gen Education, Special Education Teacher All additional members of the team will be notified with a reasonable amount of time appropriate contacts made. Input from all team members and student data will be used to create a program, goals, and accommodations.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SST. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, or other pertinent information. The school will contact the Sponsor to schedule Section 504 eligibility meetings.

Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, the Americans with Disabilities Act of 1990 (ADA), to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily.

Supplementary supports and services and/or modifications - Multidisciplinary Teams will first consider the least restrictive environment for all students with disabilities and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The supplementary aids and services that will be provided to the students with disabilities will be dependent on the individual needs of each child. Each Multidisciplinary team will consider the least restrictive environment for the SWDs. Those students whose needs can be met in the General Education setting will receive either consultative or collaborative service from the ESE teacher.

Depending on the needs of the students, the following collaborative services may be offered by the ESE Teacher: co-teaching or support facilitation. Students in need of a co-teaching model will receive direct services from the ESE teacher and General Education teacher. Teachers will plan, grade and teach together.

The ESE Teacher will provide instruction throughout the entire class period. For students in need of collaboration through support facilitation, the ESE teacher and General Education teacher will teach together but the level and frequency of support may vary per student.

Students with disabilities may receive accommodations in the General Education setting as deemed appropriate on each Individual Educational Plan. During IEP meetings, the team will use the list of suggested accommodations on the Special Education-Electronic Management (SPED EMS) or create custom accommodations to meet the needs of the students within the least restrictive environment. For example, if a student struggles to complete assignments within a given time period due to a processing delay, extended time to complete assignments may be given within the General Education setting. A separate room will be provided for the use of supplementary aides and services such as OT, PT, speech/language therapy, counseling or any services by any contracted personnel.

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

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. SWD's goals will be monitored quarterly. Parents will be notified of progress through a Status Report on Goals.

The School's effectiveness in serving special education students can also be evaluated in its' ability for the student to demonstrate learning gains consistent with the annual goals. Similarly, the school's ability to meet Adequate Yearly Progress (AYP), including AYP for the "students with disabilities subgroup", would also serve to demonstrate effectiveness in serving the School's special education population.

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

The School will determine the level of mastery in reading, writing, mathematics and science for all students using baseline data and interim assessment data. This information, coupled with the results of the prior year standardized tests results and

student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plans for ELLs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed. Students not making adequate progress towards the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards), will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented.
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Morning, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

In addition, students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement.

The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes, etc.) to be implemented in order for the student to achieve the specified goal.

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

The School will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School should have a 10% percentage of students with disabilities enrolled at the School.

The school has based its projections on the average current SWD enrollment in Broward public schools, which currently estimates an average of **10% SWD student population**. The data was derived from the most recent FTE by Subgroup Report published by the *M-DCPS Office of Assessment Research and Data Analysis* for February 2013.

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

The School will have at least 1 teacher with proper certification available to serve students with disabilities as projected by an estimated 10% of ESE currently attending the district schools. The school will adjust number of staff based on actual student enrollment.

The School teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teacher will be an employee of the School and will at a minimum possess full certification in special education.

The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers. The ESE teachers will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. If the needs of the SWDs include consultative and collaborative services, the ESE teacher can arrange his/her schedule to meet the needs of the students and maintain compliance of records. For example, the ESE teacher may co-teach a class in Reading/LA and/or math and meet the needs of those students as well consult with the General Education teachers on a weekly or monthly basis to ensure SWD students on consultation are making progress and accessing the curriculum. However, if the need arises to hire an additional ESE teacher(s), that decision will be made based on the needs of the population of students with disabilities.

Consultation provided by the ESE Teacher may include:

- adjustments to the learning environment
- modifications of instructional methods
- adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students

ESE teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP.

The School will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students.

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

Support Provider, Speech Therapist, and other ESE service providers.

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

Identification: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

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

*In order to provide a comprehensive profile of the student's abilities and needs, screening activities will include nomination forms from teachers, school staff, students themselves, parents and/or community. The following criteria will be used in identifying students:

- high present levels of performance on test scores FCAT (2015 /other state/district approved assessment beyond 2015)
- referrals from teachers for gifted eligibility based on classroom performance, student's portfolios
- recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
- recommendation from parents about student's academic areas of strength and individual interests.

Plan B gifted (which is the underrepresented minority, ELL students, Free reduced lunch) is 80th percentile or above in reading or mathematics on a standardized achievement test, the student will be referred for evaluation for Gifted eligibility through Gifted Plan B Matrix.

- Gifted characteristics checklist completed by the teacher to determine the student's verbal, learning, motivational, social/leadership abilities.
- Academic achievement on standardized tests:
- Grades 4-12: Florida Comprehensive Assessment Tests (FCAT) or End-of-Course Exams Spanish speaking LEP students in grades K-12 can be administered Aprenda II Spanish Language Achievement Test
- Intellectual Quotient will be administered by a licensed School Psychologist
- The *Williams Creativity Scale* will be completed by the teacher to assess areas such as originality, fluency, flexibility, elaboration, curiosity, imagination, and risk-taking.

Services - The number of gifted students per grade level will determine the choice of the district-approved delivery model, as a means for delivering gifted content, as follows:

- **Senior High School Gifted Courses or Consultation** - High School teacher of the gifted will provide challenging and in-depth work in a specific content area to Gifted students; or Gifted endorsed teacher may provide Gifted consultation to the teachers of the student's Gifted Priority Educational Need. Gifted-endorsed teacher will monitor the student's progress in the general education setting and maintain records of the services. The frequency of consultation is dependent upon the EP team's decision and student's progress.

Instructional Strategies for Gifted -The School will offer various services to meet the needs of the gifted student based on the Educational Plan. These services may include but are not limited to:

- acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- ability grouping: (e.g. specialized gifted courses-as detailed below*, Real social skills development and/or counseling).

EP Plan Development: Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the give permission for testing.

Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs. The Gifted Eligibility Determination Form will be used to evaluate placement in the gifted program. The Plan B Matrix will include measures of intellectual functioning, academic performance, leadership, motivation, and creativity through the following means.

A multi-disciplinary committee of professionals will be established which will include a parent and may also be comprised of the classroom teacher, the teacher of the Gifted, an LEA representative, the school psychologist, an ESOL designee where appropriate, and other school staff who spend significant time with the student. The eligibility committee at each school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- The student's parents;
- The student;
- The schools' gifted coordinator;
- At least one teacher of the gifted program;

- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs;
- School psychologist; and
- Staffing Specialist

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will be individualized, measurable, and observable. The plan will include a statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results:

1. Statement of goals, including benchmarks or short-term objectives;
2. Statement of the specially designed instruction to be provided to the student;
3. Statement of how the student's progress toward the goals will be measured and reported to parents; and
4. The projected date for the beginning of services, and the anticipated frequency, location, and duration of
5. these services;

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted: The school will offer various services to meet the needs

- of the gifted student based on the Educational Plan. These services may include but are not limited to: specialized gifted courses (as detailed in the curriculum section of this application),
- acceleration,
- ability grouping,
- modifications of content through differentiated curriculum,
- Career exploration and goal setting integrated into the curriculum,
- curriculum compacting,
- enrichment,
- social skills development and/or counseling, and
- Real world immersion activities (i.e. science and social studies fairs, exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level CCSS and all applicable NGSSS, as adopted, opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for duration of 1 or 2 years as applicable to each case.

Timelines for EP meetings for students who are newly identified as gifted students shall include the following:

- An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction. Meetings for students already identified shall include the following:
- Development and revision of the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.

Evaluations: - The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be considered when reviewing and revising the plan.

Section 7: English Language Learners

The School's academic model will be designed to engage students in ways that ensure their preparation and acquisition of skills required of the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards). The programs will also be built around the expectation that the target population will be a diverse group of students. This will include English Language Learners (ELL). The School will support Broward County Public School's goal of providing effective and comprehensible instruction to English Language Learners (ELLs) in order to ensure that they gain both proficiency in English and mastery of the Florida Standards. The School will implement a program that allows for students to build their reading, writing, listening, and speaking skills in English. In addition, the School will ensure familiarity with and implementation of the provisions, guidelines, and recommendations outlined in documents that include but are not limited to the ***K-12 ESOL Program for Broward County Public Schools***. Familiarity with the Sponsor's provisions, policies, and procedures pertaining to Exceptional Student Education will be further maintained through meetings and information available on <http://esol.browardschools.com/>. Additionally, the School will follow guidelines and procedures detailed in the Sponsor's *Guidelines for Exceptional Student Education and English Language Learner Students PreK-12*: <http://www.broward.k12.fl.us/esol/Eng/ESE.html>.

The goal of the English Language Learners (ELL) Program will be to ensure that all students entering the School with varying levels of limited English proficiency will receive comparable and comprehensible instruction. This instruction will help these students to develop communicative and academic skills necessary for meeting the Florida Standards and Next Generation Sunshine State (NGSSS)-Common Core Standards (CCSS) (or any state approved/adopted standards). English Language Learners (ELL) will be required to have the same instructional time as non-ELLs for language arts/reading.

The School will follow the Broward County Public Schools' District ELL Plan* and will abide by the requirements of the LULAC et al. vs. State Board of Education Consent Decree (1990), which is the framework for compliance with federal and state laws and also addresses the civil rights of ELL students with regards to identification and assessment, equal access to appropriate programming and categorical and other programs for ELL students, personnel, monitoring issues, and outcome measures.

To that end, the School will service the English Language Learner (ELL) student populations as follows:

Identifying English Language Learners (ELL) Students: The School will use the district's ***Initial Classification Form*** to survey ALL parents upon initial entry (registration). Questions regarding same will also be included on registration forms. This process is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The survey of the Home Language will include three questions and will be given at the time of registration. The questions are as follows:

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

If a parent answers "yes" to one or more of the three aforementioned questions, then the student is assessed in English. Initial ELL testing is to be completed within first ten days of entry in the school, using the following assessment:

Comprehensive English Language Learning Assessment (CELLA) Assessment will be administered to students who have at least one affirmative response on the HLS. A grammatic assessment for mathematics will be given if the student places in ESOL 1-4.

ESOL Program Placement: The School will provide ESOL instruction in English and ESOL instruction in the basic core subject areas in accordance with the guidelines and procedures outlined by the current BCPS ELL Plan. For example, if the School has 22 or more ELLs in grades 6-8 classified as A1-A2, it will provide **sheltered instruction** in the Content Area using identified curriculum and materials. If the School has less than 22, it will provide **basic mainstream instruction** in the Content Area using differentiated instruction and identified curriculum, including clustering of students. If the school has 25

or more ELLs in grade 9 classified as A1-A2, it will provide **sheltered instruction** in the Content Area using identified curriculum and materials. If it has less than 25, it will provide **basic mainstream instruction** in the Content Area using differentiated instruction and identified curriculum, including clustering of students. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

Content-area instructional delivery models will include:

- BCC (Bilingual Curriculum Content/Optional)
- CCE/ESOL (Curriculum Content in English Using ESOL Strategies)

A student identified as ELL will be placed in two ESOL courses as applicable to the student's grade level and language proficiency:

1. English content course scheduled by grade level:

- 1002300 English Through ESOL 1
- 1002310 English Through ESOL 2
- 1002320 English Through ESOL 3
- 1002520 English Through ESOL 4

2. Language proficiency course scheduled by English Proficiency Level:

- 1002380L1 - Developmental Language Arts Through ESOL (Level 1 Reading)
- 1002380L2 - Developmental Language Arts Through ESOL (Level 2 Reading)
- 1002380L3 - Developmental Language Arts Through ESOL (Level 3 Reading)
- 1002380L4 - Developmental Language Arts Through ESOL (Level 4 Reading)

If levels need to be combined, the *Developmental Language Arts Through ESOL* placement may be in the best combination of mixed language level courses (ESOL levels I through IV- I/II; III/ IV).

Providing Support Services: English Language Learners will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. All teachers will identify ELL students and their respective ESOL levels to enable delivery of comprehensible instruction, for mastery of state standards. All teachers will utilize ESOL strategies (which they will document in their lesson plans) as well as alternative assessments appropriate for ELL students. Teachers will also utilize grading guidelines and report card comments as appropriate for ELLs. The School will follow guidelines detailed in the Sponsor's Student Progression Plan, as applicable to ELL students, for appropriate grade level placement, promotion, and graduation requirements of all students including ELL students.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans. Some of the ELL Strategies to assist

ELLs include, but are not limited to, the following strategies:

Identifying Similarities and Differences - Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts

Cooperative Learning - Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations

Nonlinguistic Representations - Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer

Questions-Cues-Advanced Organizers - Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions,

KWL

Home learning and Practice - Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, Sharing goals and objectives with parents, Praise efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.

Resources: Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Furthermore, the School Principal will commit to providing instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs)
- Teacher classroom goals and objectives are for mastery of standard
- Instructional delivery, not content, is modified to meet the needs of ELLs
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes
- All ELLs participate in statewide assessments – and FCAT accommodations are provided in accordance with State and District mandates and guidelines, which may include:
 - English to heritage language dictionary;
 - Flexible setting (parent must be notified prior to testing);
 - Flexible scheduling; and
 - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
- ESOL Department and Testing Chair attend all required District PDs
- Abide by Student Progression Plan, including provisions for ELL students.

Home Language Assistance Program: If the school has 15 or more ELL students speaking another language (per language group) other than English upon registration, the school will ensure that a linguistically qualified teacher or paraprofessional will be staffed to assist ELL students in understanding content instruction. (LULAC et al vs. School Board of Education Consent Decree). Teachers and paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences. Tutoring logs indicating services provided will be kept at the school by the administrator supervising the program.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups
- translating information
- interpreting test questions and homework assignments as appropriate
- helping students comprehend textbooks and other written materials.

ELL Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as a Progress Monitoring Plan (PMP) if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers of the student's ESOL language level
- Monitor student progression
- Establish meetings between the school, the parents, and the student to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting student progress
- Provide for parental and teacher involvement to ensure that the students are being properly serviced

- Provide for student exit from and reclassification into the program.
- Provide documentation for post program review for students who have exited the ESOL program

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder.

Parental Involvement: To promote parent and community participation in programs for ELLs, the school will invite parents to participate in district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding. At least one member of the EESAC must be an ELL parent or representative.

The ELL Committee: The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of: an administrator or designee, the ESOL teacher/coordinator, the home language teacher (if any), the classroom/subject area teacher(s), and a guidance counselor, or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

The ELL Committee will:

- Review instructional programs or progress.
- Address parental/teacher concerns.
- Review instructional program of former ELL (LF) students during the 2-year post-reclassification period with consistent pattern of academic underperformance.
- Handle Reclassification of former ELL.
- Review academic progress for Extension of ESOL services.
- Review all available data to consider exiting a student out of the ESOL program.
- Request evaluations/support from SST/RtI
- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English
- Convene meetings in a timely manner and record recommendations in the Individual WLEP Plan
- Maintain an ELL Committee log to detail the date, name of child, reason for convening a meeting, and the outcome of the meeting.

The Student Web-based LEP Plan (WLEP)/ ELL Plan will be updated annually by the principal's designee/ESOL coordinator.

The Comprehensive English Language Learning Assessment (CELLA): The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking as follows:

- Criteria used is two exams: CELLA and current state standardized exam or other exam approved by the Sponsor (formerly FCAT 2.0)
- Student must achieve scores at or above the Proficient Level on all four language acquisition components of CELLA
- There are alternate exit procedures as well; however, all must be based on two forms of assessment.

For example, the School's ESOL coordinator, in coordination with the teachers, will implement the aforementioned procedures to exit students from the ESOL program.

All ESOL students that EXIT during the school year will need to have an ELL Committee meeting. All relevant sources of data, including the CELLA will need to be reviewed by the ELL committee.

The Language Arts teacher will document former ELL student's progress in the student's ELL Plan using a Post-Program Review Report and a Post-Program Review Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting. WLEP plan will reflect the Student's current Language Arts teacher's employee number at time of monitoring. Post Program Review will be the responsibility of the Language Arts teacher, not the ESOL teacher. If student is not performing due to language deficiencies, student is referred to ELL committee. A decline of 1.0 in GPA requires ELL Committee review.

The school will monitor the student's progress via:

- report cards
- test scores
- classroom performance
- Benchmark Assessments
- Post Program Review Reports (as applicable)
- Standardized tests (as applicable)
- Student Case Management referrals (as applicable)

This information will assist schools in determining if student's progress as well as the school's effectiveness servicing the needs of its ELL population.

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

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ELL students receive the appropriate training.

The School will identify an ESOL coordinator who will have the responsibility of overseeing, training, and assisting staff in meeting the needs of the school's ELL population throughout the school year.

All instructional members will be trained and expected to:

- identify the students in their grade book and record the ESOL level next to each student's name;
- use appropriate lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments.

Additionally once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups,
- translating information,
- interpreting test questions and homework assignments as appropriate, and
- helping students comprehend textbooks and other written materials.

The ESOL program coordinator, who will serve as a staff contact person, will have the responsibility of overseeing/assisting staff in meeting the needs of the School's ELL population throughout the school year.

Professional Development - The School will offer on-site staff development opportunities for all staff to acquire the ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers. The School will work with its Sponsor in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements.

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

The School curriculum is designed to serve students of all ability levels, and the School will ensure that all students will be engaged in and benefit from the curriculum, including English Language Learners who enter the school below grade level. Any student in need of remediation for not making adequate progress towards mastery of the Common Core Standards will have access to supervised study time and tutoring services during school and non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in the English Language Learner's WLEP Plan, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance such as what is offered to non-ELL students, to ensure students are successful. Student performance will be continuously assessed and students not making adequate progress towards mastery of the standards:

- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding those ELL students who have been participating in the ESOL program for less than 2 years.) This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement.

This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes) to be implemented in order for the student to achieve the specified goals.

- ESOL/Reading strategies in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes.
- Before school tutoring and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

Section 8: School Climate and Discipline

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

The School will adopt, embrace, and implement an educational program and approach to classroom management and student discipline that are grounded in an unwavering commitment and fundamental belief that through focused and dedicated professional practices, a positively affirming educational environment strategically focused on improving student learning and literacy, and that promotes and maintains clearly delineated expectations for learning and behavior. For example, from the time of application, screening and enrollment, students and parents will be indoctrinated into a school culture of high expectations and clearly defined indicators and measures for acceptable behavior and learning in the classroom and throughout the school environment. The tone and tenor at the onset will be that which focuses on the improvement of student learning and behavior as the focus of the entire school. This will be done through both individual and group orientation and will be reinforced throughout the school year. These approaches and messaging will be facilitated through individual and group counseling sessions, assemblies, student announcements, and daily verbalized affirmations that reinforce a strong belief in oneself and a commitment to personal, academic, and social responsibility.

The School's planned and approach philosophy regarding student behavior will be reinforced amongst students, faculty, staff, and parent on a daily basis. Both will be introduced and emphasized at the onset and through the enrollment process through the assignment and use of Student Success Teams to work with students individually to determine their academic needs and personal goals. Once the interview and enrollment process is completed, students will be assigned to a Student Success Team in which they will assist in the development of an individualized Personal Improvement Plan to set academic, behavioral, and personal goals. The Student Success Teams will work with students throughout their enrollment to support the attainment of their goals. Students that have fallen behind and are at-risk of dropping out of school need continuous assistance and support, often in the area of discipline, for learning and life-long success. To assist them, the School will use Student Success Teams to facilitate student transition into the school, discuss and clarify behavioral, and develop, monitor, and implement an individualized plan to ensure that behavioral and learning expectations are met.

The School's philosophy is one that expects that students will be responsible, respectful, and resourceful learners and able to realize their maximum potential in safe, orderly, and nurturing environment. The provision and maintenance of a safe and orderly learning environment will remain a priority of the School. The School also feels that when students behave in a respectful, responsible and safe manner, they learn and achieve at higher levels and develop into responsible citizens. Student behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated. The School's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. The School will adopt a proactive and positive approach to classroom management.

The Schools' process that supports its philosophy will include:

- Self-Reflection – If student behavior is irresponsible, the school staff will reflect on what they can do to help the student.
- Utilization of Data – Objective information about behavior is important in planning and making decisions about behavior.
- Structuring for Success – All school settings should be organized to promote successful behavior from students.
- Collaboration – Helping student behave responsibly is a shared responsibility of all school staff members.

The Schools' Belief includes:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Staff members should encourage motivation through positive interactions and building relationships with students.
- Student misbehavior provides a teaching opportunity.

Additionally, the School's philosophy will be grounded in the following beliefs, actions, and expectations:

1. Teachers will establish major goals (instructional and behavioral) that they would want to be accomplished by the end of each academic year.
2. The development and plan to actively share with the students that describe basic attitudes, traits and behaviors that will help students be successful in the classroom and throughout their lives.
3. High positive expectations will be expected for the success of all students.
4. The School will build positive relationships with the students' families (parents, guardian, and grandparents) by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year.
5. Adults in the school will remain and conduct themselves as such and demonstrate professionalism at all times.
6. Develop an understanding of fundamental behavior management principles so that effective decisions and appropriate actions help the students learn to behave responsibly.
7. Every teacher's classroom management plan will reflect clear organization and structure around teaching and learning.

As students of the School and thereby students in the Broward Public School System, each student will be required to abide by the Sponsor's **2013-2016 Code of Student Conduct**. <http://bcps.browardschools.com/codeofconduct.asp>. Proper and appropriate student conduct will be recognized whereas behaviors categorized as Levels I-IV as per the District's Code of Student Conduct will be handled according to the said consequences in the Code of Student Conduct. Whenever necessary and appropriate a child study may be convened to create a plan of action for addressing a learner's behavioral challenges as a means for intervention and assistance rather than mere punishment for repetitive negative behaviors that may be addressed through assistance and intervention.

The School will solicit parental involvement and encourage them to play an active role in fostering a positive school environment with clear, delineated rules and expectations. The School believes that it is in the student's best interest that parents and staff work together to ensure that students are provided with a safe, engaging learning environment that prepares them for success.

Positive Behavior Support (PBS)

Students in the Leadership Academy for Academic and Personal Achievement will participate in the Positive Behavior Support (PBS) process. PBS is a process for designing individualized behavioral intervention plans based on understanding relationship between a student's behavior and aspects of his or her environment (i.e., acquired through a functional behavioral assessment). Plans will include modifications to the environment; teaching skills to replace problem behaviors; effective management of consequences; and the promotion of positive life-style changes.

In order to further ensure that the School remains committed to its mission of addressing the needs of and developing the "whole child," it will engage the support and partnerships of agencies and organizations that support and share this mission. Agencies that support the development and enhancement of youth will be sought after for partnership through career days, open houses, and community meetings.

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

The School will ensure that students abide by the most current version of BCP's **Code of Student Conduct** and the school's behavioral and learning expectations. Familiarity with the Sponsor's provisions, policies, and procedures outlined in the Code of Student Conduct will be further maintained through meetings and information available at

<http://bcps.browardschools.com/codeofconduct.asp>. The School will develop and incorporate the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. Parents and student will be required to read, discuss, and accept the policies. In accordance with the **BCPS Code of Student Conduct**, the most appropriate disciplinary action taken by the School's officials will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

The following is a sample of classroom consequences in an effort to curb classroom misbehavior, in a progressive manner to avoid misbehavior that disrupts the orderly operation of the classroom:

Classroom Consequences:

1st Consequence – VERBAL WARNING

2nd Consequence – DETENTION

3rd Consequence – PARENT CONTACTED/REFERRAL NOTE SENT HOME

4th Consequence – REFERRAL TO ADMINISTRATION

Administrative Consequences*:

1. Administrative Detention

2. School Center for Special Instruction (SCSI) - Indoor Suspension

3. Detention – Alternate to Outdoor Suspension

4. Outdoor Suspension.

***Severe Clause**-Any Group III- group V Violation (i.e. Fighting, Drugs, Bullying) will result in immediate suspension from school. The administration reserves the right to apply severe disciplinary actions including recommendation for placement into an alternative education setting.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment is prohibited by any member of the school staff and extends to parents or guardians on school grounds.

National origin minority or English Language Learner (ELL) students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act which may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if possible. Some of the disciplinary actions that may be utilized (in accordance with the **BCPS Code of Student Conduct** include:

- Removal from Class
- Assignment to School Center for Special Instruction (SCSI)
- Peer Mediation
- Other Alternatives (e.g. after-school detention Saturday school, etc.).

Suspension:

The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct that jeopardizes the safety of students, faculty, and/or staff, and/or severely takes away from a student's right to learn. Suspension from school can also be issued for Level II behaviors beginning with one day of suspension, and possibly increasing the days of suspension in accordance with the severity of the violation/infraction of school policy. School site administrators may take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed (within five days of returning to school) during a period of suspension may result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time (typically within three days) the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received.

Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Bullying & Harassment Policy

It is the policy of the School, in accordance with the policies of Broward County Public Schools regarding Bullying and Harassment, that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The School will not tolerate bullying and harassment.

Bullying means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.

Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
3. Has the effect of substantially disrupting the orderly operation of a school.

Cyberstalking is defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying is defined as the willful and repeated harassment and intimidation of an individual through the use of electronic mail or electronic communication with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Zero-Tolerance Policy

The School Board enforces the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights.

This policy requires the school district to impose the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts, such as homicide; sexual battery; aggravated battery on non-school personnel; assault or battery on a teacher or other school personnel; kidnapping or abduction; arson; possession, use, or sale of any firearm; and possession, use, or sale of any explosive device on school property, on school-sponsored transportation, or during school sponsored activities.

Dismissal or Recommendation for Expulsion: In accordance with the *Code of Student Conduct*, the School's Principal may request the School's Governing Board vote to recommend to the Broward County Superintendent that a student be expelled, after a hearing where due process has transpired. The principal of the School may request the Superintendent consider this action when the School has exhausted less severe administrative disciplinary action, or when the School has considered those alternatives and rejected them as inappropriate in the given situation.

Only the Sponsor can expel a student from a Broward County Public School, and therefore regardless of any recommendations made by the Governing Board of the School, the decision to expel lies only with the School Board of Broward County.

The School's Code of Conduct, as referenced herein, reflects current policies and procedures adopted by the BCPS. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Code of Conduct, as amended from time to time.

II. ORGANIZATIONAL PLAN

Section 9: Governance

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

The School will be organized and operated as a non-profit organization and will provide the Sponsor required documentation pertaining thereto such as Articles of Incorporation, 501(c)(3) documentation, as well as financial forms required by the Internal Revenue Service which will be prepared by a Certified Public Accountant. The Florida Not For Profit Corporation Act governs the formation, operation and dissolution of nonprofit corporations in the State of Florida. The nonprofit corporation will attain its separate legal status through the filing and approval by the Department of State of the State of Florida, Division of Corporations. The articles of incorporation, in essence is the contract between the state and the nonprofit corporation in which the State of Florida grants individual legal status to the corporation in exchange for the corporation's commitment to follow its rules. The School's nonprofit corporation will be managed by its Board of Directors and operated by its officers.

The Board of Directors will be the governing authority and the policymaker for the School. The Directors will be responsible for developing and carrying out the mission of the corporation, which includes determining the organization's vision and direction as well as ensuring the availability of resources. In carrying out their duties, the Directors will fulfill their duty to ensure that the corporation act within the authorized powers of the corporation.

Mission and Strategic Planning

The Board of Directors will be the governing authority and the policymaker for the School. The Board of Directors will be responsible for developing and carrying out the mission of the corporation, which includes determining the organization's vision and direction as well as ensuring the availability of resources. The organization's mission statement and organizational goals must be consistent with the law and within the corporation's authorized powers. In carrying out their duties, the Board of Directors will fulfill their duty to ensure that the corporation act within the authorized powers of the corporation. The Board of Directors will undertake a periodic review of the corporation's mission and strategic plan to ensure that they are compatible with the organization's vision, direction, and resources, as well as in compliance with the law.

Organizational Structure

The Board of Directors will develop an appropriate structure for the organization that will enable it to achieve its vision. A three to seven member Board of Directors will govern the School in accordance with the charter contract, by-laws, articles of incorporation, Board Policy manual and the state statutes. In order for the structure of an organization to be effective, the Board of Directors must develop proper and legal procedures for Board of Directors' and members' meetings. The Directors will ensure the proper and legal approval of resolutions and approvals, e.g. proper incorporation. The Board officers will consist of a President, Vice President, Treasurer, and Secretary. The membership will consist of a highly talented group of individuals with relevant professional experience and a demonstrated commitment to action. The Board of Directors will ideally consist of an odd number of individuals, numbering between three (3) and five (5), each serving a term of three (3) years. The Board of Directors will hold monthly meetings and will be available for special meetings as necessary.

The Role of the Board

In addition to understanding the corporation's goals, structure, and activities, Board of Directors will understand the role of the Board and their duties as Board of Directors. The Charter School's Governing Body's foundation will be supported by written policies and procedures reviewed and modified at the Board's annual meeting. The Board of Directors will develop a Board Governance Policy Manual and a Code of Conduct for Board members to give the Board of Directors guidance for how to proceed under various circumstances that might arise and ways in which the Board of Directors may discharge their duties.

The Board of Directors will develop a Conflict of Interest policy to assist the Board of Directors to discharge their duty to avoid conflict of interests so that expectations of Directors in the event of conflict of interest are clear both to the directors themselves, to members or other stakeholders, or to the public.

The Board of Directors will establish periodic review and audit procedures for the corporation's policies and assessment and control systems will enable a pro-active approach to emerging issues and challenges or to changes in the legislative or operating environment of the corporation.

The Board of Directors needs to ensure their continuous education with regard to the activities of the corporation, relevant legislation, and the industry within which the organization operates. The Board of Directors will receive governance training in accordance with the Florida Department of Education governance training rule (6A-6.0784) providing a core base of knowledge about the Board's roles and responsibilities and Florida charter school law. Governing statutory obligations, legal liabilities, organizational documents, policies and procedures, financial responsibilities, government law, Florida Sunshine Law, public records law, conflicts of interest and ethics and running effective meetings are training subject matters. Through training, the Board of Directors will maintain a keen awareness of the latest charter school developments and local laws, making them well suited to serve as community advocates for the School.

Fiscal Responsibility

Fiscal responsibility is a very important part of ensuring that a corporation can meet its goals and objectives. Even if management runs the day-to-day affairs of the corporation, the Directors are ultimately responsible for establishing and maintaining fiscal responsibility in order that the Board of Directors may discharge their duty to manage and protect the assets of the organization. The Board of Directors will establish a budget, monitor and control expenditures, and maintain proper accounting books and records. Directors must exercise proper management of the assets of the corporation, investing them appropriately if necessary.

The Board of Directors will be charged with maintaining sound fiscal management and continuously evaluating the School's financial position. In accordance with the Florida law, the Board of Directors will contract with an independent entity to conduct an annual audit to ensure that financial resources are properly managed. The Board of Directors will also contract with a Certified Public Accountant to ensure that all financial records are maintained in accordance with the state's accounting manual "Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook)" or in accordance with the generally accepted accounting standards for not-for-profit organizations using state prescribed accounting codes. All transactions will be posted to the general ledger and supporting documentation will be properly filed and retained. As the authorized signatories, the Board of Directors consider if expenditures are proper and reasonable and evaluate whether budget estimates are accurate or need to be adjusted throughout the school year. All expenditures will require approval by the Board.

Transparency and Communication

The Board of Directors is responsible for communicating to members, stakeholders and the public about the affairs of the corporation. In order to ensure effective communication, the Board of Directors will meet regularly, establish a complaint and grievance procedure, keep proper minutes and corporate records, and respond appropriately to requests for information in accordance with the Board's policy.

Effective communication from the Board of Directors to its members, stakeholders and the public and the establishment of appropriate means for the latter to be heard will ensure the ability of the Board of Directors to respond appropriately to issues that may arise and to evaluate the corporation's mission and goals. The parents and general public will receive notice of each routine public meeting and the information being discussed and are encouraged to participate.

Educational Program Assessment

The Board of Directors will evaluate the School's viability including but not limited: to implementation of policies and procedures, financial accounting, curriculum, school success indicators, adequate yearly progress, enrollment, retention, attendance, behavior, credits earned, and parent/student satisfaction, withdrawals, suspensions, and dismissals. In addition, the Board of Directors will review the school leadership team as necessary and monitor professional development, school calendars and master scheduling.

The Board of Directors will determine the effectiveness of instructional programs and class offerings and monitor implementation of Florida's Continuous Improvement Model. The Board of Directors will continually assess the School, analyzing student and school performance data and make data-driven decisions on behalf of the students.

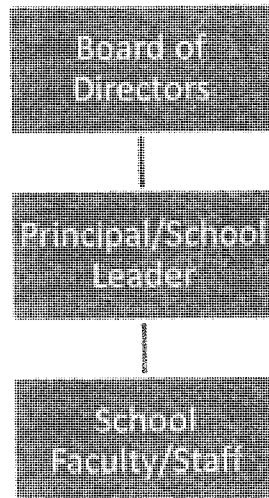
Planning for the Succession

The Board of Directors will also be charged with planning for the succession and diversity of the Board of Directors. One of the main benefits of incorporation is longevity; a corporation is not contingent on the availability or capacity of its members. In appointing new Directors, it will be important to ensure the diversity of the board, making sure that the Directors bring a variety of useful and relevant expertise to the operations of the corporation. New Directors need to be given appropriate orientation to the organization and its governing documents, structure, and activities, as well as the duties of Directors. Existing directors need to be continually reminded of their duties, as well as to keep up-to-date with changes in the law that is relevant to the operations and governance of the organization.

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.

Below is a sample organizational chart reflecting the proposed relationships between the governing board and the School staff. The Board of Directors has had and shall continue to have the responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies.

The day-to-day operations of the School will be in the hands of the Principal, an individual hired by the governing board or its designee with experiences that make him/her qualified to assume the duties as an instructional leader and school manager. The Principal will interview and hire staff, serve as the building-level leader, and will supervise all staff employed at the School site. The Board of Directors or its designee will evaluate the administrator at minimum on an annual basis.



Roles and Responsibilities

The relationship between the Board of Directors of the school and its School leader will be vitally important to the wellbeing and effective functioning of the school. The working relationship developed between the School leader and Board of Directors will be central to building a cohesive leadership within the school. Emphasis on the importance of building a positive partnership within clearly identified structures and processes and the need to provide support to the School leader in his/her role will be paramount.

The effectiveness of this partnership is dependent upon a positive, trusting and strong relationship which is mutually supportive, critically honest and challenging. The Board of Directors has the ultimate responsibility for the establishment of policies of a strategic nature and must ensure that it acts to protect the ethos of the school.

In meeting this responsibility, the Board of Directors must address the following:

- The provision of the resources needed for the school to function efficiently and effectively;
- Planning for the future of the school
- Monitoring the progress of the school; and
- Evaluating the performance of the Principal.

The Board of Directors therefore, is the policy maker and delegates to the School leader the responsibility of running the school. It is good practice to ensure that these delegations are clearly articulated and documented to protect both the Board of Directors and the Principal. Relationships between Board members, the Chair and School leader are dependent upon the various parties being well acquainted with policies that clearly outline their roles.

Reporting Structure to the Board of Directors

The Board of Directors is responsible for setting policies for its staff members. The Board of Directors employs the School leader, to whom it delegates responsibility for the administration of the school. The Principal of the school manages the staff, using policies approved by the Board. Staff members are accountable to the Principal of the school, through whom all communication to the Board of Directors will be channeled.

The Board of Directors is responsible for setting employment policies for its staff members. The Board of Directors maintains an Employment Handbook (See Appendix D) and revises as needed. This handbook is given to each new employee at date of hire.

The Role of the Board of Directors in Relation to the School Leader

The Board of Directors has a number of key roles in relation to the Principal, including the following:

Selecting the new school leader

This requires the Board of Directors to provide appropriate brief detailing the personal qualities and qualifications to best fit the school culture and the skills and experiences required to meet the current and future expectations of the school community.

Evaluation of the School Leader's Performance

Performance appraisal is a useful way for the school leader to demonstrate his/her abilities to achieve the directions jointly set with the Board. Appraisal can be used to provide feedback on the performance of the school leader; identification of further professional development needs and whether the employment contract of the school leader will be renewed. The termination of a school leader's employment is a difficult decision; however on limited occasions it may need to occur in the interest of the school. This evaluation may be undertaken by a variety of methods including the use of an external consultant, the Chair, or a small group of the Board of Directors. The school leader will be evaluated annually based on the requirements of SB 736 which ultimately links evaluation rating to student learning and academic growth.

The School Leader as Lead Educator

The School leader is the leader of the school and has responsibility for the on-going management and delivery of the educational offering of the school within the context set by the Board. The Board can delegate to the School leader freedom of operation in the discharge of these responsibilities and this is balanced by an obligation on the school leader's part to share with members of the Board all that they should know about the state of the school. The school leader should always work within the parameters of the policies set by the Board. If the school leader considers that a change of policy should occur, then this matter can be brought to the Board for discussion and resolution.

Building a Co-operative Relationship

In the leadership of an organization as complex as an independent school, there must be elements of collaboration and co-operation between the Board, Chair and Principal. The success of this approach depends very much on building a professional relationship between the Chair of the Board and the Principal. This can be achieved without compromising the discrete responsibilities of governance and management. Both the Chair and the School leader need to understand each role and to realize that operating in isolation will be counterproductive to enhancing a productive relationship. Setting strategic direction is an example of an area where members of the Board and the School leader should work closely together. This involves working together to develop, monitor and modify the school's long term strategic plan and to ensure that the school's financial and infrastructure planning reflects the overall plan.

The School leader bears the major load of responsibility within the school as its educational leader and no doubt will also appreciate the confidence, support, and encouragement of members of the Board. A receptive and supportive Board can provide a readily available resource for the Principal. At the same time the Board has a responsibility to ensure the School leader is fulfilling the delegated responsibilities; on some occasions this could involve discussion of possible changes in approaches by the School leader or in some limited circumstances the future employment of the School leader with the school.

Reporting to the Board by the Principal

The Board will convey to the School leader the requirements for reporting to the Board (topics, schedule, format etc). These reports will be frank and honest and relate predominantly to the functions of the Board. The Board should be alerted to any issues that may have significant implications for the school. The School leader will be a valuable source of information and advice about the context in which the school operates and in setting future directions for the school.

The School leader and Board of Directors are key sources of leadership within a school. A positive and professional relationship between the Board and Principal will be critical in developing a cohesive approach to the leadership of the school. The challenge is to establish and maintain a relationship between the parties that facilitates achieving the strategic directions identified for the school and when required to openly discuss any barriers or issues to achieving those objectives.

The Board's Relationship with the School Leader and Staff

BOARD OF DIRECTORS: Sets and reviews personnel policies; Hires and supports the charter school Administrator; Evaluates the principal's performance; Establishes vision, mission, core values, and major goals for school; Relies on school leader to create work plan for achieving organizational goals; Assesses compliance / progress in achieving educational goals and other outcomes delineated in strategic plan and charter contract; Assures long-range commitments of resources; establishes a fund development plan.; Reviews and approves all major grant proposals; Supports all fund raising efforts; Approves annual budget; Reviews financial reports (balance sheet, income statement, etc.); Ensures that proper internal controls are in place; Develops risk management policies and ensures their enforcement; Insures that adequate insurance is in place; Ensures that educational programs are consistent with the school's mission and charter; Reviews strategic work plan and progress towards achieving goals; and Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract.

SCHOOL LEADER/STAFF

Implements personnel policies; Recommends changes in personnel policies to the Board; Hires and evaluates all other staff; Participates in establishing strategic direction; Develops organizational work plan based on the strategic direction as determined by board and the educational outcomes outlined in charter contract; Develops reporting system to track progress towards achieving organizational goals. Assists in fund development efforts; Collaborates with the Finance Manager in developing grants and other funding applications; plans and supports fund-raising events Provides input to the Finance Manager/ Certified Public Accountant in developing the annual budget with input from staff; Implements proper financial controls in the school; Develops specific programs, objectives and tasks based on mission and vision; Develops and implements program evaluation; and Informs Board on progress towards achievement of goals.

In addition, control procedures will be established to strengthen the school's internal control structure and thus safeguard the entities assets. Duties will be segregated in which no one person should control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation and related duties would be segregated.

- C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
- a. Adoption of annual budget
 - b. Continuing oversight over charter school operations

The powers of the Board of Directors will be set forth as set forth in its Bylaws which are included in the Appendix D.

The School's governing body will oversee the direction of the Principal, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

Adoption of Annual Budget

The Board of Directors will adopt an annual budget during the Board's annual meeting that is aligned with the charter school's vision and goals and enables the charter school to meet its fiscal obligations. The school's budget should be balanced and suitably account for program needs. The school's Finance Manager will submit a budget and cash flow projection and revised budgets to the Board of Directors annually and when a material change in the school's program occurs (e.g. enrollment increase/decrease, change in facility). The Board will review each budget submission and assesses the overall reasonableness of the assumptions. The budget establishes the school's spending priorities and the spending authority needed to operate the school.

It is rare that a budget does not require some adjustment during the school year. At a minimum, a school is expected to make adjustments to its budget when material variances become known. Material changes to the overall spending level, either increases or decreases, should be approved by the school's board of trustees. With the exception of material changes to the school's program, the school is not required to separately submit revised budgets to the Board.

The need for a cash flow projection is needed to be sure that outflows do not exceed inflows during the year. An effective budget is one that is both based on reasonable assumptions and perhaps more importantly, realistically anticipates the timing of actual cash inflows and outflows.

The major assumptions that each school's budget is built upon are the following: projected enrollment and student needs, staffing, the level of wages and benefits, and facility costs. The rest of the budget must account for essentials and the program priorities of the school. The budget will represent trade-offs between what is needed and what can be afforded. The Board of Directors must prioritize to make the budget meet the needs of the school program. The budget development procedures will ensure input is received from all key stakeholders and results in a full consideration and timely approval by the Board of Directors.

Operating pursuant to a long-range financial plan is critical since the financial decisions made today also impact the future of the school. The Board of Directors will not require multi-year budgets annually, however it will certainly be in the school's best interest to maintain and update a rolling fiscal plan that extends at least through the term of the charter.

As a result, review of the annual budget and cash flow projection by the Board of Directors is limited to the following: timeliness, accuracy and reasonableness. Failure to prepare and approve the budget in a timely manner is a red flag and a possible indicator of significant management deficiencies.

Mathematical accuracy is a bare minimum requirement and one that all schools should achieve without question. The issue of reasonableness is more complex and is best determined at the school level. However, the Board's analysis is intended to identify possible significant erroneous or unreasonable

assumptions that may put the school's financial health in peril. This analysis tends to focus on the following areas with an eye toward consistency with the school's program and history:

- Enrollment is reviewed for consistency with the charter and reported requirement efforts;
- Types and amounts of revenues are reviewed for historical consistency, other known information; and
- A vertical analysis of expenses will be conducted that focuses on salaries and employee benefits, occupancy, insurance, professional services, materials and capital expenses.

The requirement for a cash flow projection is one that is unfortunately often misunderstood and as a result, some schools do not make a determined effort to provide an accurate estimate of its inflows and outflows. Failure to estimate cash inflows and outflows is the equivalent of living paycheck to paycheck - an irresponsible way to run a school. For schools with strong cash reserve positions, the need for the cash flow projection may be limited to assisting the school in timing when cash will be needed versus when it can be invested to maximize interest income. However, the primary use of the statement by the Board of Directors is to get a sense whether the school will remain solvent through the year. The review of the cash flow projection is focused on the monthly net inflows and outflows and looks particularly for significant deficits and whether such shortfalls can be covered by previously accumulated and available (in the form of cash) net assets or access to a line of credit. The timing of specific items of revenue and expense are scrutinized for reasonableness. The following will be included:

- 5% administrative fee to school district
- Salary/benefits
- Facility costs
- Renovations to facility
- Utilities (electric/phone, initial service and ongoing monthly fees)
- Insurance (professional liability, general property and fire)
- Textbooks/curriculum materials
- Computers
- Transportation
- Food service
- Contracted services (counseling, special needs, computer repair, etc.)
- Accounting services
- Legal Services
- Educational Service Provider
- Audited financial report
- Custodial services
- Printing – brochures, student handbooks, etc.
- Advertising
- Supplies (office/classroom)

The Board of Directors expects sound fiscal management from the administration. The School leader will administer the adopted budget in accordance with Board policies and accepted business practices. The Board of Directors shall monitor financial operations so as to ensure the charter school's fiscal integrity and accountability. The Finance Manager will complete all required financial reports, facilitate

the independent audit process, recommend financial plans for meeting program needs, and keep the Board informed about the charter school's fiscal operations at monthly board meetings.

Whenever revenues and expenditures change significantly throughout the year, the Finance Manager will recommend budget amendments to ensure accurate projections of the charter school's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, charter school income declines, increased revenues or unanticipated savings are made available to the charter school, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections.

The Board of Directors recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the charter schools vision, goals, and priorities. The charter school budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the charter school. The Board of Directors will establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law.

The Board of Directors is committed to developing and maintaining finance policies and procedures that ensure sound internal controls, finance responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP); adherence to the Governmental Accounting Standards Board (GASB) rules and regulations; adherence to applicable State and Federal rules and regulations; and use of the uniform chart of accounts for Florida schools, known as the Red Book, incorporated by reference in Rule 6A-1001, Florida Administrative Code, pursuant to the requirements of Sections 237.01-02 F.S. As a not-for-profit organization, the Board is entrusted with funds granted by government agencies, private foundations and individual contributors and must adhere to the highest of standards of accounting. At a minimum, the Board will adhere to the financial policies and procedures outline herein.

Continuing Oversight Over Charter School Operations

The Board of Directors recognizes its ongoing responsibility to ensure that the charter school is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the school. Continuous oversight by the Board of Directors will be necessary to ensure the charter school is in compliance with all applicable laws, regulations and charter provisions.

	Governing Board Oversight
Governance	<p><u>Organization:</u> The Board of Directors will be duly constituted (e.g., as a non-profit corporation) in accordance with its charter.</p> <p><u>Governing Board Establishment:</u> The Board of Directors will be established and maintained in accordance with law and with the charter (to the extent the charter does not conflict with law).</p> <p><u>Board of Directors Meetings:</u> The Board of Directors will meet regularly and the meetings shall be held in accordance with applicable provisions of law,</p>

	<p>including, but not limited to, the appropriate recording of all actions taken.</p> <p><u>Board of Directors Activities:</u> The Board of Directors will maintain active and effective control of the charter school.</p> <p><u>Administration:</u> The Board of Directors shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school in accordance with the charter.</p>
<p>Educational Program</p>	<p><u>Curricular and Instructional Plan(s):</u> The Board of Directors shall adopt a curricular and instructional plan that is consistent with the charter and provides necessary guidance regarding what is to be taught, how it is to be taught, and the degree of latitude faculty and staff have in delivering the specified curricula.</p> <p><u>Instructional Materials and Tools and Professional Development:</u> The School shall have sufficient instructional materials, other instructional tools, and professional development necessary for the faculty and staff to implement the curricular and instructional plan.</p> <p><u>Special Education:</u> The School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The charter school shall provide special education programs and services for students with exceptional needs in accordance with their IEP to ensure that special education programs and services are properly delivered.</p> <p><u>Other Specialized Instruction</u> To the extent that specialized programs and services (such as programs and services for students who are achieving significantly above or below grade level or students who are English learners) are provided, the charter school's Board of Directors shall approve policies and directives that make it clear how students will be identified for these programs and services and what the nature of the programs and services will be. The governing board's policies and directives shall reflect any applicable laws.</p>
<p>Students and Families</p>	<p><u>Student Selection:</u> School shall follow the provisions of the charter, applicable law, and the policies and directives of the charter school's Board of Directors consistent therewith relating to the application, selection, enrollment, and admission of students.</p> <p><u>Student Achievement:</u> The School's students shall participate in the standardized testing in accordance with law, and shall measure student achievement in accordance with other means as may be consistent with the charter, required by law, and in keeping with the policies and directives of the charter school's governing board.</p>

	<p><u>Outreach to Parents (Guardians).</u> The School shall have effective outreach efforts to parents (guardians) to inform them of legal rights, the charter school's policies affecting students and families, and to enhance their involvement in the students' education.</p> <p><u>Survey:</u> The School shall annually survey parents (guardians) regarding the charter school's educational program involvement in the students' education.</p>
<p>Faculty and Staff</p>	<p><u>Qualifications:</u> All faculty and staff shall be credentialed or otherwise qualified for the positions for which they have been employed in accordance with the charter, any applicable provisions of law, and the policies and directives of the charter school's governing board.</p> <p><u>Clearances:</u> All faculty and staff shall have received any clearances necessary for the positions for which they have been employed in accordance with applicable provisions of law (e.g., fingerprint clearance).</p> <p><u>Training:</u> All faculty and staff shall have received any specific training required by law or by the policies and directives of the charter school's governing board.</p> <p><u>Qualifications:</u> All faculty and staff shall be credentialed or otherwise qualified for the positions for which they have been employed in accordance with the charter, any applicable provisions of law, and the policies and directives of the charter school's governing board.</p> <p><u>Professional Development:</u> All faculty and staff shall have received any specific training required by law or by the policies and directives of the charter school's governing board.</p>
<p>Facilities</p>	<p><u>Sufficiency of Facilities:</u> The School shall acquire and maintain facilities sufficient to accommodate its operations consistent with the Charter.</p> <p><u>Adequacy of Facilities:</u> The School shall ensure that its facilities have received all necessary clearances from applicable local government agencies (e.g., certificate of occupancy and fire marshal clearance) for operation as a school. The facilities shall be clean, safe, and well maintained.</p> <p><u>Structural Soundness of Facilities:</u> The School shall ensure that its facilities are sufficiently structurally sound to be used in keeping with applicable provisions of law for the operation of a school.</p>
<p>Finance</p>	<p><u>Budget:</u> The Board of Directors will adopt a preliminary budget for the year that is based upon reasonable revenue and expenditure projections, is consistent with the charter, reflects any provisions of applicable law, and contains a prudent reserve. The Board of Directors shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve. A prudent reserve shall be regarded generally as the reserve required by law, recognizing that it may take a reasonable period of time for the charter school to build up and then</p>

	<p>maintain that level of reserve on a continuing basis.</p> <p><u>Audits:</u> The School shall arrange for audits to be conducted in accordance with applicable provisions of law. The charter school shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.</p>
Business Management	<p><u>Business Management:</u> The School shall have reasonable plans and systems to manage its business affairs efficiently and effectively (including, but not limited to, payroll, purchasing, grants, contributions, and other financial transactions; inventory; and other personnel-related matters. The charter school's plans and systems shall include both reasonable internal controls to ensure sound financial practices and clear delineations of responsibility for the various aspects of the charter school's business affairs.</p> <p><u>Insurance:</u> The School shall obtain and maintain insurance for all purposes (e.g., fire, theft, liability, errors and omissions, workers' compensation) consistent with the district requirements.</p>
Support Services	<p><u>Support Services:</u> The School shall provide support services consistent with the charter, applicable requirements of law, and the policies and directives of the charter school's governing board.</p>

- D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

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. See Appendix D.

The powers of the Board of Directors will be set forth as set forth in its Bylaws which are included in the appendix.

The School's governing body will oversee the direction of the Principal, supervise audits and business practices, and be responsible for handling complaints concerning the operation of the School. Under no circumstances shall the governing body delegate these responsibilities to any private, for-profit entities.

The Board of Directors has had and shall continue to have the responsibility for setting the mission, vision, and values of the School as well as determining or approving School policies. The School's governing body will annually adopt and maintain the School's official operating budget and exercise oversight over the School's operation. In exercising its oversight and maintaining the budget, the governing body shall provide for a balanced general operating fund.

The governing body shall review the School's monthly financial statements and the performance of school administration at regular intervals. It shall be the governing body's responsibility for ensuring retention of a CPA or auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan, and monitoring a financial recovery plan in order to ensure compliance.

The Board of Directors also may assess the School, the educational program's successes, and areas in need of improvement. The Board may be involved in analyzing alternatives and additions to the program by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the School will continue to consistently and effectively serve our student population.

All board members shall provide to the Sponsor proof of background clearance in compliance with the Jessica Lunsford Act. No members of the School's Governing Board will receive financial benefit from the School's operations, and all members and employees shall comply with the provisions outlined in Part III, Chapter 112 of the Florida statutes. No employee of the School or of the management company operating the School will be a member of the School's Governing Board.

Board Bylaws will be included in Appendix D.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

The Board of Directors has come together from volunteers who have diverse experiences with education, children with special needs, business management, finance, human resources, and other backgrounds which have proven helpful in the organization of the corporation. Expertise will be sought and additional board members recruited to ensure that skills and strengths not currently found within the board will be tapped from the local community. It is anticipated that the founding board members will initially remain as the School's governing board.

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

Current founding board members will be responsible for recruiting and approving of new board members to ensure that the mission, vision, and values of the School remain constant.

Founding and new governing board members will be provided with an orientation and training made available through a partnership with Christopher Norwood, a qualified legal representative and consultant specializing in charter schools. All board members shall participate in a 4-hour governance training session which will include but not be limited to the following topics:

- Government in the Sunshine
- Conflicts of Interest
- Ethics
- Financial Responsibility
- Review of existing school policies

- Overview of Roles and Responsibilities of board members

In accordance with Rule 6A-6.0784 (1) (b), FAC, after the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three (3) year period thereafter, complete a two (2) hour refresher training on the first four (4) topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period will take the four (4) hours of instruction again in order to remain eligible as a charter school board member.

- 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.**

Dorothy Davis

Ms. Dorothy Davis is retired public administrator. She holds a Master's Degree in Social Work (MSW) from Barry University and a Bachelor of Arts (BA) from Clark-Atlanta University. She served thirty-three years for agencies at the local, state, and federal level that included the Department Director for the Miami Community Action Agency, Miami-Dade County Department of Housing and Urban Development. She has served as President of the local Chapter of the National Council of Negro Women and is an active member of Delta Theta Sorority, Inc. and the League of Women Voters, Inc.

Ildiko Matchus

Ms. Ildiko Matchus is a retired educator of the Miami-Dade County Public Schools, who after retirement and due to her love and commitment, returned to her passion as a Media Specialist. Ms. Matchus brings a wealth of experience as an educator who has served as a teacher and media specialist. Born in Hungary and escaped with her family at the height of the revolution, she has been an educator since 1971, having taught at all levels within the public and private sector. Ms. Matchus served as department head and chaired numerous committees throughout her career. As part of her union affiliation, she represented Broward at state conventions and served as a recruiter for MDCPS, traveling out of state. She holds a B.A. from the University of Florida and a M.Ed. and Specialist from Nova Southeastern University. Affiliations include Delta Kappa Gamma Sorority, Louie Bing Scholarship Fund, Inc., Broward Parent Teacher Student Association, Dade County Media Specialists Association, and Dade Reading Council.

Jerry D. Sutherland

Officer Jerry D. Sutherland is currently a decorated City of Miami Police Officer. He also serves as the Senior Pastor/Teacher of Sunrise Missionary Baptist Church. An active member of the community, Officer Sutherland also enjoys his leadership and service as the President/CEO of the South Florida Seahawks, a semi professional football team and Governing Board member of the Stellar Leadership Academy. His affiliation with organizations include: International Free & Accepted Modern Masons Inc. & Order of the Eastern Star, Florida East Coast Baptist Association and the Miami chapter of the Fraternal Order of Police. Awards include Pastor of the Week by the Miami Times, Community Policing Award by the Dade County Association of Chiefs of Police and Community Award presented by US Congresswoman Frederica S. Wilson. He will bring community involvement and partnership expertise to the Governing Board.

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

Complaint Policy and Procedure

The Board of Directors believes that complaints from parents or other members of the community should be addressed thoroughly and completely. The people involved should treat one another with the highest level of respect and dignity. Complaints are best resolved where the issue originated, typically with the teacher.

Initially, complaints shall be addressed formally or informally with the school teacher. Complaints must be made in a civil/respectful manner in order to be considered by school personnel. Where appropriate, the complaint should be in writing on a form developed by the School leader and should contain a statement of the facts and the specific outcome desired by the parent/guardian or other person making the Complaint ("Complainant"). The Complainant may sign the Complaint and should be given a copy. The teacher should work with the Complainant to resolve the issue in a timely, professional, and courteous manner. The efforts used to resolve the Complaint and the outcome should be noted on the form. Allegations involving illegalities should be reported immediately to the Principal, who will advise the Board's designated representative and the Board's legal counsel.

Complaints unresolved through a parent/teacher communication or complaints involving teachers or staff members should be in writing as noted in above, and directed to the Principal. The School leader shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the School leader cannot resolve the issue, the complaint (with documented history or preceding steps) is forwarded in written form to the Board's designated representative.

The Board's designated representative shall conduct an independent investigation by contacting appropriate persons involved. The outcome of the investigation should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Board's designated representative cannot resolve the issue, the complaint (with documented history of preceding steps) shall be forwarded to the Sponsor Representative assigned to the school and the Board's attorney. The Sponsor Representative shall conduct an investigation by contacting all parties involved and report the results to the Board and the Sponsor. The Board shall inform the complainant, and any other necessary parties about the results of its investigation. The complainant may address the Board during the Public Comment period at a Board meeting. Where appropriate, it should also be slated as an item for report on the Board's next meeting agenda and handled in accordance with all confidentiality restrictions.

The resolution of any complaint reaching the Board of Directors shall be filed as part of the Board's records.

Complaints received directly by the Board of Directors, the Sponsor or the District shall be handled in accordance with the Board's Complaint Policy and Procedure and should go through steps 1 and 2 when possible. Upon receipt of a Complaint, the Sponsor shall forward it to the School leader to address the Complaint at the local level first. Upon receipt of a Complaint from the Sponsor, the School leader shall forward a copy of this Complaint Policy and Procedure to the Complainant and request that the Complainant complete the designated Complaint form. The Sponsor shall facilitate the Complaint by:

Directing the complaint to the appropriate school official first; notifying the appropriate Board designated representative of the complaint; investigating the complaint if warranted or if requested by school officials;

and, reporting the resolution of the complaint to the Sponsor so that the complaint may be tracked and closed.

Upon closure of a complaint, the School leader will issue a letter to the complainant of one of the following:

Compliance – (findings were unsubstantiated and school has complied); or

Non-Compliance – (Noting the areas of non-compliance, recommending possible changes/technical assistance and statement that the school will respond to complainant with a corrective action(s) plan letter)

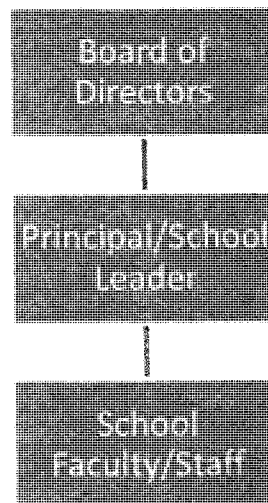
All documentation of the complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

Section 10: Management

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

The School shall operate in accordance with its Charter and shall comply with all applicable federal guidelines, Florida Statutes, and State Board of Education Rules, including, but not limited to s.1002.33 and 1013.62, Florida Statutes; any regulations adopted by the State Board of Education or other state agency, or amendments thereto, relating to charter schools; the applicable provisions of Chapter 119, Florida Statutes, relating to public records; s. 286.011, Florida Statutes, relating to public meetings; and applicable federal, state and local health, welfare, safety, and civil rights requirements.

The management structure for the school's day-to-day operations will be as follows:



The Governing Board will hire and oversee the school principal. The general operation of the charter school will be under the guidance of the School's Principal. The governing board will develop, review, or approve all policies related to the operation of the School. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The School's Principal will provide operations and financial update reports on a regular and consistent basis to the Board, shall provide comprehensive updates to the Board at every board meeting, and respond and address all board member questions and concerns raised at the Board meetings.

The administrative staff (to include Assistant Principal, Counselor, ESOL Coordinator and ESE Program Specialist, etc.) will assist the principal in implementing policies and procedures for the daily operations of the school as determined by their specific role in the school. The principal will delegate such duties to the

assistant principal and administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school.

The Board will contract with service and support providers to provide off-site support to the school. The support services to be provided are central office functions including but not limited to: assistance with facilities design and maintenance, staffing recommendations and human resource coordination, instructional and curriculum support, research and updating, sponsor relations and reporting, program marketing, general accounting services including bookkeeping, payables, asset management, budget preparation, risk management, cash flow analysis, and preparation of financial statements provided to the Governing Board for oversight and approval.

Financial Oversight and Management - The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties describe in *Section 9- Governance*, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances. The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. Hiring and procurement decisions will be made at that time. Enrollment will be closely monitored in order to make sure that appropriate master schedules and hiring decisions remain within budgetary constraints. Budget reports will be prepared and presented to the Sponsor and the Governing Board on a monthly basis for oversight. Actual budgets will be prepared and presented to the Board at all quarterly board meetings.

The Governing Board has also established financial policies and internal control for the school's operational and internal accounts. These policies and controls are detailed in Section 18, *Financial Management and Oversight*, of this application.

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

The Governing Board will ensure the provision of highly effective instructional leadership by recruiting and retaining an exemplary School Leader that is resourceful, able to craft a culture of high expectations and standards, and models great leadership on a daily basis. The School is committed and will focus on recruiting and hiring a highly qualified instructional leader that is both certified and experienced in Instructional Leadership. He/She will be an effective academic and organizational leader who understands that great schools require great school leadership and will bring a proven, documented track record of improving and sustaining high levels of student learning and achievement. The School is the administering agency, and will be governed the school through its Board of Directors. The School Leader will be hired by the Governing Board, based on him/her meeting the predetermined academic, professional, and certification requirements and will report to the Board of Directors. As the school administrator, the School Leader manages the on-site operations of the school on a daily basis. At staff meetings, the staff, faculty and employees may offer suggestions for educational program improvement, overall school improvement, learning environment and improvements, and improvements for student achievement welfare.

The School leader reports these and other items of interest to the Governing Board. The School leader will have at least a Master's Degree in Administration or Management or a related field. The individual will have a strong background in administrative management and leadership, will be knowledgeable of administrative practices, and will be able to work effectively with people of diverse backgrounds and ethnicities.

The Principal's performance will be evaluated by the Governing Board, pursuant to the requirements of the *Student Success Act* which requires that 50% of teachers' and school leaders' evaluation performance to student growth as measured by annual statewide assessments. The Board of Directors will present their findings and recommendations regarding his/her performance to the Board of Directors. The basis of the Principal's performance will be aligned with the schools overall achievements, state assessment results, AYP reports, student yearly progress, and parent and community support.

The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes.

Additional requirements of the Governing Board may include:

- Administrative and teaching experience;
- State of Florida Educational Leadership Certification;
- Experience working with school or advisory educational boards;
- Strong managerial capabilities;
- Knowledge and familiarity with targeted population and student needs;
- Excellent oral and written communication skills; and
- Capacity to meet and/or exceed the Florida Principal Leadership Standards

Administrator Evaluations- The Governing Board will conduct formal administrator evaluations annually (midyear and end-of-year review) using a Comprehensive Assessment Appraisal System in accordance with the Florida Principal Leadership Standards. The Standards are set forth in rule as Florida's core expectations for effective school administrators. There are ten Standards grouped into categories, which can be considered domains of effective leadership. The school will use the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation, which is aligned to the Florida Principal Leadership Standards and approved by the Florida Department of Education.

In further compliance with the *Student Success Act*, the administrator's evaluation takes into account:

1. Performance of Students - fifty percent of the school administrator's evaluation will be based upon the performance of the students assigned to the school over a 3-year period.
2. Instructional Leadership - Leadership standards adopted by State Board of Education, including performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.
3. Professional & Job Responsibilities - Other job responsibilities as adopted by State Board of Education and the Sponsor and may also includes a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

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

Provided below is the staffing plan for each year of the five-year charter term. The staffing plan will include: a highly qualified School Principal, highly qualified staff members, certified and highly qualified teachers, and qualified employees. The school's teacher-to-student ratio will meet and not exceed the Class Size Reduction Act, as it applies to public charter schools. According to conservative estimates the staffing plan will eventually include approximately 8 teachers, 1 Curriculum/Dean, 1 Guidance Counselor, and 2 paraprofessionals hired over the five-year term of the charter to accommodate projected student enrollment of 226 students in grades 6-9 students. All staff and teacher salaries will be comparable to those outlined in

the teacher salary schedule implemented by Broward County Public Schools district.

Staffing Plan	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	132	182	204	226	226
Principal	1	1	1	1	1
Teachers	6	8	9	10	10
Office Staff	1	1	1	1	1
Custodian	1	1	1	1	1
Cafeteria Staff	1	1	1	1	1
ESE/ESOL	5	1	1	1	1
Paraprofessional		1	2	3	3
Curriculum/Dean			1	1	1
Guidance Counselor				1	1

The plan will be adjusted in accordance with actual student enrollment figures. If the school determines the need to implement additional educational programs to enhance student achievement and performance, the school may decide to hire additional instructional staff members.

Curriculum Leader/Dean

The Curriculum Leader/Dean of Students will be responsible for providing administrative/operational support to the principal. Duties for the position include developing and implementing strategies to promote and maintain a safe learning environment; supporting the principal in managing and addressing student disciplinary issues; engaging parents in the educational process; supporting teachers in the using effective strategies to manage student behavior; involving community stakeholders in supporting the school; and developing and implementing marketing and recruitment strategies.

Guidance Counselor

The Guidance Counselor will provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students. Duties will include: making him/herself available to all students seeking guidance and counseling services; Advocating on behalf of the student and/or his/her family; taking all necessary and reasonable precautions to protect students; facilitating outreach efforts to provide services to students, parents/guardians and staff; connecting students, parents/guardians and staff with specialized referral agencies; understanding, evaluating, and interpreting academic performance data; interpreting information about students to the student, their parents/guardians, and staff, implementing individual and group counseling methods that are appropriate; and conducting career and educational planning activities.

Office Staff

The Clerical Staff will be responsible for supporting the day-to-day management and operation of the school. The Clerical Staff will report to and work directly with the School leader to support the execution of strategies and approaches that ensure the effective and efficient operation of the school.

Duties for the position of Clerical Staff will include but not be limited to managing requisitions and purchases within budget allocations; keeping financial records necessary for the proper accounting of monies collected in the operation of the school and the implementation of all district, state, and federal

grants; preparing and submitting reports, including those required by the Sponsoring District, in accordance with administrative directives and government guidelines; coordinating registration and enrollment procedures; and facilitating employee hiring and payroll procedures.

Teacher

The position of Teacher is responsible for the planning, organizing, and implementing an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

Duties related to the position of Teacher include but are not limited to developing schemes of work and lesson plans; establishing and communicating clear objectives for all learning activities; preparing classroom for class activities; providing a variety of learning materials and resources for use in educational activities; and identifying and selecting different instructional resources and methods to meet students' varying needs.

Paraprofessional

The position of Paraprofessional is responsible for assisting and supporting the teacher in the delivery of an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.

Duties related to the position include but are not limited to helping to developing schemes of work and lesson plans; assisting in establishing and communicating clear objectives for all learning activities; helping to prepare classroom for class activities; helping provide a variety of learning materials and resources for use in educational activities; and identifying and selecting different instructional resources and methods to meet students' varying needs.

Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida's laws relating to class size.

- Teacher Salaries were derived by using an average salary of \$40,000.00 per teacher for Year 1, with a CPI of approximately 1% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$14,000/year.
- Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$90/day.
- Administrative Salaries include a Principal at a salary of \$75,000.00/year.
- Clerical and Administrative assistant salaries include those for Registrar, Administrative Assistant, and other clerical.
- Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$500/student, which is the formula currently used by other charter schools with similar enrollment figures.
- As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE.
- Employee Benefits are calculated at a rate of 22% of all salaries (excluding contracted services). This includes health insurance costs, Worker's Compensation, and all mandatory federal and state employment taxes.

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

The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff. **Recruitment** – The School will ensure that faculty members are certified, highly-qualified professional personnel. Accordingly, the School will:

- Use Teacher and the State-sponsored, *Department of Education, Teach in Florida* website, to recruit teachers;
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and;
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts may also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection Process- The school will seek candidates with the following qualifications:

Administration

- Educational background: Master's Degree or higher
- Administrative and teaching experience
- State of Florida Certification in Educational Leadership
- Strong managerial capabilities
- Knowledge and familiarity of the needs of the targeted area and student population served by the School
- Letters of recommendation
- Excellent oral and written communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification required for the position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Knowledge and familiarity of the needs of the targeted area and student population served by the School
- Personal characteristics, knowledge, and belief in the school's mission
- Desire to work in a small-school setting
- References/Letters of Recommendation

Hiring Process - The School's Governing Board will appoint a screening committee to recruit, interview and recommend to the board qualified candidates for Administrative positions, as needed. This committee may include current school administrators, current board members, consultants, and/or ESP personnel. Based on the recommendations of the committee, the Board conducts final interviews of the most qualified

candidates and hires the Principal and any assistance principals (as the need arises).

The Principal, once hired, recruits teachers and may appoint a school-based committee to screen highly - qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board.

The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the School will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Employee Evaluations – The School will adhere to all requirements of the *Student Success Act* relating to performance pay and evaluations for instructional personnel and school administrators. The administrative team will conduct all faculty evaluations using the performance appraisal system used by the District. The school will implement the *Instructional Personnel Assessment System (IPAS)* in alignment with the Florida Educator Accomplished Practices and in compliance with the Student Success Act, which requires that the evaluation system focus on the following criteria:

1. Performance of students - At least 50% of the evaluation will be based on student learning growth assessed annually and measured by statewide assessments or, for subjects not measured by statewide assessments, by district assessments in s. 1008.22(8). The school will use the formula adopted by the Sponsor for measuring student learning growth in all courses associated with statewide assessments and for measuring student learning growth for all other grades and subjects. For classroom teachers, as defined in s. 1012.01(2)(a), the student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used and the percentage of the evaluation based upon student learning growth may be reduced to not less than 40 percent.
2. Instructional practice - Classroom teachers will be evaluated using Florida Educator Accomplished Practices - the system differentiate among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing; and unsatisfactory;
3. Professional and job responsibilities as adopted by the State Board of Education.

All teachers will be formally evaluated at minimum on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve Educator Accomplished Practices will be evaluated.

The School will also determine employee effectiveness through analyzing outcomes. Specifically, teacher effectiveness will be determined by analyzing student assessment data on a quarterly and annual basis through benchmark assessment tests, District Assessment Tests, SAT 10, and FCAT 2.0 performance results. Other support staff, such as clerical staff and teacher assistants will also receive feedback on their

performance via an in-house assessment tool and individual conferences. All performance appraisal evaluations will serve as opportunities for growth to ensure that continuous improvement goals are met.

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies and appropriate use of texts and materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction and provide for professional growth opportunities.

Non-instructional staff, such as clerical staff will also be evaluated and receive feedback on their performance via in-house assessment tools and individual conferences with the principal or designee.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

All Staff will be offered, at minimum, the following school-site and district-based trainings that address Curriculum Implementation by Subject/Specialty. Teachers will also participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation, Florida Standards, Assessment implementation (to include state/district mandated assessment.) Other trainings will include Differentiated, Data-Driven Decision, effective use of technology, Classroom Management and Safety and Security, Developing Individual Professional Development Plans.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe. The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

The professional development plan for administrators will encompass both internal and district-based inservice trainings.

Section 11: Education Service Providers

The School does not intend to enter into any agreement 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.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district. Full time, salaried employees will be entitled to Health Insurance.

Performance Pay – The School will establish a performance salary schedule for instructional personnel and school administrators hired on or after July 1, 2014. The performance salary schedule will include salary adjustments for performance which become a lasting part of the employee's base salary under s. 121.021(22), F.S., and salary supplements for specified job assignment or duties, which are considered salary under s.121.021(22), F.S., but only remain in effect while the employee is performing those duties or assignments. The performance salary schedule will:

- Require that any salary adjustments for instructional personnel or school administrators that occur be made only for employees with highly effective or effective performance evaluation ratings.
- Not reduce the level of funding for the performance salary schedule in greater proportion than other salary schedules, if budget constraints limit the amount of funding that is available.
- Require that recommendations for promotions be based primarily upon the person's effectiveness under s. 1012.34, F.S.; i.e., performance evaluations.

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

The School will adhere to all antidiscrimination provisions of section 1000.05, F.S. The School will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor's degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

Additionally, school employees will be required to adhere to The Code of Ethics of the Education

Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Contracts - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The contracts will provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of § 1012.34, Florida Statutes.

NOTIFICATION OF UNSATISFACTORY PERFORMANCE—If an employee who holds a professional service contract as provided in s. 1012.33 is not performing his or her duties in a satisfactory manner, the evaluator shall notify the employee in writing of such determination. The notice must describe such unsatisfactory performance. Upon delivery of a notice of unsatisfactory performance, the evaluator must confer with the employee who holds a professional service contract, make recommendations with respect to specific areas of unsatisfactory performance, and provide assistance in helping to correct deficiencies within a prescribed period of time.

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Obviously, however, such listing cannot identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Probation Period

Pursuant to Florida Statute, Section 1012.335: All instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the

following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedure
- Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty;
- Theft;
- Discourtesy (to students, parents, peers, supervisors, etc.);
- Misusing or destroying school property or the property of another;
- Disclosing or using confidential or proprietary information without authorization;
- Falsifying or altering school records, including the application for employment;
- Interfering with the work performance of others;
- Harassing other employees or students;
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students;
- Possessing a firearm or other dangerous weapon on school property or while conducting school business;
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job; and/or
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests.

The School may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on

early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Section 13: Student Recruitment and Enrollment

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.

Students and families will be recruited via the following marketing strategies that will reach the School's targeted population and those that might otherwise not have easy access to information on available educational options.

- Direct mail to families residing in the Broward County Schools District with children in the age range and grade levels of the targeted student population
- Radio ads directed toward the target families' demographic
- Neighborhood newspapers and parent magazines
- Flier distribution in local business, churches, libraries, universities, health care facilities, community-based organizations, and elsewhere
- Public service announcements
- Website
- Representation/booths at local fairs, festivals, and community events
- Quarterly newsletters
- Parent informational meetings

All marketing materials will be available in the languages English, Haitian Creole, Spanish, other languages if deem necessary.

As noted above, the School will hold periodic Parental Informational Meetings starting in February 2015.

In addition, the School will initiate collaborative efforts with parents, community members, and agencies in the targeted location area, as well as principals, school officials of schools in the targeted feeder patterns of Boyd Anderson, Blanche Ely, Dillard, Northeast, and Plantation The purpose of the communication will be to:

- Provide information about the School and proposed model;
- Review and discuss data regarding the targeted population;
- Distribute flyers and school literature regarding the School and its program offerings;
- Participate in community meetings and panels in the targeted areas to share information about the school and the need to address and support the targeted population of at-risk students;
- Work with community and parental groups of the schools in the community and targeted area;
- Extend invitation for school visits and walkthroughs and to attend scheduled Open House events; and
- Participate on weekly and monthly radio shows to discuss the School and its program offerings.

In addition to the above, the School recognizes that students serve as an important recruitment source amongst their peers. Therefore, the School will employ the use of social media resources to inform about the school that include but are not limited to Facebook, Twitter, and Instagram.

The School further intends to implement a student recruitment and enrollment plan that is both collaborative and inclusive of all community and school stakeholders in the targeted feeder patterns of Boyd Anderson, Blanche Ely, Dillard, Northeast, and Plantation

The dates and locations of these meetings will be advertised by the above mentioned marketing campaign strategies, including radio, newspaper, direct mail and fliers. This strategy has proven very effective in other operating schools. These meetings will help to encourage local support and excitement about the School. Enrollment packets, sample uniforms, sample curriculum, teachers, and other important information will be provided to parents and the community during the meetings. The meetings will be held in several different locations in neighborhoods to ensure access for parents and families who might otherwise not be able to easily obtain information about the school and school choice options available to them locally.

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.

In order to reach the students who represent the racial and ethnic diversity of the community, the school will provide information about its educational opportunities to all segments of the population. Communication to ESOL parents and students will be conducted in languages that represent the targeted student population. Enrollment preference will be provided to the children of the community in accordance with section 1002.33 (10) of the Florida Statutes, in as much as the school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students. In order to achieve and maintain a racial, ethnic and socioeconomic balance, the School will mount an extensive public information campaign that will provide widespread notification of the opening of the school throughout all segments of the community.

Further, the recruitment strategy will include the following:

- The development of promotional and informational material that will reach the various racial and ethnic and socioeconomic categories represented in the community.
- Communicate in the appropriate language to reach the families of potential students who have limited English proficiency.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the community.

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

The School will accept students residing in the Broward County Public School district in accordance with Florida State statutes and the charter contract. Enrollment open to all eligible students as described by law, and without bias of race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional or learning disability. When enrollment capacity is reached, the

School will accept students on a lottery basis. The lottery mechanism will follow Florida's Charter School Legislation to ensure that all applicants will have an equal opportunity to enroll in the school. All students in the lottery will be assigned a waiting list number will be accepted should seats become available or capacity increases. All applicants will be treated the same way and in accordance with local, state and federal law. Please reference "Lottery Process" in the Exhibits.

Enrollment Timeline:

January-March: Initial student registration period begins.

March 30: Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, an admission lottery will be conducted on the second Wednesday of April.

April 1 – May 31: Second registration period begins. If the number of applicants exceeds capacity, an admission lottery will be conducted the first Wednesday in June.

Other applicant will be accepted after the second lottery on a first come, first serve basis.

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 success of the School will depend on the level of parental involvement in the operations of the school. In order to optimize its potential for success the school will require all parents to sign a contract agreeing to provide volunteer hours each academic year. The exact number of hours will be determined by the School Advisory Council at the beginning of each year. The School Advisory Council will also determine to what incentives (if any) students will receive for their parents volunteer involvement in the operation of the school. The school will establish appropriate mechanism by which parents can track the incentives that they accrue.

Active parental participation will be required at the school. Parent participation is key to the success of the overall program and will be solicited for the development of school goals and objectives. Parents must sign a contract agreeing to volunteer. However, the School recognizes that each family may have a unique set of circumstances and will work cooperatively with parents in fulfilling the terms of their volunteer agreement.

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

Parental and community involvement in the School is a fundamental and required part of the School's philosophy and operation. The goal is to encourage parents to be active participants in their child's education, and give the community ownership of a high quality educational program, and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process.

Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follows:

- Parental Service Contracts – parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- Educational Excellence School Advisory Council (EESAC)- This group will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be offered. Parent/Teacher Conferences and the electronic gradebook will also encourage parents to be fully involved in the School's operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete parent participation hours (communicated through newsletters, schoolnotes.com, the School website, email and calls home) will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, and supporting Career Week and Family Day.

III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

- A. Describe the proposed facility, including location, size and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
- C. Describe how the facility will meet the school's capacity needs for students to be served.
- D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
 - o *The financial plan for the proposed school should align with the facilities-related costs described.*
- E. Describe the back-up facilities plan.
 - o *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

If the site is not acquired:

- F. Explain the school's facility needs, including desired location, size, and layout of space.
- G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.
 - o *The financial plan for the proposed school should align with the facilities-related costs described.*
- H. Explain the strategy and schedule that will be employed to secure an adequate facility.
- I. Describe the back-up facilities plan.
- J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

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

The facility, before occupancy, will meet Chapter 553, Florida Statute and state fire protection codes, pursuant to Section 663.025 Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The facility selected will at a minimum, have sufficient square feet to meet the needs of 188 students with a possible expansion to at least 226 students during the first three years. The location should have space for 9 or more classrooms and capacity to hold audience for at least 400 people. It should have space that can be designated for eating purposes and allow for extracurricular activities. Currently the Board of Directors retained a real estate agent to identify several possible sites that meet the educational, operational, and financial specifications that would be easily accessible to children within the "targeted recruitment area." The located site that should be surrounded by a community of diverse backgrounds and that is accessible to major roads, highways, and public transportation routes and is no more than 7-10 miles from the targeted area, although the specifications and targeted high schools and feeder pattern middles schools identified are within 5 miles.

In sum, The School will utilize a facility that meets the following requirements:

- Meets or exceeds all local building and fire/safety codes as outlined in chapter 533 Florida Building Code and chapter 633 Florida Fire Prevention Code
- Has appropriate space for classrooms, specialty rooms, a media center, a multi-purpose room, and administrative areas
- Has adequate parking for staff, students, and visitors
- Is accessible to persons with disabilities
- Has at least one (1) flushable toilet per twenty (20) occupants
- Has at least one (1) sink per forty (40) occupants
- Has a monitored fire/burglary system

Although locating, securing, and renovating an appropriate facility in Florida can be challenging; managed appropriately, excellent facilities can be secured and renovated within a 120-150 day timeline. The School will have more than adequate time to open the School for the start of the 2015-16 school year.

This site would provide enough space availability to meet the needs of over 200 students, sufficient to meet the student growth of the first three years with adequate space to house the needs of maintaining records in fireproof and waterproof storage as stated in FS119.021 (1)(b).

As soon as a site has been selected, every effort will be made to provide the sponsor with floor plans that would show the classroom space to meet the needs of, at least initially, those that will be enrolled in the first year the school is in operation. A Certificate of Occupancy will be issued by the appropriate agency no later than 15 days prior to the school start.

The School shall use facilities which comply with the Florida Building Code pursuant to Chapter 553, Florida Statutes. The School may also comply with the following: State Requirements for Educational Facilities of the Florida Building Code, adopted pursuant to §1013.37; the State Uniform Building Code for Public Education Facilities Construction, adopted pursuant to §1013.37, Florida Statutes; applicable state minimum building codes pursuant to Chapter 553, Florida Statutes; or state minimum fire protection codes, pursuant to §633.025, Florida Statutes, as adopted by the local authority in whose jurisdiction the facility is located.

The facilities will also comply with the Florida Fire Prevention Code, pursuant to chapter 633. The School will work closely with local officials to see that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. The school will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and keeping inspections current.

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

- *The financial plan for the proposed school should align with the facilities-related costs described.*

The rental cost for the anticipated facility has been estimated at \$900 per student. This cost was derived by using an estimate of the current rent that Charter Schools in Broward County pays.

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

The Board of Directors is currently working towards selecting from several site options to accommodate 188 students, for the first year of operations with the availability of space and extended lease for the total of 376 students. The facility will meet all applicable code and rules affecting charter school facilities. Depending on the site chosen, an architectural firm and builder that will undertake the project will be announced. The firms will have extensive experience designing and building educational facilities. The school will minimally include sufficient space for a lunchroom, labs, media center, classrooms for regular use, pull-outs and for individualized and small group instructions, restrooms as required by statute or law, administrative offices, professional meeting rooms and storage.

Once a contract with the Broward County School Board has been executed, the School will finalize a lease and financial arrangements for the facility. By that required documents will have been prepared and ready for submissions in order to procure a building permit. Renovations, if needed, will commence immediately upon approval (no later than February 1, 2015), and be completed, with a final Certificate of Occupancy in place no later than 4 weeks prior to the start of the 2015-2016 school year.

Describe the back-up facilities plan.

The School has every expectation that it will be able to open on time. However, it also understands that unforeseen circumstances can occur. If the School opening is delayed to the point where it will not be able to open on-schedule, the School will do the following:

1. Define the specifics of the delay and determine a realistic opening schedule.
2. Coordinate and communicate this information with school district personnel.
3. Determine whether the School can open on a delayed schedule.

Depending on the outcome of the above items, the School will proceed as follows:

Option 1

If the School can open on a delayed schedule, School staff will relay all relevant information to the school district, parents, and students.

Option 2 - If the School cannot open on a delayed schedule:

The School will temporarily lease and utilize appropriate space from a school or other educational institution such as a Community College, Private Technical College, Charter School, etc. Contingency plans for temporary space and/or short-term leases will be in-place by January 2015.

Option 3

If the construction schedule is such that the School opening is delayed seven (7) or more months, the School will (as a last resort) request from the school district a one-year deferral for opening.

Under no circumstances will the School adversely impact, through delay, denial or interruption, the delivery of instruction and/or educational services to students due to the lack of a facility. In addition, the School will maintain open lines of communication and provide timely updates to the Sponsor regarding any facility issues that may impact the delivery of instruction and/or educational services to students.

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

"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.

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. The School's initial staff will consist of one full-time Principal, Clerical Staff, and such teachers as are necessary to maintain a student to teacher ratio that complies with the amendment, and with the requirements for the school's opening and subsequent years.

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 School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, 1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation 19 The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes) through an agreement or contract with a private provider or with parents. The School will enter into agreements with the parents/guardians to provide transportation for their children as required.

Ensuring Equal Access: The School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a "reasonable distance" of the School --defined herein as a two to four mile radius of the School-- or who otherwise are entitled to transportation by law.[1] In these situations, the School may provide transportation by contracting with an independent private transportation provider that is certified and approved by the Sponsor.

Transportation for ESE Students: The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

Private Providers: Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

Section 16: Food Service

The School will contract with a private provider (caterer) to prepare school breakfast and lunch meals. The School will provide appropriate food service equipment including warming ovens, hand wash sinks, triple sinks (for equipment & utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

Vendors for the School's National School Lunch Program (NSLP) application process will be selected by an open, competitive bid process as prescribed by the US Department of Agriculture and the Florida Department of Education. An RFP announcement will be advertised at least 14 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. The bidding process will provide vendors with an equal period of time to respond to the bid within no less than 14 days. A committee will review the submitted bids as prescribed by FLDOE's bidding procedures and vendors will be ranked according to experience, price, etc. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program and not have any serious health violations resulting from Health Department Inspection for the six month period prior to submitting a bid. The winning bidder will be notified and asked to execute a Food Service Agreement with the Board. If the selected vendor fails to respond the board will move to the next bidder in accordance with the ranking established by the Committee. After an Agreement has been executed between the Board and the Vendor all remaining vendors will be informed of the Committee's decision.

Student meal counts and records of student participation in the National School Lunch Program will be maintained at the school. The Board, as "School Food Authority (SFA)" of the local food service program will file reimbursement reports directly with the Florida Department of Education. The Board will require the vendor to supply a monthly menu meeting the requirements of the National School Lunch Program and the Florida Department of Education. Menus will be published monthly and presented to parents and students. A copy of the menus will be kept with the record(s) of student participation. The vendor will be required to submit evidence of proper meal balance and portion size for its students served. As the school Food authority (SFA), the school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The School will adopt the sanitation and reporting requirements prescribed by the Broward County Health Department.

The local health department will be notified of the school's existence and intent to provide food service to public school students as described herein. The school submit the necessary paperwork to obtain a "permit to operate" and maintain the proper certification/licensure to ensure compliance.

The School will follow these procedures when distributing and processing Free and Reduced Meal Applications. Procedures:

- The School will distribute a Free and Reduced Meal Application (as found on the FLDOE website) to all of its students within the first five days of the opening of school.

Applications will be available in multiple languages.

- Returned applications will be evaluated by the School's Office Manager on the basis of the current table for income and number of persons in the household to determine free or reduced price status.
- A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C 1751(b)(2)(c)), a confidential list is then compiled and forwarded to the cafeteria manager
- Meal benefits begin on the day the application is approved at the school site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year. All students approved for free or reduced price lunched are entitled to receive a breakfast in the same category.
- Applications will be retained for 3 years beyond the current eligibility year.
- Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
- Applications will be kept confidential per USDA requirements.
- The School will collaborate with the District to process as many students as possible via a Direct Certification Method utilizing data provided the District by the Florida Department of Education.
- Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
- Appropriate nondiscrimination notices will be made including the prominent posting to the USDA nondiscrimination power.

Section 17 Budget

LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIE STARTUP BUDGET

	<u>June 2015</u>
CASH, BEGINNING	<u>-</u>
REVENUES	
Start Up Loan	<u>30,000</u>
TOTAL REVENUES	<u>30,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	5,000
Admin Support	<u>-</u>
Total Administration Salaries	<u>5,000</u>
Payroll Taxes	518
Health Insurance	400
Workers Compensation	<u>50</u>
Total Administration Benefits	<u>968</u>
Equipment Rental	400
Postage	500
Advertising	7,500
Supplies	<u>3,500</u>
Total Administration Other	<u>11,900</u>
Total School Administration	<u>17,868</u>
BOARD	
Governance Board Training	<u>500</u>
Total Facilities Acquisition	<u>500</u>
FACILITIES ACQUISITION	
Rents	6,300
FFE	<u>1,500</u>
Total Facilities Acquisition	<u>7,800</u>
PLANT OPERATIONS	
Telephone	250
Utilities	2,000
Supplies	<u>500</u>
Total Plant Operations Other	<u>2,750</u>
Total Plant Operations	<u>2,750</u>
TOTAL EXPENDITURES	<u>28,918</u>
EXCESS REVENUES OVER EXP	<u>1,083</u>
CASH, ENDING	<u>1,083</u>

LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
 OPERATING BUDGET
 FISCAL YEARS 2016 - 20

	<u>Start-Up</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
ENROLLMENT	-	132	182	204	226	226
FUND BALANCE, BEGINNING	-	1,003	40,629	78,750	118,736	239,470
REVENUES						
FEFP	-	813,835	1,133,327	1,283,026	1,435,605	1,449,961
Start Up Loan	30,000	-	-	-	-	-
Capital Outlay	-	-	-	-	107,350	107,350
Lead Teacher funds	-	1,400	1,800	2,000	2,200	2,200
Food Service Revenue	-	104,782	144,472	161,935	179,399	179,399
TOTAL REVENUES	30,000	920,017	1,279,598	1,446,961	1,724,554	1,738,910
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	228,000	307,040	348,874	391,514	395,430
Specialty Teachers	-	18,500	89,850	103,969	168,861	170,550
Teacher Performance Pay	-	6,500	11,000	13,000	16,000	16,000
Total Instruction Salaries	-	253,000	407,890	465,843	576,375	581,979
Payroll Taxes	-	20,846	33,728	38,620	47,765	48,193
Health Insurance	-	20,800	35,552	42,436	52,751	53,279
Workers Compensation	-	2,530	4,079	4,658	5,764	5,820
Total Instruction Benefits	-	44,176	73,359	85,715	106,280	107,292
Contracted Services/Consultants/Training	-	15,000	33,000	52,000	52,520	53,045
Workshops/Professional Development	-	5,000	25,000	25,000	25,000	25,000
Supplies (Classroom/Teacher)	-	6,600	9,191	10,405	11,642	11,759
Student Activities	-	1,980	2,757	3,121	5,820	5,876
Textbooks	-	19,800	19,291	14,893	16,178	11,759
AV Materials	-	2,925	5,272	3,818	5,090	2,909
Furniture	-	9,750	8,787	10,711	14,424	8,325
Computer Equipment	-	13,500	20,000	30,000	30,000	30,000
Software	-	4,875	11,741	15,302	19,576	16,650
Substitutes	-	5,200	8,888	10,609	13,188	13,320
Total Instruction Other	-	84,630	143,928	175,859	193,436	178,642
Total Instruction	-	381,806	625,176	727,417	876,091	867,913
BOARD						
Legal Fees	-	1,000	2,000	2,000	2,000	2,000
Contracted Services - Audit	-	6,000	6,000	7,000	7,500	8,000
Board Governance Training	500	-	500	500	500	500
Travel	-	1,000	5,000	5,050	5,101	5,152
District Fee	-	40,692	56,666	64,151	71,780	72,498
Contingency	-	23,194	32,300	36,566	40,915	41,324
Total Board	500	71,886	102,466	115,268	127,796	129,473

**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
OPERATING BUDGET
FISCAL YEARS 2016 - 20**

	<u>Start-Up</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
SCHOOL ADMINISTRATION						
Administrator	5,000	60,000	60,600	61,206	61,818	62,436
Admin Support	-	25,000	25,250	25,503	25,758	26,015
Performance Pay	-	2,000	2,020	2,040	2,061	2,081
Total Administration Salaries	5,000	87,000	87,870	88,749	89,636	90,533
Payroll Taxes	518	7,115	7,181	7,248	7,316	7,385
Health Insurance	400	6,400	6,464	6,529	6,594	6,660
Workers Compensation	50	870	879	887	896	905
Total Administration Benefits	968	14,385	14,524	14,664	14,806	14,950
Travel	-	1,000	1,010	3,000	5,000	5,050
Equipment Rental	400	4,800	4,848	4,896	9,793	9,891
Postage	500	300	303	306	309	312
Advertising	7,500	-	-	-	-	-
Office Supplies	3,600	9,600	9,696	19,200	19,392	19,586
Furniture and Equipment	1,500	4,000	808	816	824	832
Software	-	1,500	303	306	309	312
Total Administration Other	13,400	21,200	16,968	28,525	35,627	35,984
Total School Administration	19,368	122,585	119,362	131,938	140,070	141,466
FACILITIES ACQUISITION						
Rents	6,300	90,000	109,200	122,400	135,600	135,600
Total Facilities Acquisition	6,300	90,000	109,200	122,400	135,600	135,600
FOOD SERVICE						
Food Service Workers	-	10,980	11,090	11,201	11,313	11,426
Total Food Service Salaries	-	10,980	11,090	11,201	11,313	11,426
Payroll Taxes	-	1,069	1,078	1,086	1,095	1,104
Health Insurance	-	2,667	2,693	2,720	2,747	2,775
Workers Compensation	-	110	111	112	113	114
Total Food Service Benefits	-	3,846	3,882	3,919	3,956	3,993
Materials and Supplies	-	2,000	2,000	2,000	2,000	2,000
Inspection fees	-	250	255	260	265	271
Contracted Services	-	74,844	103,194	115,668	128,142	128,142
Total Food Service Other	-	77,094	105,449	117,928	130,407	130,413
Total Food Service	-	91,920	120,421	133,047	145,676	145,831
TRANSPORTATION						
Contracted Services	-	35,100	70,200	70,902	71,611	72,327

**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
OPERATING BUDGET
FISCAL YEARS 2016 - 20**

	<u>Start-Up</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
PLANT OPERATIONS						
Custodial	-	11,520	11,635	11,752	11,869	11,988
Total Plant Operations Salaries	-	11,520	11,635	11,752	11,869	11,988
Payroll Taxes	-	1,111	1,120	1,128	1,137	1,147
Health Insurance	-	-	-	-	-	-
Workers Compensation	-	115	116	118	119	120
Total Plant Operations Benefits	-	1,226	1,236	1,246	1,256	1,266
Contracted Services	-	10,000	10,100	18,000	18,180	22,000
Insurance	-	11,000	11,110	11,221	11,333	11,447
Telephone	250	3,000	3,030	3,060	3,091	3,122
Utilities	2,000	24,000	26,664	29,624	29,920	30,219
Supplies	500	7,200	7,272	7,345	7,418	7,492
Equipment	-	10,000	10,100	10,201	10,303	10,406
Total Plant Operations Other	2,750	65,200	66,276	79,451	80,246	84,686
Total Plant Operations	2,750	77,946	81,147	92,448	93,371	97,940
PLANT MAINTENANCE						
Contracted Services	-	5,000	5,050	5,101	5,152	5,203
Total Plant Maintenance	-	5,000	5,050	5,101	5,152	5,203
DEBT SERVICE						
Principal & Interest	-	4,227	8,455	8,455	8,455	4,227
Total Debt Service	-	4,227	8,455	8,455	8,455	4,227
TOTAL EXPENDITURES	28,918	880,470	1,241,477	1,406,975	1,603,820	1,599,982
EXCESS REVENUES OVER EXPENDITURES	1,083	39,546	38,122	38,996	120,734	136,926
FUND BALANCE, ENDING	1,083	40,629	78,750	116,736	239,470	376,399

**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
BUDGET NARRATIVE
FISCAL YEARS 2014 - 16**

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect a 1% increase per year. Assume 10% ESE, and 10% ESOL.
Start Up Loan	Long Term, interest bearing loan at 5% over 5 years
Capital Outlay, Lead Teacher funds	Capital Outlay: assumes \$475 / student, with eligibility commencing in the 4th year. Lead Teacher Revenue: estimated at \$200 per full time teacher.
Food Service Revenue	Assumes 90% of students qualify for free lunch. Assumes 90% student participation. Reimbursement rates are as follows: Breakfast: Free - \$1.89; Lunch: Free - \$3.01.
EXPENDITURES	
INSTRUCTION	
Teachers	Based on student / teacher ratio in compliance with class size reduction. See staffing schedule.
Specialty Teachers	See staffing schedule.
Teacher Performance Pay	Estimated amount @ up to \$1000 per teacher per year.
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,500 per employee
Health Insurance	\$400 per month per full-time employee / 67% participation
Workers Compensation	1% of gross salaries
Contracted Services	Assume 10% of student population ESE. \$500 / ESE student. Curriculum Consultants will be hired and Staff Development services will be performed. The estimated dollar amounts vary from year to year.
Workshops/Professional Development	Estimated amount
Supplies (Classroom/Teacher)	\$50 / student (Difference due to rounding)
Student Activities	\$15 per student (Difference due to rounding)
Textbooks	In year 1: \$150 per new student. Years 2-5: \$250 / new student and \$50 per returning student: (Difference due to rounding)
AV Materials	Estimated at \$450 per new teacher in year 1, then \$900 in years 2 - 5.
Furniture and Equipment	\$1,500 per new teacher in years 1 - 2. In years 3 - 5: \$2,000 / new teacher. Estimated amount for returning teachers. (Difference due to rounding)
Computer Equipment	Estimated amount for computer lab.
Software	Estimated amount.
Substitutes	\$100 per day. Estimate 8 days per teacher.
BOARD	
Legal Fees	Estimated amount
Contracted Services - Audit	Estimated amount
Board governance training	Estimated amount
Travel	Estimated amount
Insurance	Estimated amount
District Fee	5% of FEFP on 250 students
Contingency	3% of net FEFP in years 1-5.
SCHOOL ADMINISTRATION	
Principal	See Staffing Schedule
Admin Support	See Staffing Schedule
Performance Pay	Estimated amount @ up to \$2000 per year.
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$8,500 per employee
Health Insurance	\$400 per month per employee / 67% participation
Workers Compensation	1% of gross salaries
Travel	Estimated amount
Equipment Rental	Estimated @ \$400 per month with a 1% increase annually.
Postage	Estimated amount
Office supplies	Estimated @ \$15 per student
Equipment	Estimated @ \$4000 in year 1
Software	Estimated amount.

**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
BUDGET NARRATIVE
FISCAL YEARS 2014 - 18**

FACILITIES ACQUISITION			
Rent	Estimated @ \$600 per student with a minimum of \$90,000		
FOOD SERVICE			
Food Service Worker	Estimated amount		
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee		
Health Insurance	\$400 per month per employee / 67% participation		
Workers Compensation	1% of gross salaries		
Materials & Supplies	Estimated amount		
Inspections	Estimated amount		
Contracted Services	Assume 80% participation.	Breakfast cost is \$1 per student per day.	Lunch cost is \$2.50 per student per day.
TRANSPORTATION			
Contracted Services	Estimated at \$195 per bus per day.		
PLANT OPERATIONS			
Custodial	See staffing schedule.		
Payroll Taxes	FICA: 7.65% - SUTA 2.7%		
Health Insurance	\$400 per month per employee / 67% participation		
Workers Compensation	1%		
Contracted Services	Estimated amount		
Insurance	Estimated amount		
Telephone	Estimated amount @ \$250 per month		
Utilities	Estimated amount		
Supplies	Estimated amount		
Equipment	Estimated amount		
PLANT MAINTENANCE			
Contracted Services	Estimated amount		
DEBT SERVICE			
Principal & Interest	Board will borrow \$30,000 at a rate of 5%, and repay it over 5 years.		

LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
 PROJECTED CASH FLOWS
 FISCAL YEAR 2014

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Ann	
CASH, BEGINNING	-	1,000	10,471	22,559	34,690	46,821	58,952	71,083	83,214	95,345	107,476	119,607	131,738	143,869	156,000
REVENUES															
FEPP	-	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820	57,820
Start Up Loan	30,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lead Teacher Revenue	-	-	70	140	140	140	140	140	140	140	140	140	140	140	140
Food Service Revenue	-	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732	8,732
TOTAL REVENUES	30,000	78,552	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612	76,612
EXPENDITURES															
INSTRUCTION															
Classroom Teachers	-	-	9,500	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000
Specialty Teachers	-	-	771	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542
Teacher Performance Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,800
Total Instruction Salaries	-	-	10,271	20,542	20,542	20,542	20,542	20,542	20,542	20,542	20,542	20,542	20,542	20,542	26,342
Payroll Taxes	-	-	869	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737
Health Insurance	-	-	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733	1,733
Workers Compensation	-	-	205	205	205	205	205	205	205	205	205	205	205	205	205
Total Instruction Benefits	-	-	3,797	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675	3,675
Contracted Services	-	-	750	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
Workshops	-	417	417	417	417	417	417	417	417	417	417	417	417	417	417
Supplies	-	2,188	400	400	400	400	400	400	400	400	400	400	400	400	400
Textbooks	-	8,895	8,800	8,800	-	-	-	-	-	-	-	-	-	-	-
Student Activities	-	-	-	600	-	-	-	-	-	-	-	-	-	-	999
AV Materials	-	1,463	293	293	293	293	293	293	293	293	293	293	293	293	293
Furniture and Equipment	-	7,313	2,436	-	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment	-	-	10,125	3,375	-	-	-	-	-	-	-	-	-	-	-
Software	-	1,623	650	650	650	650	650	650	650	650	650	650	650	650	650
Substitutes	-	-	260	260	260	260	260	260	260	260	260	260	260	260	260
Total Instruction Other	-	19,809	21,235	13,759	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	19,217
Total Instruction	-	19,809	34,811	37,976	28,337	27,687	27,687	27,687	27,687	27,687	27,687	27,687	27,687	27,687	48,234
BOARD															
Legal Fees	-	-	1,000	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,000
Board Governance Training	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	-	83	83	83	83	83	83	83	83	83	83	83	83	83	83
District Fee	-	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391	3,391
Contingency	-	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933
Total Board	500	5,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	6,407	11,497
SCHOOL ADMINISTRATION															
Administration	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Admin Support	-	-	1,942	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913	2,913
Performance Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,500
Total Administration Salaries	5,000	5,000	6,942	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	7,913	10,413
Payroll Taxes	518	410	597	597	531	522	522	522	522	522	522	522	522	522	522
Health Insurance	400	533	533	533	533	533	533	533	533	533	533	533	533	533	533
Workers Compensation	50	50	60	71	71	71	71	71	71	71	71	71	71	71	71
Total Administration Benefits	968	1,043	1,144	1,168	1,135	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187	1,187
Travel	-	83	83	83	83	83	83	83	83	83	83	83	83	83	83
Equipment Rental	400	400	400	400	400	400	400	400	400	400	400	400	400	400	400
Postage	500	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Advertising	7,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies	3,500	4,800	900	900	900	900	900	900	900	900	900	900	900	900	900
Furniture and Equipment	1,500	3,000	500	500	500	500	500	500	500	500	500	500	500	500	500
Software	-	500	200	200	200	200	200	200	200	200	200	200	200	200	200
Total Administration Other	18,400	8,608	2,169	1,168	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	8,608
Total School Administration	19,368	14,608	9,111	19,441	9,987	9,987	9,987	9,987	9,987	9,987	9,987	9,987	9,987	9,987	19,234

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LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
 PROJECTED CASH FLOWS
 FISCAL YEAR 2014

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
FACILITIES ACQUISITION																					
Rents	8,300	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Total Facilities Acquisition	8,300	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
FOOD SERVICE																					
Food Service Workers	-	-	549	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	549	-	-	-
Total Food Service Salaries	-	-	549	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	1,098	549	-	-	-
Payroll Taxes	-	-	57	114	114	114	114	114	114	114	114	114	114	114	114	114	114	57	-	-	-
Health Insurance	-	-	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	222	-	-	-
Workers Compensation	-	-	5	11	11	11	11	11	11	11	11	11	11	11	11	11	11	5	-	-	-
Total Food Service Benefits	-	-	285	347	347	347	347	347	347	347	347	347	347	347	347	347	347	285	-	-	-
Materials and Supplies	-	-	182	182	182	182	182	182	182	182	182	182	182	182	182	182	182	182	-	-	-
Inspection Fees	-	-	125	-	-	-	-	-	-	-	-	-	-	-	-	-	-	125	-	-	-
Contracted Services	-	-	3,742	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	7,484	3,742	-	-	-
Total Food Service Other	-	-	4,048	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	7,896	4,048	-	-	-
Total Food Service	-	-	4,883	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	9,111	4,883	-	-	-
TRANSPORTATION																					
Contracted Services	-	-	1,755	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	3,510	1,755	-	-	-
PLANT OPERATIONS																					
Custodial	-	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	-	-
Total Plant Operations Salaries	-	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	950	-	-
Payroll Taxes	-	89	89	89	89	89	89	89	89	89	89	89	89	89	89	89	89	89	89	-	-
Health Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Workers Compensation	-	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	-	-
Total Plant Operations Benefits	-	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	109	-	-
Contracted Services	-	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833	833	-	-	-
Insurance	-	2,750	917	917	917	917	917	917	917	917	917	917	917	917	917	917	917	2,750	-	-	-
Telephone	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	-	-	-
Utilities	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	-	-
Supplies	500	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	-	-
Equipment	-	3,350	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	1,354	3,350	-	-	-
Total Plant Operations Other	2,750	10,263	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	6,534	3,083	-	-	-
Total Plant Operations	2,750	11,432	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	7,602	4,143	4,143	-	-
PLANT MAINTENANCE																					
Contracted Services	-	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	-	-
Total Plant Maintenance	-	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	-	-
DEBT SERVICE																					
Principal & Interest	-	-	-	-	-	-	-	705	705	705	705	705	705	705	705	705	705	705	705	-	-
Total Debt Service	-	-	-	-	-	-	-	705	705	705	705	705	705	705	705	705	705	705	705	-	-
TOTAL EXPENDITURES	11,050	11,919	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522	12,522
EXCESS REVENUES OVER EXP	1,983	17,388	3,792	(8,273)	4,170	8,217	8,217	8,149	8,078	8,007	7,936	7,865	7,794	7,723	7,652	7,581	7,510	7,439	7,368	7,297	7,226
CASH, ENDING	1,983	19,471	22,263	14,990	21,160	29,377	37,594	45,743	53,892	62,041	70,190	78,339	86,488	94,637	102,786	110,935	119,084	127,233	135,382	143,531	151,680

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**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
STAFFING PLAN
Fiscal Years 2014 - 2018**

Name	Position	Start-Up			Year 1		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,000	-	-	38,000	6	228,000
	Instructional		-	-		6	228,000
TBA	Curriculum Leader/Dean	50,000	-	-	50,000	-	-
TBA	ESOL/ESE Specialist	37,000	-	-	37,000	0.5	18,500
TBA	Guidance Counselor	39,000	-	-	39,000	-	-
TBA	Paraprofessionals	12,960	-	-	12,960	-	-
	Specialty		-	-		0.5	18,500
TBA	Principal	60,000	1	5,000	60,000	1	60,000
	Administrators		1	5,000		1	60,000
TBA	Office Manager/Registrar	25,000	-	-	25,000	1	25,000
	Admin Support		-	-		1	25,000
TBA	Cafeteria Manager	10,980	-	-	10,980	1	10,980
	Food Service		-	-		1	10,980
TBA	Custodian	11,520	-	-	11,520	1	11,520
	Custodial		-	-		1	11,520
Total			<u>1</u>	<u>5,000</u>		<u>10.5</u>	<u>354,000</u>

LEADERSHIP ACADEMY FOR ACADEMICS
 STAFFING PLAN
 Fiscal Years 2014 - 2018

Name	Position	Year 2			Year 3		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,380	8	307,040	38,764	9	348,874
	Instructional		8	307,040		9	348,874
TBA	Curriculum Leader/Dean	50,000	-	-	50,000	-	-
TBA	ESOL/ESE Specialist	37,370	1	37,370	37,744	1	37,744
TBA	Guidance Counselor	39,390	1	39,390	39,784	1	39,784
TBA	Paraprofessionals	13,090	1	13,090	13,220	2	26,441
	Specialty		3	89,850		4	103,969
TBA	Principal	60,600	1	60,600	61,206	1	61,206
	Administrators		1	60,600		1	61,206
TBA	Office Manager/Registrar	25,250	1	25,250	25,503	1	25,503
	Admin Support		1	25,250		1	25,503
TBA	Cafeteria Manager	11,090	1	11,090	11,201	1	11,201
	Food Service		1	11,090		1	11,201
TBA	Custodian	11,635	1	11,635	11,752	1	11,752
	Custodial		1	11,635		1	11,752
Total			<u>15.0</u>	<u>505,465</u>		<u>17.0</u>	<u>562,504</u>

LEADERSHIP ACADEMY FOR ACADEMICS
 STAFFING PLAN
 Fiscal Years 2014 - 2018

Name	Position	Year 4			Year 5		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	38,151	10	391,514	39,543	10	395,430
	Instructional		10	391,514		10	395,430
TBA	Curriculum Leader/Dean	50,500	1	50,500	51,005	1	51,005
TBA	ESOL/ESE Specialist	38,121	1	38,121	38,502	1	38,502
TBA	Guidance Counselor	40,182	1	40,182	40,584	1	40,584
TBA	Paraprofessionals	13,353	3	40,058	13,486	3	40,459
	Specialty		6	168,861		6	170,550
TBA	Principal	61,818	1	61,818	62,436	1	62,436
	Administrators		1	61,818		1	62,436
TBA	Office Manager/Registrar	25,758	1	25,758	26,015	1	26,015
	Admin Support		1	25,758		1	26,015
TBA	Cafeteria Manager	11,313	1	11,313	11,426	1	11,426
	Food Service		1	11,313	11,426	1	11,426
TBA	Custodian	11,869	1	11,869	11,988	1	11,988
	Custodial		1	11,869		1	11,988
Total			<u>20.0</u>	<u>671,133</u>		<u>20.0</u>	<u>677,844</u>

**LEADERSHIP ACADEMY FOR ACADEMIC AND PERSONAL ACHIEVEMENT
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Teachers
Year 1			
6	44	22	2.00
7	44	22	2.00
8	44	22	2.00
9	-	25	
	132		6
Year 2			
6	44	22	2.00
7	44	22	2.00
8	44	22	2.00
9	50	25	2.00
	182		8
Year 3			
6	66	22	3.00
7	44	22	2.00
8	44	22	2.00
9	50	25	2.00
	204		9
Year 4			
6	66	22	3.00
7	66	22	3.00
8	44	22	2.00
9	50	25	2.00
	226		10
Year 5			
6	66	22	3.00
7	66	22	3.00
8	44	22	2.00
9	50	25	2.00
	226		10

Revenue Estimate Worksheet for Leadership Academy for Academic and Personal Achievement

Based on the Second Calculation of the FEFP 2014-15

School District: **Broward**

1. 2014-15 FEFP State and Local Funding

Base Student Allocation \$4,031.77 District Cost Differential: 1.0233

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3		1.126	0.0000 \$	-
111 Basic K-3 with ESE Services		1.126	0.0000 \$	-
102 Basic 4-8	106.00	1.000	106.0000 \$	437,325
112 Basic 4-8 with ESE Services	13.00	1.000	13.0000 \$	53,634
103 Basic 9-12		1.004	0.0000 \$	-
113 Basic 9-12 with ESE Services		1.004	0.0000 \$	-
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000 \$	-
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000 \$	-
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000 \$	-
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000 \$	-
130 ESOL (Grade Level PK-3)		1.147	0.0000 \$	-
130 ESOL (Grade Level 4-8)	13.00	1.147	14.9110 \$	61,518
130 ESOL (Grade Level 9-12)		1.147	0.0000 \$	-
300 Career Education (Grades 9-12)		1.004	0.0000 \$	-
Totals	132.00		133.9110 \$	552,477

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student
	0.00	PK-3	251	\$ 1,058 \$ -
Additional Funding from the ESE		PK-3	252	\$ 3,418 \$ -
Guaranteed Allocation. Enter the FTE		PK-3	253	\$ 6,974 \$ -
from 111, 112, & 113 by grade and	13.00	4-8	251	\$ 1,187 \$ 15,431
matrix level. Students who do not have		4-8	252	\$ 3,546 \$ -
a matrix level should be considered 251.		4-8	253	\$ 7,102 \$ -
This total should equal all FTE from	0.00	9-12	251	\$ 845 \$ -
programs 111, 112 & 113 above.		9-12	252	\$ 3,204 \$ -
		9-12	253	\$ 6,760 \$ -
Total FTE with ESE Services	13.00			Total from ESE Guarantee \$ 15,431

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 53,302,026		Per Student
divided by district FTE	261,831.03		\$ 204 \$ 26,928
<i>(with eligible services)</i>			

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 594,836

5. Class Size Reduction Funds:

Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	=	
PK - 3	0.0000	1.0233		1325.01	=	0
4-8	133.9110	1.0233		903.80	=	123,849
9-12	0.0000	1.0233		905.98	=	0
Total *	133.9110			Total Class Size Reduction Funds	\$	123,849

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>133.9110</u>	by district's WFTE:	<u>283,801.90</u>		
to obtain school's WFTE share.					0.0472%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>132.00</u>	by district's UFTE:	<u>261,831.03</u>		
to obtain school's UFTE share.					0.0504%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,109,616</u>	x	0.0472%	\$ <u>2,884</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,109,616			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>110,253,826</u>	x	0.0472%	\$ <u>52,040</u>
9. Discretionary Millage Compression Allocation 748 mills (UFTE share)	(b)	<u>0</u>	x	0.0504%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(d)	<u>(409,562)</u>	x	0.0472%	-\$ <u>193</u>
11. Discretionary Lottery (WFTE share)	(e)	<u>2,659,799</u>	x	0.0472%	\$ <u>1,255</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,026,564</u>	x	0.0504%	\$ <u>10,093</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>79.20</u>	x	352	\$ <u>27,878</u>
Enter ESE Student Riders		<u>0.00</u>	x	1,326	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(c)	<u>2,367,673</u>	x	0.0504%	\$ <u>1,193</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total \$	<u>813,835</u>

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
 If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 - (b) District allocations multiplied by percentage from item 6B.
 - (c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 - (d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 - (e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
 - (f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
 - (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 - (h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 - (i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(f), Florida Statutes.
- Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.*
- For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.*
- FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.*
- Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.*

Section 18: Financial Management and Oversight

Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The School is committed to developing and maintaining finance policies and procedures that ensure sound internal controls, finance responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP); adherence to the Governmental Accounting Standards Board (GASB) rules and regulations; adherence to applicable State and Federal rules and regulations; and use of the uniform chart of accounts for Florida schools, known as the Red Book, incorporated by reference in Rule 6A-1001, Florida Administrative Code, pursuant to the requirements of Sections 237.01-.02 F.S. As a not-for-profit organization, the school is entrusted with funds granted by government agencies, private foundations and individual contributors and must adhere to the highest of standards of accounting. At a minimum, the Board will adhere to the financial policies and procedures outline herein, under section

Benchmarks for Fiscal Soundness

The school's fiscal soundness will be managed and the proper use of financial resources ensured by meeting a set of fiscal benchmarks requiring:

- Board oversight of the school's finances;
- Budgeting and long range planning;
- Appropriate internal controls;
- Accurate and timely financial reporting; and
- Timely responses to the school's financial condition.

Board Oversight

The day-to-day fiscal responsibilities of the School are assigned to its designated fiscal staff; however, ultimate responsibility for fiscal control of the organization rests with the Board of Directors who shall provide effective financial oversight, and will make financial decisions that further the school's mission, program and goals. The Board of Directors will approve the annual budget, and require regular and timely financial reporting to the Board of Directors. The Board Treasurer serves as the Board's key financial contact. The Board will establish and maintain a Finance Committee chaired by the Treasurer. The Finance Committee reviews in detail the monthly financial reports by the 20th day of the next month. Financial reports are described in the Financial Reporting Section.

Insurance Coverage for Fraud and Crime

The School will maintain fraud and crime coverage for the school's staff and its agents in an amount that is at least the sponsor's minimum requirement, or 3 times average monthly receipts of the school, whichever is greater. With these policy limits and with its internal and review controls, the school can insure that it would detect fraud that had occurred within a timely manner, and that it would be covered by insurance in an amount that well exceeds the cash available to the school through its bank account. Furthermore, the Board will confirm cash receipts both reported and expected against the bank reconciliation, to ensure that no funds intended for deposit have been diverted to any other account. Whenever possible, it will be the policy of the Board to request from the Sponsor direct deposit into the school's authorized bank account.

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

Internal Control Systems

The internal control structure consists of policies and procedures that have been established to achieve the school's objectives. The control structure is represented by policies and procedures that affect the organization's processing, recording, summarizing, and reporting of financial information. The school will maintain appropriate internal controls to detect and prevent loss of school assets; and to ensure that transactions have been accurately recorded and appropriately documented in accordance with management's direction and laws, regulations, grants and contracts; and that the school can ensure that funds are being received, spent and recorded as intended by the school. This structure is established and maintained to reduce the potential unauthorized use of the school's assets or misstatement of account balances, and to ensure that the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditors, State Department of Education.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

The Control Environment

The control environment reflects the importance the school places on internal controls as part of its day-to-day activities. Factors that influence the control environment can include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, personnel policies and practices, protection of informants of improper activities, and external influences such as significant funder expectations.

The Accounting System

The accounting system comprises the methods, accounting software, and records used to identify, assemble, classify, record, and report accounting transactions. At a minimum, it is set up to:

- Identify and record all of the school transactions;
- Describe the transactions in enough detail to allow classification for financial reporting; and
- Indicate the time period in which transactions occurred in order to record them in the proper accounting period.
- Handle Fund Accounting

Control Procedures

Control procedures are the procedures set up to strengthen the School's internal control structure and thus safeguard the agency assets. They are divided into the following:

- Segregation of Duties: No one person should control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.
- In general, the *transaction approval function*, the *accounting/reconciliation Function* and the *asset custody function* should be separated among employees whenever possible.

- When these functions are not or cannot be separated, then a *detailed supervisory review* of related activities should be undertaken by managers or officials as a *compensatory control*.
- **Restricted Access:** Physical access to valuable and movable assets is restricted to authorized personnel. Systems access to make changes in accounting records is restricted to authorized personnel. This access is limited to the Accountant and the Administrator.
- **Processing Control:** This is designed to catch errors before they are posted to the general ledger. Common processing controls are the following: batch controls; source document matching; clerical accuracy of documents; and general ledger account code checking.

FINANCIAL REPORTING

The Accounting Cycle

The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of the school. The component bookkeeping cycles fall into one of four primary functions:

1. Revenue, accounts receivable, and cash receipts.
2. Purchases, accounts payable, and cash disbursements.
3. Payroll
4. General Ledger and Financial Statements

The monthly financial statements will be provided to the Board of Directors and the Sponsor by the 20th of the following month and will include:

- Balance sheet (with an explanatory description of account detail)
- Revenue, expense and change in fund balance with actual to budget reports by line item, (with reports on variance over a limit to be Board determined)
- Bank activity, check register, bank reconciliation, and a copy of all checks cleared or voided
- Adjusting journal entries signed by Administrator
- Cash-flow summary (statement of cash flow) and cash projections updated to at least a 12 month forward projection
- Other financial reports that may be required by the Board or the sponsor

During their monthly review the finance committee will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This finance committee will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the School's Sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial reports accuracy.

Financial Reporting

Financial reporting begins with the accounting procedures and accounting cycle. The Board shall monitor, according to a schedule formally adopted annually by the Board, that the school has faithfully adhered to the school's financial reporting requirements, and such reports have been completed followed generally accepted accounting principles, as required. The following statements/reports/budgets will be completed accurately and filed timely:

- Annual financial statement and audit reports
- Annual budget and projected cash flow statements
- Un-audited monthly reports of income and expense
- Balance sheet (with an explanatory description of account detail)
- Actual to budget reports by line item, (with reports on variance over a limit to be Board determined)
- Bank activity, bank reconciliation, and a copy of all checks cleared or voided;
- Adjusting journal entries signed by Administrator
- Cash-flow summary (statement of cash flow) and cash projections updated to at least a 12 month forward projection
- Other financial reports that may be required by the Board or the sponsor
- Grant expenditure reports, as required.

Monthly Financial Statement Review

During their monthly review the finance committee will confirm the accuracy of the Bank Statement by receiving independently and comparing an electronic bank-issued version to the hard copy version presented in the statements. This will be done to ensure that the bank statements have not been altered in any way. This finance committee will confirm that these versions are in agreement every month as part of the review. Any discrepancies must be resolved within 1 business day, and if not resolved, all Board members and the school's sponsor shall be immediately notified in writing and by email. In such an event, a Board meeting will be called with 2 business days' notice in order from them to address any such discrepancy. The purpose of this provision is to ensure the integrity of the financial processes and internal controls that pertain to the financial reports accuracy.

The fiscal management of the school involves the following positions:

- Board of Directors, Finance/Audit Committee & Treasurer
- Fiscal Administrator /Accountant
- Principal
- Clerical Staff

The Fiscal Administrator reporting to the Board of Directors is responsible for fiscal management of the school. Segregation of duties is achieved by separating financial functions between the financial staff and the nonfinancial staff (i.e. Principal, office manager, and receptionist) for receipt of mail and goods; and review, oversight and authorization levels assigned to the staff. In addition the Fiscal Administrator regularly monitors the assignment of financial duties and responsibilities for their impact upon the segregation of

duties.

FISCAL YEAR

The School's fiscal year is July 1 to June 30.

Accrual Accounting

The school uses the accrual basis of accounting when preparing its financial statements.

This daily operational management will include, but not be limited to, staffing, payroll administration, professional training and development, contract administration, curriculum and testing, budgeting, accounting, cash management and financial reporting, insurance, management information systems, transportation services, cafeteria management services, marketing and recruitment, parent/student/community activities, public relations, and fundraising activities.

In the selection process for management and administrative support, the Board of Directors will require to clearly define the fiscal management and internal accounting processes and procedures to be implemented that will ensure daily fiscal accountability with clearly defined procedures for receipt of funds, writing checks, making payments, purchasing, record keeping, and all other fiscal matters. All such functions will be in accordance with Generally Accepted Accounting Principles (GAAP), the provisions of the charter and all applicable federal and state laws.

The School leader and the Governing Board, with assistance by the selected management team will be responsible for establishing and maintaining a system of internal control that will provide reasonable assurance that the School's assets are safeguarded against loss from unauthorized use or disposition, and that all transactions are executed in accordance with management's authorization and recorded properly in the financial records. As part of the process to engage, partner and/or contract with a qualified management team for the provision of financial services, the Board will authorize the leadership team to establish strict controls in the following areas:

- Payroll
- Revenues, accounts receivable, and cash receipts
- Budgeting and financial reporting
- Expenditures, accounts payable, and cash disbursements
- School inventory
- Risk management.

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances would include:

- General Accounting - utilization of accepted state codification of accounts pursuant to the
- Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.
- Wire Transfers (in) - Copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the banking account(s) along with supporting documentation shall be maintained and recorded in the general ledger by journal entry.

- Wire Transfer (Out) – in order to maintain adequate control over the school's funds wire transfers out of the account will not be allowed; except that EFT for IRS payments and State taxes shall be authorized as required by law.
- Internal Revenue Collection - Any funds collected at the school (i.e., lunch monies, fundraisers, and field trips) may be initially collected by the teaching staff. These funds along with supporting documents are submitted to the School leader (or Assistant school leader/Office Manager) whose responsibility is to recount monies and provide the teacher, or other authorized funds collecting staff member, with a signed per-numbered receipt, verify collection and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the bank and the copy remains intact in the deposit book. A copy of the bank-validated receipt along with supporting documentation will be maintained.
- Capital Expenditures - Purchase orders are required for all capital expenditures and must be approved in advance by the School leader(or Assistant Principal/Business Manager). These purchase orders will be prepared in triplicate with one going to the vendor, one to the Management Entity (if applicable), and the other remaining at the school on file with the Principal.
- Checking Accounts - Two, checking accounts will be used to pay vendors,
- School Operating Account and the Principal's Account. All expenses related to the operations of the school are paid from the School Operating Account. Emergency and small purchases may be paid from the Principal's Account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures.
- Authorized Check Signers - Authorized signers on School accounts will be limited to certain specified individuals.
- Payroll - Payroll activities will be recorded through a Payroll Account and all payroll files, tax returns and W2's will be maintained.
- Data Security - Financial data will be maintained on a secured system/network, with appropriate file backups and physical records to be maintained in a secure, fireproof environment.

Financial statements will be made available to the Board of Directors on at least a quarterly basis. The financial statements will include a balance sheet and a statement of revenues and expenditures prepared in accordance with GAAP. The School will provide the school district with annual financial reports as of June 30th each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1st and Audited Statements by September 20th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object. The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units.

The annual budget for the School will be approved by the Board of Directors and submitted to the school district each year, in accordance with the terms and conditions of the Charter. This budget shall include projected sources of revenue, both public and private, and planned expenditures covering the entire school year.

The School shall obtain an annual financial audit performed by a licensed Certified Public Accountant. The audit shall be performed in accordance with Generally Acceptable Auditing Standards;

Government Auditing Standards, issued by the Comptroller General of the United States; and the

Rules of the Auditor General, State of Florida. The School will provide the School district with annual financial reports as of June 30's each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 20th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object.

The financial statements will be presented in the format required by Governmental Accounting Standards Board (GASB) Statement 34, applicable for state and local governments and their component units.

Describe the method by which accounting records will be maintained.

The school shall maintain accounting records according to the "Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(h), as described in the Florida Red Book. The school's Financial Policy and Procedures Manual describes how financial documents such as cash and check receipts, purchase orders, receipts for goods or services, invoices, disbursements, batch methods of payments, posting summaries for batch payments, and more, are maintained, in order to preserve an adequate record of the entire set of accounting activities that convey receipt of funds and expenditures.

Describe how the school will store student and financial records.

Student records shall be maintained in an area access available only to designated individuals and shall be kept locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order.

Financial records will be securely maintained in the administrative offices of the school. Access will be limited to designated employees of the School. In addition, all records of funds receipts and payments will be scanned as a part of the regular accounting cycle, and these scanned records will be labeled by the same control number system assigned to the original documents. The documents will be electronically approved and archived for permanent storage and safekeeping.

Should the Sponsor or any duly authorized State or Federal agency request or require an examination of financial records, The School will either accommodate the District at its administrative offices for review of original records, or will arrange to bring copies of requested documentation to the authorized agency for review.

Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and directors' and officers' liability coverage.

The School will comply with all requirements specified by the district, or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance

Rules of the Auditor General, State of Florida. The School will provide the School district with annual financial reports as of June 30's each year, in accordance with the timelines set forth in the Charter (currently, Unaudited Statements by August 1" and Audited Statements by September 20th). These reports shall include a complete set of annual financial statements and notes thereto, prepared in accordance with GAAP and reflecting the detail of revenue sources and expenditures by function and object.

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Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and directors' and officers' liability coverage.

The School will comply with all requirements specified by the district, or applicable state statutes regarding insurance and liability coverage. These include:

- Errors and Omissions Insurance

- Fiduciary Liability Insurance
- Officers and Directors Liability Insurance
- Fidelity Crime Coverage
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property Insurance
- Employee Health Insurance (single coverage)
- Worker's Compensation Insurance
- Unemployment Compensation Insurance
- Business Interruption

The insurance companies that provide coverage will have an A. M. Best (a national insurance rating company) rating of "A" or better. The following reflects the slate of insurance coverage that will be implemented at the School.

Commercial, General Liability	Up to: Each Occurrence General Aggregate	\$1,000,000 \$3,000,000
Automobile	Each Accident Bodily Injury Property Damage	Combined Single Limit \$1,000,000
Professional Liability (Errors and Omissions)	Each Occurrence Aggregate	\$1,000,000 \$2,000,000
Officers and Directors Liability	Each Loss Each Policy Period	\$1,000,000 \$1,000,000
Property Insurance		Based on value of property
Fidelity Bond	Covering Employees and agents of the school	\$1,000,000
Workers' Compensation Employer's Liability	EL Each Accident EL Disease Occurrence	Statutory Limits \$500,000

	EL Disease Limit	\$500,000
		\$500,00
Student Accident Insurance	Basic Each Occurrence Catastrophic	Reimburses Out-of-Pocket Expense 100% after \$25,000
Excess Liability	Each Occurrence General Aggregate	\$3,000,000

Section 19: Action Plan

A. Present a timetable for the school's start-up.

August
2014:

- Submission of charter school application proposal to the Broward County Public Schools

November 2014 - January 2015:

- Expected Approval of contract by Broward
County Schools
- Initiate Student Marketing and Recruitment
Plans/Schedule meeting with staff/administration of
targeted schools
- Begin recruiting teachers and school Administration
- Lease negotiations (facility)
- Jurisdictional applications for use of site

March 2015 - April 2015

- Continue active recruitment of potential students, targeting high-needs populations
- Implement marketing strategies
- Board of Directors approves contracts with outside providers
- Selection and Hiring of staff (as per staffing plan)
- Begin ordering classroom materials
- Facility Renovations
- Begin Purchasing equipment
- Initial Student Registration Period (April- June)

May 2015 - June 2015

- Student Enrollment (May 31, 2015) - Conduct Lottery if necessary
- Selection and Hiring of staff (as per staffing plan)
- Continue student recruiting and necessary master teacher recruiting

- Continue Ordering Instructional materials
- Final Preparation of Facilities (inspections/permits)

June 15, 2015 - August 1, 2015:

- Second Registration Period Begins (Conduct lottery if number of applicants exceeds capacity)
- Final Hiring of all teachers and required staff
- Create website

July 2015:

- Contract with food provider and transportation services
- Finalize contract with Educational Services and Support Provider
- Establish All financial systems (payroll/accounts payables/receivables)
- Finalize all Parent, Student and Staff Handbooks
- Analyze student records to target deficiencies and implement special program schedules
- Finalize Master schedule
- Conduct Property Inventory and prepare location for school opening

August 2015:

- Student and parent orientation
- Staff orientation and preparation for opening.
- Conduct Final Safety Walk-Through (facilities)
- All teachers report for in-service training
- School opens

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: SVG Leadership Academies, Inc.

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

NAME OF CONTACT PERSON: Dr. Steve Gallon

TITLE/RELATIONSHIP TO NONPROFIT: Consultant

MAILING ADDRESS: P.O. Box 55-1667

PRIMARY TELEPHONE: (305) 899-8426 **ALTERNATE TELEPHONE:** (305) 308-2424

E-MAIL ADDRESS: svgleadershacademies@yahoo.com


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

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

Projected School Opening: July 1, 2015

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	132	
Second Year	6-9	182	
Third Year	6-9	204	
Fourth Year	6-9	226	
Fifth Year	6-9	226	

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
 Dorothy Davis

 Printed Name

President

 Title
 7/29/14

 Date

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for The Leadership Academy for Academic and Personal Achievement 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 218.59, F.S.

The governing board, at its discretion, allows Dorothy Davis, President to sign as the legal correspondent for the school.



Signature
Dorothy Davis

7/29/14

Date

Printed Name



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301

ROBERT W. RUNCIE
Superintendent of Schools

SCHOOL BOARD

Chair LAURIE RICH LEVINSON
Vice Chair PATRICIA GOOD
ROBIN BARTLEMAN
ABBY M. FREEDMAN
DONNA P. KORN
KATHERINE M. LEACH
ANN MURRAY
DR. ROSALIND OSGOOD
NORA RUPERT

SENT VIA CERTIFIED & ELECTRONIC MAIL

October 8, 2014

Steve Gallon, Consultant
Dorothy Davis, President
SVG Leadership Academies, Inc.
The Leadership Academy for Academic and Personal Achievement
1000 Quayside Terrace, Suite 910
Miami, Florida 33138

Dear Mr. Gallon and Ms. Davis:

Pursuant to Section 1002.33(6)(b)(3), Florida Statutes, the purpose of this letter is to notify you of The School Board of Broward County, Florida's, action upon the charter school application you submitted for the 2015 - 2016 school year.

The School Board of Broward County, Florida, denied the charter school application for The Leadership Academy for Academic and Personal Achievement at its Regular School Board Meeting on September 16, 2014. The application was denied due to deficiencies specified on the attached Agenda Item and Executive Summary.

Per Section 1002.33(6)(c)(1), Florida Statutes, an applicant may appeal the denial of that applicant's application to The State Board of Education, no later than 60 calendar days after receipt of the sponsor's decision.

SVG Leadership, Inc., (The Leadership Academy for Academic and Personal Achievement), is encouraged to resubmit an application for the 2015 Application Review Cycle after the foregoing application deficiencies have been remedied.

Should any further information be needed, please contact Perry, Director, Charter Schools Management/Support Department, at 954-358-3222.

Robert W. Runcie

RWR/LMB/JP/RS:ac
Attachments

- c: Ms. Leslie M. Brown, Chief Portfolio Officer, Portfolio Services
- Mr. Robert P. Vignola, Deputy General Counsel
- Ms. Jody Perry, Director, Charter Schools Management/Support Department
- Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department

4

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600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301

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SENT VIA CERTIFIED & ELECTRONIC MAIL

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Should any further information be needed, please contact **Jody Perry, Director, Charter Schools Management/Support Department, at 754-321-2135.**

Sincerely,



Robert W. Runcie

RWR/LMB/JP/RS:ac
Attachments

c: Ms. Leslie M. Brown, Chief Portfolio Officer, Portfolio Services
Mr. Robert P. Vignola, Deputy General Counsel
Ms. Jody Perry, Director, Charter Schools Management/Support Department
Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), submitted a formal application to start a public charter school for the 2015-2016 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement). The Committee is comprised of representatives from Instruction and Intervention, Budget, Facilities, Student Transportation and Fleet Services, Exceptional Student Education and Support Services, English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization. Utilizing the Model Florida Charter School Application Charter School format, the Committee reviewed the application in detail.

Having reviewed SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), application, the Committee recommended the denial of the proposed charter school application (Exhibit 2). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of SVG Leadership Academies, Inc., (The Leadership Academy for Academic and Personal Achievement), for the grounds specified in the attached executive summary.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda at:

<https://wcbappc.browardschools.com/eagenda/>.

See Supporting Documents for continuation of Summary and Background.

This item has been approved as to form and legal content by the Office of the General Counsel.

Executive Summary
The Leadership Academy for Academic and Personal Achievement, Inc.
The Leadership Academy for Academic and Personal Achievement

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, charter school applications are due on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next academic year. Applications received in a timely manner are evaluated by the Superintendent's Charter School Review Committee, which is comprised of representatives from Instruction and Intervention, Budget, Facilities, Exceptional Student Education and Support Services (ESE), English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization.

Staff Comments and Recommendations:

The Charter School application for The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), be denied due to the following deficiencies:

- Failure to indicate what educational programs the school intends to implement, for whom and to what degree. Section 1002.33(2)(a), Florida Statutes; Section 1002.33(2)(b), Florida Statutes; Section 1002.33(2)(c), Florida Statutes; Section 1002.33(6)(a)(1), Florida Statutes; Section 1002.33(7)(a)(1), Florida Statutes, a required element of the Model Florida Charter School Application.
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approved, research-based reading program. Application refers to e2020, which is not a state-approved reading intervention program.

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- Section 1002.33(2)(b)(3), Florida Statutes, states that, "Charter schools shall fulfill the following purposes:... Encourage the use of innovative learning methods."
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• Failure to demonstrate an understanding of the requirements of the school to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education. Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.

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• Failure to demonstrate an understanding of the requirements of the school to serve English

Language Learner Students and to provide a concrete plan for meeting the broad spectrum of educational needs for all enrolled students as required in Section 1003.56, Florida Statutes, English Language Instruction for Limited English Proficient Students and Rules 6A-6.0900 to 6A-6.0909, F.A.C., Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Florida Model Charter School Application.

- State Board Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners, and the state-approved District ELL Plan require that all students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
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 - Application Deficiency: The application fails to include the adequate insurance coverage for General Liability, Professional Liability and Property.
- Failure to provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.
 - Section 1002.33(7)(a)(16), Florida Statutes, requires "A timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable."
 - Application Deficiency: The application fails to include a realistic contingency plan for unanticipated events.

It is requested that The School Board of Broward County, Florida, authorize the Superintendent of Schools to notify The Leadership Academy for Academic and Personal Achievement, Inc.,

(The Leadership Academy for Academic and Personal Achievement), of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), will be encouraged to resubmit an application for the 2015 Application Review Cycle after the foregoing application deficiencies have been remedied.

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SOUTHEAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301

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Superintendent of Schools

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Superintendent of Schools

SENT VIA CERTIFIED & ELECTRONIC MAIL

October 8, 2014

Steve Gallon, Consultant
Dorothy Davis, President
SVG Leadership Academies, Inc.
The Leadership Academy for Academic and Personal Achievement
1000 Quayside Terrace, Suite 910
Miami, Florida 33138

Dear Mr. Gallon and Ms. Davis:

Pursuant to Section 1002.33(6)(b)(3), Florida Statutes, the purpose of this letter is to notify you of The School Board of Broward County, Florida's, action upon the charter school application you submitted for the 2015 - 2016 school year.

The School Board of Broward County, Florida, denied the charter school application for The Leadership Academy for Academic and Personal Achievement at its Regular School Board Meeting on October 7, 2014. The application was denied due to deficiencies specified on the attached Agenda Item and in its Executive Summary.

Per Section 1002.33(6)(c)(1), Florida Statutes, an applicant may appeal the denial of that applicant's application to The State Board of Education, no later than 30 calendar days after receipt of the sponsor's decision.

SVG Leadership, Inc., (The Leadership Academy for Academic and Personal Achievement), is encouraged to resubmit an application for the 2015 Application Review Cycle after the foregoing application deficiencies have been remedied.

Should any further information be needed, please contact Jody Perry, Director, Charter Schools Management/Support Department, at 754-321-2135.

Sincerely,



Robert W. Runcie

RWR/LMB/JP/RS:ac
Attachments

c: Ms. Leslie M. Brown, Chief Portfolio Officer, Portfolio Services
Mr. Robert P. Vignola, Deputy General Counsel
Ms. Jody Perry, Director, Charter Schools Management/Support Department
Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department

"Educating Today's Students For Tomorrow's World"
Broward County Public Schools Is An Equal Opportunity Equal Access Employer

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. SVG Leadership Academics, Inc., (The Leadership Academy for Academic and Personal Achievement), submitted a formal application to start a public charter school for the 2015-2016 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from SVG Leadership Academics, Inc., (The Leadership Academy for Academic and Personal Achievement). The Committee is comprised of representatives from Instruction and Intervention, Budget, Facilities, Student Transportation and Fleet Services, Exceptional Student Education and Support Services, English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization. Utilizing the Model Florida Charter School Application Charter School format, the Committee reviewed the application in detail.

Having reviewed SVG Leadership Academics, Inc., (The Leadership Academy for Academic and Personal Achievement), application, the Committee recommended the denial of the proposed charter school application (Exhibit 2). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of SVG Leadership Academics, Inc., (The Leadership Academy for Academic and Personal Achievement), for the grounds specified in the attached executive summary.

A copy of all supporting documents is available at the Charter Schools Management/Support Department on the 12th floor of the K.C.W. Administration Center.

A copy of all supporting documents is available online via the Broward County Public Schools eAgenda at:

<https://webappa.browardschools.com/eagenda>.

See Supporting Documents for continuation of Summary and Background.

This item has been approved as to form and legal content by the Office of the General Counsel.

Executive Summary
The Leadership Academy for Academic and Personal Achievement, Inc.
The Leadership Academy for Academic and Personal Achievement

Applicants seeking to open a charter school must complete the Model Florida Charter School Application from the Florida Department of Education School Choice website or the District's Charter School website. The state standard application form clearly specifies statutorily required standards and supporting criteria that reviewers should expect to find. In order to demonstrate the quality of the proposed charter school, as well as the capacity of the applicant to meet the challenge of operating a quality charter school, applicants are asked to provide detailed plans in three areas critical to the success of the school:

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, charter school applications are due on or before August 1 of each calendar year for charter schools to be opened at the beginning of the school district's next academic year. Applications received in a timely manner are evaluated by the Superintendent's Charter School Review Committee, which is comprised of representatives from Instruction and Intervention, Budget, Facilities, Exceptional Student Education and Support Services (ESE), English for Speakers of Other Languages (ESOL), District Administration, and other areas of the organization.

Staff Comments and Recommendations:

The Charter School application for The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of The Leadership Academy for Academic and Personal Achievement, Inc., (The Leadership Academy for Academic and Personal Achievement), be denied due to the following deficiencies:

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