



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12th FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2138

CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

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November 6, 2015

Florida Department of Education
Agency Clerk
State Board of Education
325 West Gaines Street, Room 1520
Tallahassee, FL 32399-0400
850-245-9661

**RE: RESPONSE TO APPEAL OF DENIAL OF SCHOOL CHARTER APPLICATION
PHOENIX ACADEMIES OF EXCELLENCE INC., ON BEHALF OF THE PHOENIX
ACADEMY OF EXCELLENCE**

On October 13, 2015, The School Board of Broward County, Florida received an appeal from Phoenix Academies of Excellence Inc., for the denial of their charter application for Phoenix Academy of Excellence. Pursuant to Section 1002.33(6)(c)1, Florida Statutes, "...*Any response of the Sponsor shall be submitted to the State Board of Education within 30 calendar days after notification of the appeal.*"

On behalf of The School Board of Broward County, Florida, attached you will find a response to the appeal. If you have any questions or desire additional information, please contact me at 754-321-2135.

Sincerely,

Jody Perry, Director
Charter Schools Management/Support

JP/RS:ac
Attachment

- c. Robert W. Runcie, Superintendent of Schools
Leslie Brown, Chief of Portfolio Services
J. Paul Carland II, General Counsel
Robert Paul Vignola, Deputy General Counsel
Rhonda Stéphanik, Coordinator, Charter Schools Management/Support Department
Christopher Norwood, J.D., Governance Institute for School Accountability (GISA)

FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION

PHOENIX ACADEMIES OF EXCELLENCE, INC.,
on behalf of The Phoenix Academy of Excellence,

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) 321-2050
Facsimile: (754) 321-2705
robert.vignola@browardschools.com

COMES NOW, THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (“SBBC” or “Sponsor”), and pursuant to Section 1002.33(6)(c)1, Fla. Stat., and Section 6A-6.0781, F.A.C., respectfully files this its response to the appeal filed by the Applicant/Appellant, DOROTHY DAVIS (“Applicant” or “Appellant”), concerning the charter school application for The Phoenix Academy of Excellence (“School”) and would state as follows:

I. IDENTIFICATION OF PARTIES

The charter school application for The Phoenix Academy of Excellence was submitted by DOROTHY DAVIS, P.O. Box 55-1667, Miami, FL 33055. The Sponsor below was The School Board of Broward County, Florida, 600 S.E. 3rd Ave., Fort Lauderdale, FL 33301.

II. STATEMENT OF FACTS AND PROCEDURAL MATTERS

SBBC currently sponsors 104 charter schools operating in Broward County and has another 10 approved charter school applicants that have deferred opening or took a planning year until the 2016-2017 school year. Charter school applications for 2016-2017 were accepted on August 3, 2015 since August 1 fell on a Saturday and 7 new applications have been approved.

Ms. Davis submitted an application (“Application”) proposing a Grades 6-9 charter school [Exhibit 1]. The Application was reviewed by a Superintendent’s Charter School Review Committee (“Committee”) comprised of personnel from pertinent district departments including Instruction and Interventions, Exceptional Student Education, English for Speakers of Other Languages, Facilities, Budget, Risk Management & Charter Schools Management/Support. Each Committee Member noted the Application’s strengths and/or areas of concern and indicated whether portions of the Application 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 identified a number of deficiencies within the Application which prompted the Superintendent of Schools to recommend its denial. These deficiencies were

specified in the Executive Summary to SBBC's Agenda Item L-1 [Exhibit 2]. The Applicant was notified [Exhibit 3] that the recommended denial would be considered at SBBC's School Board Meeting on September 16, 2015. No representative for Applicant requested to speak during that meeting and SBBC timely voted to deny the Application and provided notice of denial [Exhibit 4] on September 17, 2015 via electronic and Priority Mail. The Applicant received the letter of denial via Priority Mail on September 18, 2015. The Applicant was encouraged by SBBC to remedy the Application's identified substantive deficiencies and submit again in 2016.

The Applicant filed its "Notice of Appeal of Failure to Act and Denial of Charter School Applications" ("Appeal") with the Florida Board of Education on October 13, 2015. Although the Appeal references a denial of "the applications [sic] properly submitted..." only one application was submitted and it was timely denied by SBBC. SBBC received the Notice of Appeal on October 13, 2015 and timely filed this response.

The Applicant's appeal includes references about SBBC's denial of a 2014 charter school application submitted by SVG Leadership Academies, Inc. ("SVG"). The Charter School Appeal Commission's recommendation to uphold SBBC's denial of SVG's 2014 charter school application was accepted by Florida Board of Education. Although the Application under appeal and SVG's application may share certain deficiencies, SVG's 2014 application is irrelevant to this appeal and the Applicant's 2015 Application must be considered upon its own merits.

Despite Applicant's inferences to the contrary, personnel from SBBC's district and from The School Board of Miami-Dade County, Florida are not precluded from communicating with one another about apparent deficiencies when charter school applicants submit similar applications to their agencies. Any written charter school application assessments are public documents subject to inspection by any person – including neighboring school district personnel and, all sponsors are required by Section 1002.33(5)(k), Fla. Stat., to provide the names of all

charter school applicants to the Florida Department of Education. That database is available for all sponsors to review and identify any charter school applicants they may have in common.

III. 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, Fla. Stat., and were identified in detail in the notice of denial and its attachments. In order to avoid unnecessary repetition, SBBC will collectively address the deficiencies in the Application's proposed general education curriculum and separately address the deficiencies in its proposed ESE program; ESOL program; student performance, assessment and evaluation plan; school climate and discipline plan; employment plan; budget (including a viable plan for facilities); and timeline and contingency plan.

A. Deficiencies in Educational Plan

1. Deficiencies in the Proposed General Education Curriculum

The Application failed to provide (1) a clear and coherent educational program design; (2) effective, research-based educational practices, teaching methods and high standards for student learning; (3) a clear and definitive daily schedule (not merely a "sample") and identify how the need of the most intensive students will be met through extended time outside of a single block of time; (4) a clear and definitive schedule for literacy for students at all levels and across all subject areas; (5) research supporting Applicant's claim that the seven practices listed are considered "best and preferred in educating at-risk students"; (6) a clear explanation of "Extended Learning Time" and what the specific schedule would be for the School; (7) a decision whether to participate in the District's K-12 Comprehensive Research-Based Reading Plan; (8) a clear and coherent framework for teaching and learning; (9) evidence that it will enable students to attain Florida Standards/Common Core State Standards and receive at least a year's worth of learning for each year enrolled; (10) an appropriate curriculum plan for all

students at all levels; (11) a clearly described curriculum plan; (12) clear and coherent course code information for Reading and English/Language Arts (ELA); (13) appropriate curriculum program materials for ELA in contrast to intensive reading program materials; (14) a comprehensive intervention reading program (CIRP) and supplemental intervention reading programs (SIRP) for each grade level and each level of reading; and (15) a detailed explanation of the School Improvement Plan process as part of the School's evaluation plan.

Section 1002.33(7)(a)2a, Fla. Stat., provides 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, Section 6A-6.054, F.A.C., requires that FCAT Level 1 and 2 students with deficits in decoding and text reading efficiency must be placed in reading intervention instruction and may not be served through content area reading intervention (CAR-PD/NGCAR-PD).

Although the Application includes some references to a effective, research-based educational program; those Application segments fail to adequately describe or identify an appropriate educational program design. For example, Page 1 of the Application states that:

The school will utilize the BCPS grade-level content-area scope an sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP) to further instruct students school-wide and further prepare them to achieve the Florida Standards.

The foregoing statement is overbroad and ambiguous and is not a commitment to implement with fidelity the District's K-12 Comprehensive Research-Based Reading Plan ("CRRP"). To merely "utilize" the District's CRRP implies that the School may deviate from its educational design and implementation plan and suggests that modification may be made that will lack Sponsor's approval. In addition, charter schools lack authorization to use most District-

created curriculum materials such as pacing guides and scope and sequence maps.

Section 3 of the Model Application requires the Applicant to “[d]escribe the proposed charter school’s educational program” and “[d]escribe the research base for the educational program.” The Application’s ambiguous educational program design or plan precluded its approval. While Page 22 of the Application provides a list of items that could be included in the educational program design, that list fails adequately describe the School’s educational program design. The Application lacked adequate detail about the listed items and a clear and coherent explanation of how they would be implemented in the educational program to align with Florida Standards or result in student success. While the Application referenced several publications, the proposed educational program design lacked sufficient detail and evidence of effective research-based educational practices, teaching methods, and high standards for student learning, or a clear understanding of implementation of a research-based educational plan.

The “sample” schedule included at Page 21 of the Application omitted the extended intensive reading block or match what was described at Pages 31 and 32. While the “sample” schedule referenced a “Literacy Block”, it lacked necessary detail confirming that reading intervention would be implemented through intensive reading coursework. In addition, characterizing the schedule as a “sample” precluded the Sponsor from finding that necessary instructional time would be provided. The Application also lacked any confirmation that the daily schedule within the “sample” would be implemented if the School were to open.

Section 1002.33(2)(b), Fla. Stat., states that, “[c]harter schools shall fulfill the following purposes:... [i]ncrease learning opportunities for all students, with special emphasis on low-performing students and reading.” Although it referenced and described at-risk students, the Application lacked a clear explanation of specific, effective and research-based programs to motivate at-risk students and serve their needs. The School must not only identify any at-risk

students, but must also provide the resources, instruction and setting that best accommodates the needs of those students. While it referenced a variety of strategies and approaches, the Application lacked an adequately detailed educational program design and curriculum plan. The Application lacked any research to support the “seven best and preferred practices” referenced within it and omitted any evidence of state approval for such practices.

The Application did not clearly describe its extended learning time plan for the School or how it will help support student achievement. Although it referenced some scenarios at Page 31, the Application failed to provide a clear and detailed plan. The Application also inaccurately identified certain programs as state-adopted. The Edgenuity program identified at Page 32 was not found to be grounded in scientifically-based, reading research, nor did Applicant provide any information to substantiate its claims that this program is research-based.

Section 1002.33(2)(b) Fla. Stat., states that, “[c]harter schools shall fulfill the following purposes:... [e]ncourage the use of innovative learning methods.” The Application failed to provide evidence of innovative learning methods and the School’s mission is similar to those of standard credit recovery schools currently operating in Broward County. Based upon the instructional materials and resources described in the Application, the School’s students would receive the standard education received by a student enrolled in any credit recovery program currently operating in Broward County (Charter and District) without the addition of any innovative methods. The Application stated that the School would use SBBC’s grade-level/content-area scope and sequence maps and pacing guides, SBBC’s Student Progression Plan (SPP), and the SBBC’s Comprehensive Research-Based Reading Plan (“CRRP”).

Similar deficiencies exist within the Application’s educational program design for Math, Social Studies, Science, Career/Vocational Planning and Technology. The Application is ambiguous as to these curricular portions of the educational program design and their

implementation. Further, the Application failed to meet Section 1002.33(6)(a)2, Fla. Stat., which requires the School to provide a double dose of MJ Intensive Math for all Level 1 and Level 2 students enrolled in Grades 6-8 Algebra.

Section 4 [Curriculum Plan] of the Application lacked adequate information to provide a clear and coherent framework for teaching and learning demonstrating the School's inability to successfully meet the needs of students at all levels.

The Application failed to describe the educational foundation of the School, and the teaching and learning strategies that would be employed. Page 35 of the Application stated that the School would use a state-adopted and research and evidence-based curriculum, but failed to specify the research-based curriculum to be implemented for each subject area/course or the research-based supplemental curriculum to be used. The Application did not clearly confirm it would use a research-based reading intervention program to instruct Level 1 and Level 2 students in reading coursework as required by law. The strategies mentioned on Page 1 of the Application are insufficient for reading intervention. Although Page 35 of the Application stated that the School would utilize a variety of plans and charts to instruct, those materials are not instructional materials. Page 65 of the Application stated that, "the school intends to implement a reading curriculum...and will support district and state initiatives," but did not definitively describe implementation or specific curriculum to meet students' needs demonstrating the Applicant's lack of understanding of an effective curriculum plan to support student achievement.

Pages 39 and 41 of the Application referenced contradictory curricular programs, materials and courses and failed to indicate which programs would be used for students needing those courses, specifically Level 1 and Level 2 students. Page 44 evidenced confusion regarding English/Language Arts and reading intervention. Although the Application must clearly identify the research-based curriculum (including any research-based supplemental curriculum materials)

to be implemented for each subject area/course, how they will be implemented, and for which students; it failed to clearly or correctly identify the programs to be used for specific courses.

A sponsor must deny an application if it lacks a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically-based reading research and Section 1002.33(6)(a)4, Fla. Stat., requires applications to describe the reading curriculum and differentiated strategies that will be used for students reading at grade level or higher and a separate curriculum and strategies for students who are reading below grade level. In this case, the School Improvement Plan contained at Page 86 of the Application failed to provide any details about the plan's contents or processes which required its denial.

Applicant's curricula plans for Math, Science and Instructional Technology show a lack of detail or specificity similar to deficiencies found in other portions of the Application. Although the Application may reference and allude to select portions of its proposed curricula in these areas, its curricula plans are ambiguous and lack adequate detail for approval.

The Application's lack of clarity and detail concerning 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 its denial.

2. Deficiencies in the Proposed Student Performance, Assessment, and Evaluation Plan

The Application also failed to provide for adequate administration of the FAIR-FS assessment. Section 5 [Student Performance, Assessment and Evaluation of the Application] discussed the FAIR-FS assessment in identifying the administration of the assessment twice per year: once August through October and again November through January. The Application also stated, "FAIR assessments will be administered twice 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." In contrast, FAIR administration in

Broward County is required three times per year for progress monitoring for struggling readers in Grades 6-9 as identified by FCAT 2.0 Achievement Levels 1 and 2.

3. Deficiencies in the Proposed ESE Program

The Application was also deficient in the provision of Exceptional Student Education services. As required by Section 6A-6.03028(1), F.A.C., “[a]ll students with disabilities aged three (3) through twenty-one (21) residing in the state of Florida have the right to FAPE consistent with the requirements of Section 1003.571, Fla. Stat., and Sections 6A-6.03011 through 6A-6.0361, F.A.C. including 6A-6.03028(3)(m) - “IEP implementation and accountability.” FAPE must also be made available to students with disabilities, including students who have been suspended or expelled, and any individual student with a disability who needs special education and related services, even though the student has not failed or been retained in a course or grade, and is advancing from grade to grade. Section 6A-6.03028(3)(i)3, F.A.C. requires “a continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions and a school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.”

The Application failed to clearly describe or identify the levels of ESE services to be provided to students with disabilities. Page 106 of the Application stated, “The school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment and once enrolled and will provide service to students with disabilities through consultation in the regular classroom environment...” A consultative model with the general education teacher will not meet the needs of students with disabilities in the general education setting and fails to meet the State’s required continuum of alternate placements or services to meet the needs of students

with disabilities. Within the proposed model, the special education teacher serves in a consultative role to the general education teacher and no provision or plan was made for support facilitation or a resource program for push in or pull out model of support for ESE Students. While consultation with teachers is an important element to assure success of ESE Students, no "hands-on" plan or student interaction plan was described in the Application.

Section 1002.33(7)(a)4, Fla. Stat., requires the School to address:

...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.

Section 1002.33(7)(a)2a, Fla. Stat., states:

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 Next Generation Sunshine State Standards and grounded in scientifically-based reading research.

State Board Rule 6A-6.054, F.A.C., requires that Level 1 and Level 2 students with deficits in decoding and text reading efficiency be placed in reading intervention instruction and precludes serving them through content area reading intervention. (CAR-PD/NGAR-PD)

The Application failed to provide a detailed description of curriculum, interventions, and materials to be used in meeting IEP goals and needs of individual students with disabilities and an appropriate plan for evaluating program effectiveness. Page 113 of the Application lacked an adequately detailed explanation of the scope and sequence, frequency and duration of a state adopted, research-based reading or math program to deliver supportive and intensive instruction to struggling students with disabilities. Pages 65, 66 and 69 of the Application failed to provide an adequately detailed reading curriculum plan and differentiated strategies for students reading

at, above, and below grade level. Since ESE students with disabilities historically are struggling students in the lowest quartile and consistently are Level 1 and Level 2 reading students, the Application lacked sufficient detail about the assistance that would be provided for those students and failed to identify the specific measures, processes and/or assessments to be used to monitor their progress. Although Pages 112-113 partially discuss how the School's effectiveness in serving ESE students will be evaluated, the Applicant fails to specify those progress monitoring tools and protocols to be used evaluate ESE students' success. The Application also fails to specify those materials to be used for the proposed 90-minute block of reading, for in-school tutoring, etc. and does not identify any research-based programs to be implemented or any research-based learning strategies. Absent definitive curriculum or implementation of progress monitoring tools, the effectiveness of the Applicant's ESE program cannot be evaluated or measured and student progress cannot be measured or monitored.

Section 6A-6.03028(3)(i)3, F.A.C. provides that "a continuum of alternative placements must be available to meet the needs of students with disabilities for special education and related services, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions and a school district must make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement." In addition, Section 6A-6.03028(3)(m), F.A.C. requires "IEP implementation and accountability." Pages 106 and 114 of the Application failed to adequately describe those related services that may be needed by a student with disabilities, such as nursing or audiology services. While the Application suggested several related services that could be implemented, it lacked a comprehensive listing of services. The Application stated on Page 106 that "[s]tudents with disabilities whose IEP demonstrates the need for special education or related services in areas such as speech therapy, language therapy, occupational therapy,

physical therapy, and/or counseling will be served as determined by the SST team through consideration of the least restrictive environment based on the individual student's need." In addition, Page 114 stated that "[s]peech-language, occupational, and physical therapy services will be contracted services that the school may provide for students who qualify for those services." Students with disabilities may require a variety of related services beyond those few specified in the Application. Appropriate related services must be provided for students with disabilities and will be determined by an IEP committee, inclusive of parent input, and not by the School's SST Team and are not dictated by the School's convenience.

While Section 6H of the Florida Model Charter School Application requires the Applicant to provide an appropriate staffing plan that aligns with the projected population, Pages 106 and 114 of the Application failed to define those "appropriately certified staff members" to provide services. Students with disabilities must be served by ESE-certified teachers in specific areas and gifted students must be served by gifted certified or endorsed teachers and mere possession of a teaching certificate is insufficient.

Section 6A-6.03411(1)(n), F.A.C. defines "Exceptional Student Education (ESE)" to mean "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." In addition, Section 6A-6.03411(1)(kk)l, F.A.C. defines "special education for students with disabilities" to mean "specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including:... Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and ... Instruction in physical education." Section 6A-6.03411(1)(y), F.A.C. defines "Limited English Proficient" to mean, "when used in reference to an individual,... 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.”

The Application failed to clearly distinguish between ESE students and English Language Learner (“ELL”) students and referred to ELLs within the ESE section multiple times as evidenced on Pages 107, 108 and 113. This intermingling of distinct student groups indicates that the Applicant does not understand the distinct programs and procedures applicable to ESE students, students with disabilities and gifted students and respective individual educational needs.

Section 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” and provides that the term “includes students who are gifted and students with disabilities as defined in these rules.” The Application provides at Page 113, that “... providing specific services in a student’s IEP, EP, and/or ELL plans for students with disabilities, ELLs as applicable, the School’s faculty will differentiate instruction as necessary....” This statement is confusing and further demonstrates the Applicant’s lack of understanding of these two student groups as an ESE student rarely has an ELL plan and only does so if she/he qualifies for both programs. In addition, the Application stated at Pages 107 and 108 that the School will follow the “Guidelines for Exceptional Student Education (ESE) and English Language Learner (ELL) Students Pre-K-12.” Those guidelines are for dually placed, or potentially dually placed, ELL students; direct the process for assessing ELL students; are not intended as a programmatic guideline for an ESE

program; and should not have been placed in the ESE section of the Application.

The foregoing deficiencies in the School's understanding of the requirements for educating exceptional and gifted students constitute good cause for denial of the Application.

4. Deficiencies in the Proposed ESOL Program

The Committee noted several deficiencies in the area of English for Speakers of Other Languages (ESOL). Section 7 [English Language Learners] of the Model Florida Charter School Application requires the Applicant to "[d]escribe how the school will comply with the state and federal requirements for serving English Language Learners [ELLs], including the procedures that will be utilized for identifying such students and providing support services" which includes adhering to the state-approved Broward ELL Plan.

In addition, Section 6A-6.09092, F.A.C., outlines the process and procedures required for the identification and eligibility of ELLs and the Application failed to adhere to the specified procedures for the identification and placement of ELLs under the Broward ELL Plan. Once a student is assessed with the IDEA Oral Language Proficiency Test ("IPT") identified and answers affirmatively to any of the questions on the Home Language Survey, the Broward ELL Plan requires reference to charts correlating the IPT Score Levels with Broward County Language Level Classifications to determine a Broward Language Classification for the student.

The Application lacked any reference to how a student's level of proficiency would be assessed or which assessments would be used to determine a student's classification level. Furthermore, Pages 44, 118 and 119 of the Application incorrectly classified ELLs as ESOL 1-4. Those levels of classification are not used in the Broward ELL Plan which demonstrates the Applicant's lack of understanding of the appropriate classification codes to be used.

Section 6A-6.0903, F.A.C. and the state-approved Broward ELL Plan have specific procedures for exiting a student from the ESOL program. Page 121 of the Application contained

inaccurate information for exiting an ELL from the ESOL program and stated that, “[a]ll ELLs EXIT during the school year will need to have a LEP Committee meeting” and referred to incorrect criteria for exiting students. The Application also did not follow the exit process under the Broward ELL Plan, which further demonstrates that the Applicant lacked an operational understanding of the requirements applicable to its program. Page 121 of the Application stated that “[c]riteria used is two exams: ESOL approved instrument and current state standardized exam” and that “[s]tudent must achieve scores at or above the Proficient Level....” These statements did not comply with the Section 6A-6.0903(2)(a), F.A.C., which provides standards that must be followed including applicable scores on assessment.

Although the Application stated at Pages 122-123 that the curriculum is designed to serve students of all ability levels, it failed to comply with Section 6A-6.0904, F.A.C., which requires a curriculum plan for ELLs who enter the School below grade level. The Application failed to clearly provide a detailed plan for the curriculum, programs and services through with the School would provide equal access for ELLs. In addition, the course codes referenced on Pages 41 and 119 do not align to the course offerings under the Broward ELL Plan.

While the Application spoke to parental involvement, the Applicant did not recognize that Section 6A-6.0908(2), F.A.C. requires that all written and oral communication shall be in the parents’ primary language. Absent compliance with that requirement, the invitations for parents to participate in district parent organizations or ELL Committee meetings referenced at Pages 120-121 of the Application cannot be effective.

The foregoing deficiencies concerning the School’s understanding of the requirements for educating ELLs constitute good cause for denial of the Application.

5. Deficiencies in the Proposed School Climate and Discipline Plan

Page 24 of the Application referenced a webpage, <http://browardstudentservices.com>, that

was created by the Sponsor, and indicated that the Student Code of Conduct could be located there. When accessed, that webpage provides information on Child Abuse and Neglect Services, Family Counseling Services, Foster Care, Homeless Education Assistance Resource Team, Home Education, Mentoring Tomorrow's Leaders, and School Social Work and Attendance Services; but does not include the Sponsor's Student Code of Conduct which is actually found at <http://www.browardschools.com/Parents-Students/Parent-Student-Pages/Code-Of-Conduct>.

The Applicant's failure to accurately incorporate its applicable Student Code of Conduct creates uncertainty as to its content. In addition, the Application's statement that students would be required to abide by the Sponsor's Code of Conduct did not indicate compliance with the Sponsor's Code of Conduct in its entirety and left room for the School to modify student discipline procedures.

The foregoing deficiencies concerning the School's Student Code of Conduct constitute good cause for denial of the Application.

B. Deficiencies in Organizational Plan

1. Deficiencies in the Proposed Employment Procedures and Plans

The Application failed to provide a clear understanding of the employment practices required under Section 1002.33(7)(a)14, Fla. Stat. Page 70 of the Application inaccurately discussed the requirements applicable to certified and/or ESOL-endorsed teachers and their requirements. Section 6A-6.0907, F.A.C. outlines the in-service requirements for personnel of Limited English Proficient students. The Application only referred to those requirements applicable to teachers in a Category II assignment which are inapplicable to teachers in other assignments and indicated that the Applicant failed to understand ESOL training requirements and the timeline for all teachers assigned to work with an ELL.

With regard to the administrator and teacher evaluations, Race to the Top (RTTT) grant

requirements state that charter schools can choose to use their Sponsor's evaluation system or may create one of their own that meets all requirements of RTTT and state law as outlined in Section 1012.34, Fla. Stat., in which case the Sponsor is charged with reviewing and monitoring the School's proposed system for compliance with these requirements. The Application stated at Page 147 that "[t]he School will use the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation...." Since SBBC does not use MEP, the Application failed to provide a valid administration evaluation system for consideration during the Application's review.

In addition, the Application proposed use of the teacher evaluation performance appraisal system used by the Sponsor. The system employed by the Sponsor was purchased with RTTT Grant funds and only those schools that opted in to RTTT during the 2010-2011 school year and chose to participate in the Sponsor's evaluation plan have access to that system. Since the RTTT opt-in window has closed and since Section 1012.34, Fla. Stat., now requires all charter schools to have an approved teacher evaluation plan/system in place, the Application failed to identify an available plan/system for consideration during the Application's review as the Sponsor's evaluation plan/system is unavailable to the School.

The pay for performance salary schedule referenced in Section 1012.22(5)(b), Fla. Stat., is coupled with the administrator and teacher evaluation plans/systems. The Application failed to include an annual salary adjustment for an employee who is rated as effective, which must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for an employee rated as highly effective. The annual salary adjustment under the pay for performance salary schedule for those employees meeting and exceeding expectations must be implemented in addition to use of an approved evaluation system.

The foregoing deficiencies concerning the School's lack of understanding of required employment plans and procedures constitute good cause for denial of the Application.

C. Deficiencies in Business Plan

1. Deficiencies in the Proposed Budget

The budgetary projections within the Application are inconsistent with other portions of the Application, specifically those pertaining to staffing plan and facility. While Page 187 of the Application included a commitment of \$30,000 for a start-up loan, the Applicant did not submit the signed assurance letter to guarantee those funds. In addition, the expenses for facility rental within Section 14 [Facilities] and Section 17 [Budget] are underestimated based on the average standard rate for Broward County at the time of the Application's submission and only a one-month allowance was provided for facility start-up. Other expenses for communication services and salaries for custodial and security monitor positions were underestimated leaving the School with a significant deficit in year one. The amounts included in the Application for these positions and services are approximately \$26,000 under the average rates paid by the Sponsor.

The foregoing deficiencies concerning the School's financial viability constitute good cause for denial of the Application.

2. Deficiencies in the Proposed Timeline and Contingency Plan

The Application failed to provide a clear description of the steps and strategies that will be employed to prepare the School to serve its students on the first day of operation. The timeline included in the Application failed to address the implementation of each element as required by Section 1002.33(7)(a)(16), Fla. Stat., 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 Application.

IV. CONCLUSION

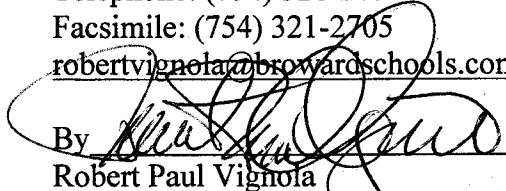
It is respectfully submitted that the Sponsor, The School Board of Broward County, Florida, has identified good cause in its letter of denial of the charter school application submitted by Applicant Phoenix Academies for Excellence, Inc. for The Phoenix Academy of Excellence and that the State Board of Education should uphold that denial upon appeal.

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, Representative for the Applicant/Appellant Phoenix Academies for Excellence, Inc., 14844 Breckness Place – Suite 100, Miami Lakes, Florida 33016, this 6th day of November, 2015.

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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FLORIDA DEPARTMENT OF EDUCATION
CHARTER SCHOOL APPEAL COMMISSION

PHOENIX ACADEMIES OF EXCELLENCE, INC.,
on behalf of The Phoenix Academy of Excellence,

Applicant/Appellant,

vs.

THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA,

Sponsor/Appellee.

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Notice of Denial of Charter School Application dated September 17, 2015 with attachments	4

Exhibit 1

MODEL FLORIDA CHARTER SCHOOL APPLICATION

Form Number: IEPC-M1
Rule Number: 6A-6.0786
August 2015

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Phoenix Academy of Excellence

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

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: Dorothy Davis

TITLE/RELATIONSHIP TO NONPROFIT: President

MAILING ADDRESS: PO Box 55-1667 Miami, Florida 33055

PRIMARY TELEPHONE: (305) 899-8426 **ALTERNATE TELEPHONE:** () _____

E-MAIL ADDRESS: phoenixacademies@yahoo.com

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

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

Projected School Opening: August 2016

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)	4(88)	4(88)	4(88)	4(88)
7	22	2(44)	3(66)	4(88)	4(88)	4(88)
8	22	2(44)	3(66)	4(88)	4(88)	4(88)
9	25	2(50)	2(50)	3(75)	4(100)	4(100)
TOTAL		182	270	339	364	364

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.

Dorothy J. Davis
Signature
 Dorothy J. Davis

President
Title

Printed Name

Date

APPLICATION COVER SHEET

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Signature

Title

Printed Name

Date

Phoenix Academy of Excellence

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I. Educational Plan

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

The Mission of Phoenix Academy of Excellence (hereinafter referred to as the "School") is to promote and nurture positive personal and academic change in at-risk and underperforming students and place them on a path toward educational and life-long success.

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 proposes to meet high standards of student achievement by providing a rigorous curriculum aligned with the Florida Standards. The delivery of this curriculum will be led by a highly effective instructional leader with a proven track record in school leadership and taught by highly qualified teachers well versed in their subject area. Additionally, all course offerings will be aligned with approved State of Florida and Broward County Public Schools' (BCPS) Curriculum Course Codes and will cover all standards specified in content course descriptions. The School will utilize the BCPS grade-level/content-area scope and sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP) to further instruct students school-wide and prepare them to achieve the Florida Standards.

Students' assignment and enrollment in this learning environment will help to ensure that they receive personalized attention in their area of study, while supporting an interdisciplinary approach in which teachers collaborate, communicate, plan, and work together. The curricula will be enhanced by 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 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 that incorporates the Florida Standards 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 the Florida Department of Education (FLDOE) on the 2016-17 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.

Before students enroll in the School, parents and students will be provided a comprehensive and thorough explanation of the school, as well as its curriculum programs, and expectations. This information will be delivered through open houses, one-on-one sessions, published information, brochures, enrollment applications, on-line information, and question and answer templates. After enrollment, parents will continue to have the flexibility to monitor their child's progress on-line and through parent conferences. These means will provide parents real time access to their child's progress in achieving progress and mastery of the Florida Standards.

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 begins and ends with meeting the educational needs of its students and their families to ensure that students realize academic achievement and personal success, as well as to the public taxpayers whose taxes fund education. 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. Consequently, the School will provide an educational program through a model and in a facility that is less costly than a comparable district school pursuant to allowable provisions under F.S. 1002.33(18)(a), which allows the School not to follow the State Requirement for Educational Facilities. These savings will provide increased financial efficiencies that will strengthen investments in the academic program. The School will provide an educational program of the highest caliber to promote enhanced academic success while remaining faithful to sound economic and budgetary principles through aligned responsibility and financial accountability.

The School's Charter School Governing Board will approve and retain control over the budget and all subsequent expenditures. The budget and related expenditures will be developed, approved, and monitored to

ensure that the School has all requisite resources to support learning and the academic success of its students. It will receive and review monthly financial statements consistent with the approved budget.

The Charter School Governing Board will also review the academic progress of the School based on formative and summative student performance data to ensure that effective student assessment and data-driven decision making are at the center of its operations.

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 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 an approach toward education that educates students in all areas and courses that support and promote academic achievement and personal success, as well as 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 its performance and will use data from all assessments to review and refine the curriculum as needed to respond and address students' academic and personal 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. 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 achievement and personal success and financial efficiency by aligning responsibility with accountability.

The School will align financial accountability with its responsibility for students' academic achievement and personal 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 use baseline assessments to identify student's academic strengths and weaknesses and determine an appropriate strategy and plan of action to target instruction. Baseline assessments will include but not be limited to Florida State Assessments (FSA), Florida Assessment for Instruction in Reading-Florida Standards (FAIR-FS), and the School's benchmarking assessments which will be administered through the school year to measure student progress toward achieving mastery of specific skills for each grade level as aligned to the Florida Standards. Annually, the School will determine a year's worth of learning by 1) students that improve 1 or more levels on required state assessments in English Language Arts and/or Mathematics; 2) students that maintain a level 3, 4, or 5 in English Language Arts and/or Mathematics without decreasing from

previous score; and/or students that demonstrate a Vertical Score Increase within levels 1 or 2 in English Language Arts and/or Mathematics.

As a part of this effort, the School will also promote, support, and encourage maximum parental in their children's educational development and success and will provide information and resources to parents that better prepare and enable them to support their child's learning at home. Parents will receive quarterly information on how their child is progressing toward achieving mastery of the Florida Standards with the content area. Further, 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 formative assessments, the School will:

- Identify students who are at level below, at grade level, or a level above grade level; and communicate this status to parents;
- Identify those students not making adequate progress toward the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards;
- Institute applicable measures for improvement (and communicate the baseline, the intervention strategies, and the progress of those interventions, in the manner identified herein); 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.

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, and institute applicable measures for improvement.

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 Comprehensive Research-Based 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, Florida Standards Assessments, and EOCs, and teacher developed assessments. Once the academic performance data is disaggregated, the School will: 1) identify students who are reading at or above grade level and develop a plan to ensure growth or maintenance of reading performance levels; 2) identify students who are not making adequate progress towards grade level expectations dictated by the Florida Standards; 3) adopt and use research-based reading strategies and measures for improvement of students reading below grade level; 4) diagnose the causes of underperformance for students reading below grade level as determined through the use of data; 5) apply a course of action for improvement of students who are identified as reading below grade level; and 6) communicate reading performance information for all students 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 Florida Department of Education (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 ultimate purpose and goal of the School is to produce high levels of academic achievement and personal success for all students and thereby meeting the statutory requirements for improving student learning, growth, and achievement. This effort will be grounded in research and in the implementation of a curriculum aligned to the Florida Standards. In addition, the School will focus on the creation of a shared vision and mission in which a group of people build a sense of commitment together around student learning and achievement. Through this shared vision and mission that focuses on the individual student and their 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 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. Key components that will support improved student learning and academic achievement will include but not be limited to:

- Highly Skilled School Leadership, Faculty, and Staff
- Focus on At-Risk Students
- Data-Driven Instruction
- Focus on Continuous Improvement
- Adoption and Use of Evidence-Based Practices
- Use of Goal Setting for Students
- Parental Involvement
- Community Partnerships

In addition to the components listed above, the School will be undergirded by its identification, adoption, and implementation of other active ingredients that differentiate more successful charter schools from less successful ones.

The School will improve student learning and academic achievement to help all students to achieve mastery of the Florida Standards by providing aligned, rigorous instruction which is 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 and underperforming students in all subject areas, they will experience a high degree of academic achievement and personal success and will be able to examine and explore their individual interests and meet and realize their individual potential.

Improvements in student learning and academic achievement will be measured to ensure that all students 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 in-school (pull-out/push-in) 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.

The use of ongoing, formative assessments and collected data will provide valuable information 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 English Language Arts and/or Mathematics. Students who qualify for Exceptional Student Education (ESE) services will also receive services from qualified staff members through a consultative model 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 provide students with an educational program and curriculum that promote academic achievement and personal success and address all content areas with a special emphasis on reading as well as increasing learning opportunities for all students as prescribed in F.S. 1002.33 (2)(b)(c). With respect to the teaching of reading, the School will ensure that students are taught to understand what they read, through systematic, direct instruction of the Florida Standards which are aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension.

Students who need remediation of core skills necessary for academic success in the rigorous School program 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.

1. English Language Arts

Though no longer mandated by the FDLOE, 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 Course. 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-Florida Standards (FAIR-FS) 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.

Though no longer mandated by the FDLOE, 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 and Intensive Reading Plus 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. 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 academic assessments and each of the major reading components and in strategies and approaches to address the needs of low performing students. 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 digital learning tools and resources.

The School plans to use Professional Learning Communities (PLC's) as a component of the overall educational model and design. These communities will be established to facilitate collaboration, creativity, and a sense of community around how students learn.

A 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)

All Staff will be offered, at minimum, 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.

The School will develop, adopt and implement a PD and training plan that supports increased understanding of the Florida Standards and related assessments; working with at-risk students; strategies for teaching middle school students; effective use of data; positive behavior support and conflict resolution strategies; involve the conducting of a survey and needs assessment; and include follow-up, monitoring, and feedback.

4. Response-to-Intervention/Multi-Tiered System of Support

For low performing students and those demonstrating unresponsiveness to the core curriculum, 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.

Encourage the use of innovative learning methods.

The School will employ an instructional model that will allow students to develop and apply the skills needed for success in the 21st Century. The educational program will provide students with innovative learning methods and a foundation for success through a personalized, structured learning environment.

The instructional day will reflect an integration of key approaches and evidence-based strategies proven effective in working with at-risk and underperforming learners. The School will integrate these approaches and strategies into core academics to promote academic achievement, thereby allowing each student to experience success.

Significant elements of the School's educational program include:

- An emphasis on reading and literacy
- Life Skills Instruction
- Extended School Day
- Career Readiness
- Differentiation of Instruction for All Learners
- Cooperative learning
- Academic and Personal Goal Setting for Students
- Individualized interventions
- Mentoring

Require the measurement of learning outcomes.

A large component of the school design is the use of quality, reliable assessments of student learning and personal growth. The School believes that it is imperative to continuously measure student performance and personal growth 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 FSA's 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 FSA. Specifically, the School will measure students' progress and growth toward realizing academic achievement and personal success. The School also intends to use a variety of assessments, such as the Florida Assessment for Instruction in Reading-Florida Standards (FAIR-FS), 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-FS
- Pre and Post Test scores on a nationally recognized norm referenced instrument
- Teacher developed assessments
- Publisher provided assessments
- On-line assessments
- Software based Assessments
- Participation in the Statewide Assessment Program (adopted by FLDOE and EOCs)

The School will create 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 study, will be used along with the following 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.
- Pre/Post Surveys that assess and evaluate a student's attitudes and dispositions toward education, school, and learning.
- Interviews that gather data regarding a student's learning and personal goals upon enrollment and end-of-school year or withdrawal.

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 employ Webb's Depth of Knowledge to ensure that students learn at high levels. 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 curriculum choice option that focuses on meeting the needs of at-risk or underperforming students, provides a small, learning environment, 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 and the school intend 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 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 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 seek an educational alternative for students in grades 6-9. For example, the School will seek to meet, articulate, and coordinate the identification of students that may be best served in a 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.

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.

The School 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 academic achievement and personal success that have previously underperformed.

Clearly, the School will not only provide a highly 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 academic achievement and personal success and view them 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 for relatively minor, though continuous infractions attend alternative education schools. Such assignment 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 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 Blanch 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 structured and well-disciplined alternative educational setting attend.

The School will serve as an example in the targeted community of public education that is based on whole school development, effective 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 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 approach 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 fifth largest school district in the country. 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 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 feeder patterns of Blanch 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. Professional development will involve evidence-based approaches and strategies that support improving the academic achievement and personal success of at-risk and/or underperforming students.

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 at the school will engage in deliberate practice to improve their performance and student learning. Deliberate practice involves activities that are designed to improve performance, challenge the learner, and provide feedback.

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 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.

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 align their unique teaching styles to best meet the needs and learning styles of their students. They will be highly encouraged to incorporate 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 technology-based inservices 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 teacher evaluation system and linked to board goals and student/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 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 grades sixth through nine, 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's population shall consist of the following:

- Pursuant to F.S. 1002.33 (10)(a), the School shall be open to any age/grade appropriate student residing within the school district. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Education Act, and the American with Disabilities Act, all students regardless of disability will have access to the School. In accordance with state law, all necessary accommodations that do not impose an undue hardship will be made by the School to include students with disabilities.
- Pursuant to F.S. 1002.33 (10)(f), students served in Exceptional Student Education(ESE) or English for Speakers of Other Languages (ESOL), shall have equitable opportunity for being selected for enrollment.
- Pursuant to F.S. 1002.33 (10)(g), students may withdraw from the School at any time and enroll in another public school public in accordance with district policy.
- Pursuant to F.S. 1002.33 (10)(b), the School will enroll in any eligible student who submits a timely application unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted. 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:

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

The School will provide a highly effective, disciplined, and focused alternative educational program which ensures student academic achievement in all subject areas while enabling at-risk students an opportunity to realize academic achievement and personal success. The School will be a free public school of choice for parents and students and will serve up to 364 students in grades 6-9. Its target population will be at-risk students in grades 6-9 in the targeted feeder patterns of Blanch Ely, Boyd Anderson, Dillard, Northeast, and Plantation. In collaboration with parents, schools, and referring agencies and organizations, an analysis of student performance and related data will be conducted in areas that include but are not limited to reading and mathematics, as well as attendance, retention, and behavioral data. This analysis will be an essential part of the process to assist in identifying the School's targeted population.

The School has used quantitative data to establish a clear understanding of its targeted population and to ensure that it is aligned with its mission. 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 structured, and well-disciplined alternative education charter school for at-risk students in grades 6-9:

	2014	2013	2012	2011	2010
Blanch Ely	C	C	C	D	C
Boyd Anderson	D	B	A	A	B
Dillard	B	A	C	B	C
Northeast	C	B	C	B	C
Plantation	C	B	B	C	B

Although the above data provides school grading information of which **all but one** decreased a letter grade from 2013 to 2014, further 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:

2014 FCAT Performance Data

Blanch Ely	38	48	65	57	69
Boyd Anderson	26	40	59	47	74
Dillard	39	60	71	48	80
Northeast	39	61	73	52	84
Plantation	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-five percent (65%) --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. 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."

Specific objective criteria that may be used 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.

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 of school:

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. **Working** an excessive number of hours per day or week;
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.

In addition, the School has also identified its **target population** as at-risk and/or underperforming students in grades 6-9 as those 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 below proficiency levels on state assessments 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 FSA 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.

Middle schools will be included in the target population. 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 drops out of school in grades 9 and 10 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.

The School believes that without early intervention, struggling middle school students will continue to drop out, adding to the current academic and social crisis. Struggling and underperforming middle school students that are provided appropriate, early intervention will also continue to feed increased patterns of underperformance in the areas of reading and mathematics to the targeted feeder patterns. There is a clear, documented need to drive the necessary supports and opportunities for the future success of students in grades 6-8 as further evidenced below by the 2014 FCAT 2.0 student performance data for the targeted middle school (and grades 6, 7, 8) at-risk student population in the schools below for the targeted feeder patterns of include Blanch Ely, Boyd Anderson, Dillard, Northeast, and Plantation.

Based on the above 2014 FCAT 2.0 data, all schools in the targeted middle schools above reflect Reading and Math proficiency levels that are **below** fifty percent (50%).

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 nine continue to significantly

lag behind as reflected in the 2014 FCAT 2.0 Reading Performance Data below:

Blanch Ely	19
Boyd Anderson	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 high schools for targeted feeder patterns of Blanch Ely, Boyd Anderson, Dillard, Northeast, and Plantation 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. 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. 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. 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.

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.

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%
- Ethnically 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:

Blanch 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 approximately 12%, while its ELL percentage is approximately 14%. The county also has a free and reduced lunch population of 59%. This information reflects approximations based on the best available data at the time of compilation and recognizes that this information is subject to change with shifts in enrollment.

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.

The School will seek a racially and ethnically diverse population and will offer consistent quality at all levels.

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 for the grade levels served. The projected student-to-teacher ratio shall be consistent with that required by the Class Size Reduction Act, as applied to charter schools.

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

5 Year Projections

6	22	2(44)	4(88)	4(88)	4(88)	4(88)
7	22	2(44)	3(66)	4(88)	4(88)	4(88)
8	22	2(44)	3(66)	4(88)	4(88)	4(88)
9	25	2(50)	2(50)	3(75)	4(100)	4(100)
TOTAL		182	270	339	364	364

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 and targeted area when determining enrollment projections. Student population projections were based upon data from grade 6-9 students in the targeted feeder patterns of Blanch Ely, Boyd Anderson, Dillard, Northeast, and Plantation that may meet identified criteria and an anticipated percentage that may elect to enroll in the School as either a matter of choice or through referral for academic underperformance or behavior. There are approximately 9,968 students in grades 6-9 in the targeted schools. 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 the feeder schools in the proposed targeted area. Student performance and related data were also used in developing student population projections.

School Name	2014	2013	2012	2011	Enrollment
CrystalLakeMiddle	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
NewRiverMiddle	C	C	C	B	1370
James S. Rickards	C	C	B	A	953

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, 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. 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 nine. 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 is also aware of the enrollment's relationship to the financial viability of the school and will 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 and underperforming students that promotes academic achievement and personal success while eliminating low student performance and disruptive behavior. A structured curriculum, targeted instructional strategies and intervention initiatives that address the cognitive and affective needs of the students 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.

The School, embracing the research that supports the provision of extended learning time for underperforming students in underserved communities 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 7:20 A.M. and End at 3:20 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 at least 500 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 blocked schedule.

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

BELL SCHEDULE
Block schedule with alternating A/B Days

Description	Start Time	End Time	Length	Note
Early Bell	7:15 am	---	---	
Late Bell	7:20 am	---	---	
Block 1/HR (Period 1 or 2)	7:20 am	9:10 am	110 min	
Literacy Block (Enrichment/Remediation/Intervention)	9:15 am	10:00 am	45 min	Block used to address targeted academic skills (similar to a Literacy Block) outlined in Academic Success Plan
Block 2 (Period 3 or 4)	10:05 am	12:25 pm	140 min	
<i>Lunch 1</i>	10:10 am	10:40 am	30 min	Lunch is embedded in Block 2
<i>Lunch 2</i>	10:45 am	11:15 am	30 min	
<i>Lunch 3</i>	11:20 am	12:25 pm	30 min	
Block 3 (Period 5 or 6)	12:30 pm	2:20 pm	110 min	
Success/Life Development Block (Period 7)	2:20 pm	3:20 pm	60 min	Block used to address targeted life/organizational/study skills outlined in Academic Success Plan

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 to 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) uses goal setting as a means to motivate and support the academic achievement and personal success of students; 4) utilizes *Student Success Teams* as an approach to improvement planning, intervention, and support (*these teams will be assigned to students upon enrollment and will assist in developing, implementing, and monitoring students' academic and personal goal setting and progress*); 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 to support student learning and recover/accelerate credits. 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. The United States 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." The proposed charter school will reflect a **Type III** alternative school as described above.

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 and viable educational options for students emerged. The delivery of highly effective and coherent alternative education programs in the form of Phoenix Academy of Excellence in Broward County will help at-risk students in grades 6-9 realize academic achievement and personal success and help overcome their most debilitating challenges in school and in life.

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 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 perpetuated 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. Alternbaugh, 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.

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.

Use of Goal Setting

The School will reframe learning as a means to achieve a certain goal. This will enable students to better able to see its value. To improve learning and personal success, students need to feel competent and see their goals as realistic and achievable. They must be able to see a clear path to achieving the goal, through means they can control rather than through luck or chance. Control is also maximized when students set goals themselves, or at least agree with and internalize goals set for them by someone else. Student support for the goal will also foster interest and value. Interestingly, students lacking

intrinsic academic motivation may be incapable of setting their own goals (Barry, 2007), but if they are helped to set goals, they may be able to establish motivation and boost their achievement. The School will emphasize the adoption of goals linked to time management, individual effort, patience, value for education, and relationship with school faculty, staff, and students. These goals are aligned with characteristics identified as being critical to the academic achievement and personal success of at-risk and/or underperforming students. These goals are also aligned to the assessment and evaluation criteria of the educational component of the *Denver Youth Survey*.

Of the several theoretical perspectives most often used in motivation research, achievement goal theory is most directly applicable to goal-setting. Achievement goal theory posits that students' academic motivation can be understood as attempts to achieve goals (Seifert, 2004).

Whatever the specific goal, it is more likely to be motivating if it has the following characteristics:

- The goal is realistic and attainable, yet challenging. The goal is desirable and education dependent.
- The goal is suggested, or at least embraced, by the student, and the student can see a clear path for attaining it. It also helps if the goal is supported by people important to the student.
- Goals can be tailored to recognize that different students may need different types of goals, based on their mindsets and motivational styles.

Thus, the use of goal setting will be an integral part of the School's educational program and approach to improving the academic achievement and personal success of its students.

Student Success Teams/Student Success Plans

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 provided 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*. The *Student Success Plan* will also include the adoption of goals linked to time management, individual effort, patience, value for education, and relationship with school faculty, staff, and students. These goals are aligned with characteristics identified as being critical to the academic achievement and personal success of at-risk and/or underperforming students. These goals are also aligned to the assessment and evaluation criteria of the educational component of the *Denver Youth Survey*.

Additionally, the *Student Success Plan* will include, but are not limited to, the following elements:

- Collaborative development. It is required that plans are developed collaboratively by students, parents and school-based staff.
- Comprehensive focus. A focus on three key goal areas: academic goals (both secondary and postsecondary), career goals and personal goals.
- Skill and interest assessments. A process for students to assess and document their skills and interests as part of the planning process.
- Connection to career pathways. Plans help students to select specific courses of study aligned with their

- postsecondary goals and career aspirations.
- Flexibility. A provision for plans to be updated at regular intervals (usually annually) to ensure that plans are responsive to students' changing interests and connect them to school and community-based opportunities.
- Portfolios. The portfolio development is a part of the planning process to provide students an opportunity to document their academic, extra-curricular, work and personal experiences and achievements to assist in the development of college applications and resumes.
- Career guidance and essential life skills. The students are provided career guidance to improve access to regular postsecondary programs as well exposure to practical skills that will assist in the transition to postsecondary life.

In addition, the School will administer the educational component of *Denver Youth Survey* (1990) during the first week of a student's enrollment. This survey, developed for minority students ages 12-16 by the Institute of Behavioral Science, measures students' attitudes toward school (e.g., homework, teacher's opinions).

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 Partners that actively work with children, youth, and families.

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 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 end 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.

Success/Life Skills instruction will be taught through semester elective courses (*several are listed in Section 4*) designed to equip students with skills for success in middle school, high school, and beyond, and augmented by *Learning for Life*, a research-based program which features grade-specific, theme-oriented lesson plans will be used in the classroom to enhance and support the core curriculum. Lessons will be designed to be conducted by the classroom teacher in conjunction with the core curriculum. Principles covered include the importance of being proactive (including study skills), goal setting (including career exploration), prioritizing, communication skills, team work, and physical health and safety. Additionally, students will learn conflict resolution skills, decision-making skills, and skills to help them deal with peer pressure. The course will focus on supporting students' social, emotional, and character education.

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*, a research-based program which features grade-specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. Lessons are designed to be conducted by the classroom teacher in conjunction with the core curriculum. It uniquely embeds character development traits into lessons that are aligned to core curriculum. Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship and personal fitness.

In addition, *Learning for Life* provides real-world career experiences to support students' academic achievement and personal success. 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 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 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. 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 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 student projects and 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

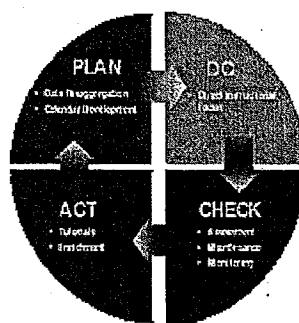
The School's educational program will be driven by the effective implementation of the Florida Continuous Improvement Mode (FCIM). FCIM is based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction and frequently assessing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

Mentoring

The School embraces research that supports the implementation of mentoring programs as potentially successful approaches to meeting the individual needs of at-risk students (Johnson, 2006; Lampley, 2010). Students that have actively engaged and committed mentors achieved better grades, established obtainable goals, and enhanced their self-esteem when partnered with caring, supportive adults (Clasen & Clasen, 1997; Flaxman, 1998; 2001; Smink, 2000). Daloz (2004) also found that adult mentors provided at-risk students with a positive and influential person in their lives and also positively impacted academic achievement. The School will seek mentors from community groups such as the local clergy, fraternities, sororities, the Rotary Club, Urban League, NAACP, the 100 Black Men of South Florida, SALAD to name a few.

Use and Incorporation of Best Teaching and Learning Practices

The School will further 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.

Extended Learning Time

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, 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 500 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.

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. The School will also use the extended day to provide students, based on individual need, to recover credits toward promotion, grade point average improvement, and earning of credits lost or not obtained. The School will use on-line State-adopted and researched-based curriculum

programs including *Edgenuity* for targeted 9th grade students as a supplement and in a way that integrates online content and instruction with traditional classroom teaching and experiences. In doing so, students will have control over their time, place, path, and/or pace. *Edgenuity*, as a curriculum resource based on an instructional model grounded in research, courses combine rigorous content with direct-instruction videos from expert, on-screen teachers, multimedia, and interactive learning tools and resources to engage and motivate students. It also embeds support and scaffolding into every lesson to ensure that all students can be successful.

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 socioeconomic 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.

C. Describe the research base for the educational program.

The School's educational program will embrace and adopt the research of Lawrence Lezotte (1991) which has identified the widely popular and proven Correlates of Effective Schools. These seven correlates will serve as the evidence-based foundation for the School. The seven correlates are: Instructional Leadership; Clear and Focused Mission; Safe and Orderly Environment; Climate of High Expectations; Frequent Monitoring of Student Progress; Positive Home-School Relations; Opportunity to Learn and Student; and Time on Task. The School will also adopt and incorporate the *Fifteen Elements of Effective Adolescent Literacy Programs* as identified in *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Biancarosa and Snow, 2006). These elements include direct, explicit instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; technology; ongoing formative assessments; extended time for literacy; professional development; ongoing summative assessments; teacher teams; leadership; and a comprehensive and coordinated literacy program. With respect to instruction, the School will employ Webb's Depth of Knowledge (DOK) which provides a vocabulary and a frame of reference when thinking about students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb's four DOK levels grow in cognitive complexity and will provide teachers a lens on creating more cognitively engaging and challenging tasks for students.

The School will also employ research-based instructional practices with students. These research-based instructional strategies will help guide teachers in maximizing the overall student learning experience. For example, teachers will consider individual, small group, and whole class learning goals and objectives in deciding the best lesson strategy.

In addition to Correlates of 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. Some of the research based methods will include the following:

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.
Webb's Depth of Knowledge	Webb, Norman L. (2002) Depth of Knowledge Levels for Four Content Areas.
Cloze Reading	Raymond, Patricia (1988). Cloze Procedure in the Teaching of Reading
Goal Setting	Pincham, Linda (2006). Individual Goal Setting for At-Risk Students. <i>National Middle School Association (NJ3)</i> , Middle Ground v10 n1 p39-40 Aug 2006.

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

The School's mission is to offer of a highly 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 *Student 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 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 of students enrolled. 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 will seek engagement of community groups such as the local clergy, fraternities, sororities, the Rotary Club, Urban League, NAACP, the 100 Black Men of South Florida, and SALAD, to name a few. 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.

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.

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

The School will offer services to ensure that our students will successfully attain all standards specified in content course descriptions, the Language Arts (LAFS) and Mathematics (MAFS) Florida Standards. 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 In-School Tutoring:** As part of the school day, 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. 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 School 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 be assessed through <http://www.broward.k12.fl.us/sbbcpolicies/docs/Policy%20600.1.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 School 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). As well, the School will utilize the District/Sponsor Student Progression Plan (SPP) Policy 6000.1; *Just Read Florida!* K-12 Comprehensive Research-Based Reading Plan (CRRP); and K-12 reading plan charts to instruct, provide instructional support services, and prepare students to achieve the Florida Standards, and Next Generation Sunshine State 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); and
- Next Generation Sunshine State Standards (NGSSS) - (in History/Social Sciences, 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 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 and Talented, ESE and ELL. The goal of the School is to collaborate and work

harmoniously with the district to meet the expectations of the Sponsor while incorporating an effective 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 the School will follow state and/or national standards and utilize district approved teacher instructional scope and sequence and school designed 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 students with disabilities and ELL's are being taught utilizing ESE and ESOL 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 principal and curriculum dean 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 principal and curriculum dean 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 incoming 9th grade cohort group. This information is being provided to ensure that students are placed within the appropriate graduation option.

Graduation Requirements for Students Entering Ninth Grade

(Requirements are subject to change with each legislative session.)

24-Credit Standard Diploma
4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics

<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Science
<p>1 credit in World History</p> <p>1 credit in U.S. History</p> <p>0.5 credit in U.S. Government</p> <p>0.5 credit in Economics with Financial Literacy</p>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
8 Elective Credits
1 Online Course
<i>Students must earn a 2.0 grade point average on a 4.0 scale.</i>
<p>Students must pass the following statewide assessments:</p> <ul style="list-style-type: none"> • Grade 10 ELA (or ACT/SAT concordant score) • Algebra I end-of-course (EOC) <p>Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:</p> <ul style="list-style-type: none"> • Algebra I • Biology I • Geometry • U.S. History • Algebra II (if enrolled)
Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> • Earn 1 credit in Algebra II (must pass EOC); • Earn 1 credit in Statistics or an equally rigorous mathematics course; • Pass the Biology I EOC; • Earn 1 credit in Chemistry or Physics; • Earn 1 credit in a course equally rigorous to Chemistry or Physics; • Pass the U.S. History EOC; • Earn 2 credits in the same World Language; and • Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per S.1003.492, F.S.)

Distinction between 18-credit ACCEL option and the 24-credit option

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 240 credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

School-based Diploma/Graduation Designation Options

******This information is being provided to ensure that students are placed within the appropriate graduation option.******

Standard High School Diploma

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 State standardized assessments: FSA and NGSSS 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/or 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 Florida Standards (1003.41 F.S.).

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/or foreign languages. (1003.41 F.S.).

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 the State-approved/District-adopted textbook(s): *National Geographic, Inside, 2014* (Grades 6-8), and *National Geographic, Edge, 2014* (Grade 9). The School's Reading textbook(s) and/or Reading 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 English Language Arts Curriculum:

Grades	6-8
Reading	McGraw-Hill Education Jamestown Reading Navigator
	Institute for Multi-sensory Education's Orton-Gillingham
English Language Arts	The CollegeBoard SpringBoard
Grades	9
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.fl DOE.org/pdf/lafs.pdf).

Middle School Reading Courses:

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

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

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

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
Reading Honors
Reading for College Success

The School will utilize the District-adopted *National Geographic, Inside* as the middle school Comprehensive Intervention Reading Program (CIRP) and *National Geographic Learning/Cengage Learning, Edge* as the high school Comprehensive Intervention Reading Program (CIRP). Both provide intervention instruction, strategies, and scaffolded supports for comprehending complex texts of increasingly complexity. Included in each unit is a full length, on-grade level, complex text for close reading. This program engages learners through authentic, essential questions, pairs informational texts and literature in text sets to deepen inquiry, and incorporates a complex, grade level text selection for close analytic reading within each unit.

Also the programs help in facilitating the placement of students in multi-grade reading classes. The school will identify student placement of multi-grade students in Intensive and Advanced Reading classes, targeted to meet the specific student needs, for the purpose of accelerating them to grade level proficiency or continuing to master grade level proficiency. The program includes strategies for all students, reading on or above grade level, as well as for students who are reading below grade level. Those students scoring at achievement Level 3 or above on the FSA ELA, and are reading on or above grade level, will be enrolled in an advanced or honors reading course. All intensive and advanced or honors reading courses will be 110 minutes in length.

The middle and high school students will receive reading instruction through an interdisciplinary approach that focuses on an integrated approach to the language arts strands and to skill application and an interdisciplinary approach with a balance of literature and informational texts that relate to history, social studies, and science content. These approaches will be simultaneously used throughout the school year. Using these approaches require systematic student engagement in complex cognitive tasks with a wide variety of types, topics, and texts, and varying levels of complexity.

This includes but is not limited to:

- New and more complex text structures (single structures as well as multiple organizational text patterns)
- Academic and domain-specific vocabulary and concepts on social studies and science topics
- How to extract information from complex informational text
- How to use text evidence to explain and justify an argument in discussion and writing
- How to analyze and critique the effectiveness and quality of an author's writing style, presentation, or argument
- Paired use of texts for students to engage in more complex text analyses
- Independent reading and writing practice to:
 - Relate to increasingly more complex text structures
 - Use content-area vocabulary and concepts
 - Develop literacy skills with increasingly complex text

The School will differentiate instruction in order to meet the varied learning needs of all students so that they can successfully engage in a variety of complex cognitive tasks.

This includes but is not limited to the following differentiating opportunities that develop student capacities:

- General and discipline-specific academic vocabulary
- High-level comprehension skills
- Critical literary analysis skills
- Student question generation, inquiry, and research skills on complex topics

With the most recent changes regarding State of Florida assessments and requirements for placement in intensive reading courses, the School will adhere to all additional or new requirements set forth and pertaining within. This includes electing to take advantage of acting on the local decision regarding student placement in intensive reading courses. Therefore, though no longer mandated by the state, the School will elect to enroll students that are not performing at Level 3 or higher or at what is determined by the State as proficiency and/or a passing score on the FSA ELA in an intensive course. The guidelines are as follows:

In middle school, students in grades 6-8 scoring below proficiency levels on the most recent administration of the FSA ELA 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 below proficiency levels on the most recent administration of the FSA ELA 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. This 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, students in grades 9-12 taking English 1-4 or English 1-4 ESOL are required to meet the English graduation requirement. It should be noted that grade 9 students who score below proficiency levels on the most recent administration of the FSA ELA 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 below proficiency on the most recent administration of FSA ELA 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.

The CRRP requires that each school conducts a screening and diagnostic process. This will assist to identify appropriate placement of Levels 1 and 2 students in reading classes. The placement criteria will be made based on the student's performance on the prior year's FSA ELA assessment and data from diagnostic assessments such as Interim Assessments and the Florida Assessments for Instruction in Reading (FAIR), progress monitoring, and teacher recommendations. All students who have reading deficiencies in decoding and fluency (as identified by a screening and diagnostic procedure) be enrolled in Intensive Reading. However, some high achieving students may be enrolled in 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 grade 9. All students scoring below proficiency on FSA ELA will be placed in the appropriate reading class as follows:

- 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 below proficiency on the 2016 administration of the FSA ELA.
- Students with deficiencies in vocabulary and comprehension. All students, with the exception of all ELL students with deficiencies in vocabulary and comprehension, who scored below proficiency in reading on the 2016 administration of the FSA ELA, 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.
- Students whose FSA scores have regressed from a Level 3 or higher to a Level 2. All students, with the exception of all ELL students with high FSA Level 2 scores or who have regressed from FSA Level 3 or higher to Level 2 on the 2016 administration of the FSA 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 and 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 initiate the RtI process.

It is expected that students will build deep knowledge across the disciplines and 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. 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.

The School will adhere to the Sponsor's CRRP in meeting the needs of all student subgroups identified under No Child Left Behind Act of 2001 (NCLB).

English Language Arts

The School will use the State-approved/District-adopted textbook(s): *Houghton Mifflin Harcourt, Collections, Florida Edition 2015* (Grades 6-12). The School's Reading textbook(s) and/or Reading Intervention Program(s) selection 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 Spring Board ELA along with supplemental materials endorsed and/or published by the College Board, 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).

Grade 6	
Subject/Course	State Course Code
M/J Language Arts 1	1001010
M/J Language Arts 1 Advanced	1001020
M/J Language Arts 1 ESOL	1002000

Grade 7	
Subject/Course	State Course Code
M/J Language Arts 2	1001040
M/J Language Arts 2 Advanced	1001050

M/J Language Arts 2 ESOL	1002010
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Grade 8	
Subject/Course	State Course Code
M/J Language Arts 3	1001070
M/J Language Arts 3 Advanced	1001080
M/J Language Arts 3 ESOL	1002020

Senior High School Language Arts Courses:

Grade 9	
Subject/Course	State Course Code
English 1	1001310
English Honors 1	1001320
English 1 for Credit Recovery	1001315
English 1 ESOL	1002300

Writing

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

Grades	6-8
Writing	The <u>Vermont Writing Collaborative: Writing for Understanding</u>
	The CollegeBoard 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 Vermont Writing Collaborative: Writing for Understanding* and Text Based Protocols and Structures and Strategy in Practice instructional models/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 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 *Vermont Writing Collaborative: Writing for Understanding* conceptualizes planning for writing instruction for teachers based on the following key elements:

CENTRAL IDEAS	What is it that I want students to understand about this content (and what misunderstandings might I need to address)? What understandings about the craft of writing do I want them to get? How will I plan backwards from my goal to design instruction so students can get there, and how will I know when they've got it?
FOCUSING QUESTION	What question will I pose so that students can see how to approach this thinking /writing in a specific, appropriate, manageable way?
BUILDING AND PROCESSING WORKING KNOWLEDGE	How am I going to make sure that students know enough about this subject by the end to actually be able to write about it?
STRUCTURE	How will students know how to construct/build this piece of writing so that their thinking is clear, both to them as writers and to the readers of their work? What will I show them as a model? What tools will they need? What concepts of craft will they need to know?
WRITING	How will students draft/revise so that their final writing is clearly focused, organized, and developed to show understanding of the central ideas? How will I monitor their writing so I am sure they are getting it? How will I give them feedback as they write and revise to show understanding?

Also, writing standards focus mainly on text types, responding to reading and research. Thus, the six-step process for designing writing tasks from *The Vermont Writing Collaborative: Writing for Understanding* focuses on ensuring that students understand and comprehend the writing tasks or stimuli by "dissecting" and "chunking" the text and then putting it back together. The six-step process is as follows:

THE FOCUS QUESTION	Begins with the "end" in mind. Teachers pose questions that are specific to the text and require students to answer using evidence from the text.
CLOSE READING	Teachers provide multiple complex texts for students to read. Students may also read texts multiple times: First, for enjoyment and general comprehension; Second, to focus on what makes the text complex by examining meaning, structure, and language; and Third, for evidence-based reading and writing.
NOTE TAKING	Teachers will teach note taking explicitly and introduce many forms of note taking such as; graphic organizers (often two-column evidence/elaboration), drawing, pictures and sticky notes.
THE FOCUS STATEMENT	Teachers allow students to come up with the answer to the question based on evidence before completely reading the text.
ORAL PROCESSING	Teachers will allow students to take time to make sense of the information they've read and gathered, explain and support the evidence that has been identified, and discuss what categories they used for sorting or how pieces of evidence are related. Also, teachers will provide active and social structures for students to discuss and share. In addition, students will practice turning their notes into complete sentences. This will assist with students writing more thoroughly and providing more details when responding to the text.
WRITE!	Teachers should create what authors/creators of <i>The Vermont Writing Collaborative: Writing for Understanding</i> refer to as a "dream version" of a response to the writing task that is still "within the realm of student ability." This helps teachers figure out what supports students need and ensure providing them a solid understanding of the content and a clear and flexible model for expressing that understanding in writing.

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 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 College Board –Spring Board, 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., quest storming, 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 the State-approved/District-adopted textbook(s): *Houghton Mifflin Harcourt, Florida Go Math, Mathematics Courses 1-3, 2015* (Regular, Grades 6-8); *Houghton Mifflin Harcourt, Florida Go Math Advanced, Mathematics Courses 1-3, 2015* (Advanced, Grades 6-8); *Houghton Mifflin Harcourt, Analyze, Connect, Explore Algebra 1, Florida Edition, 2015* (Regular, Grade 9); *Houghton Mifflin Harcourt, Explorations in Core Algebra 1, 2015* (Honors, Grade 9); *Holt McDougal, Geometry, Florida Edition, 2012*, (Regular); and *Holt McDougal, Larson Geometry, Florida Edition, 2012*, (Honors). The School's Reading textbook(s) and/or Reading Intervention Program(s) selection 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 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
	McDougal Littell <i>Math Intervention</i>
	Houghton Mifflin Harcourt <i>Destination Math</i>
	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 mathematical 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, Spring Board Mathematics, *Destination Math*, and Carnegie Learning will be used to address the rigorous content as well as remediate. 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 is aligned with the state standards.

Middle School Mathematics Courses:

Grade 6	
Subject/Course	State Course Code
M/J Mathematics 1	1205010
M/J Mathematics 1, Advanced	1205020

M/J Intensive Mathematics	1204000
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Grade 7	
Subject/Course	State Course Code
M/J Mathematics 2	1205040
M/J Mathematics 2, Advanced	1205050
M/J Mathematics 3/Pre-Algebra	1205070
M/J Intensive Mathematics	1204000

Grade 8	
Subject/Course	Course Code
M/J Mathematics 3/Pre-Algebra	1205070
Algebra 1	1200310
Algebra 1 Honors	1200320
Algebra 1 Honors Gifted	1200320
M/J Intensive Mathematics	1204000

*All FSA 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	State Course Code
Algebra 1	1200310
Algebra 1 Honors	1200320
Algebra 1 for Credit Recovery	1200315

Geometry	1206310
Geometry Honors	1206320
Geometry for Credit Recovery	1206315
Intensive Mathematics	1200400

*All FSA Algebra 1 EOC Level 1 and 2 students in grade 9 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 for End of Course Assessments

Though no longer mandated by the state, the School will make the local decision to enroll middle school students that are not performing at Level 3 or higher or at what is determined by the State as proficiency and/or a passing score on the FSA Mathematics in an intensive course. High school students who score at Level 1 or Level 2 on the FSA Algebra 1 EOC Assessment or do not meet proficiency and/or achieve a passing score, will 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. This course will be tailored to meet the needs of the individual student. The appropriate MAFS identified on the assessment will be used to develop a curriculum.

The guidelines are in accordance with the FDOE Information Database Requirement Volume I and are as follow:

- 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 the State-approved/District-adopted textbook(s): *Holt McDougal, Science Fusion Earth Science, 2012*, *Holt McDougal, Science Fusion Life Science, 2012*, and *Holt McDougal, Science Fusion Physical Science, 2012*, (Grades 6-8); *Holt McDougal, Florida Holt Earth Science, 2012*, (Earth/Space Science); and *Holt McDougal, Florida Holt McDougal Biology, 2012*, (Biology I and Honors, Grade 9). The School's Reading textbook(s) and/or Reading Intervention Program(s) selection 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
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Science	Safari Montage
	ExploreLearning/Cambium Learning GIZMOS
	BrainPop
	Science News Magazine
	Scholastic Current Science Magazine
	Odyssey Earth, Encounters in Excellence
	StormZone
Grades	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 (NGSSS) (<http://www.fldoe.org/bii/curriculum/sss/> and www.corestandards.org).

Middle School Science Courses:

Grades 6	
Subject/Course	State Course Code
M/J Comprehensive Science 1	2002040
M/J Comprehensive Science 1, Advanced	2002050

Grades 7	
Subject/Course	State Course Code
M/J Comprehensive Science 2	2002070
M/J Comprehensive Science 2, Advanced	2002080

Grades 8

Subject/Course	State Course Code
M/J Comprehensive Science 3	2002100
M/J Comprehensive Science 3, Advanced	2002110

Senior High School Science Courses:

Grade 9	
Subject/Course	State Course Code
Earth/Space Science	2001310
Earth/Space Science Honors	2001320

The Science curriculum will prepare students to achieve state standards 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 state 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 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 Reading Standards for Literacy in Science and Technical Subjects will be implemented.

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; and
- Participate in project-based scenarios and inquiry-based activities to facilitate critical thinking at all levels of instruction.

Social Studies

The School will use the State-approved/District-adopted textbook(s): *Pearson, myWorld History, 2013*, (Grade 6); *Glencoe, Civics, Economics and Geography, 2013*, (Grade 7); *HMH, United States History: Beginnings to 1877, 2013*, (Grade 8); and *Pearson, Prentice Hall World History, 2013*, (World History, Grade 9). The School's Reading textbook(s) and/or Reading Intervention Program(s) selection 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 (NGSSS) (<http://www.fldoe.org/bii/curriculum/sss/> and www.corestandards.org).

Middle School Social Studies Courses:

Grades 6	
Subject/Course	State Course Code
M/J World History	2109010
M/J World History, Advanced	2109020

Grades 7	
Subject/Course	State Course Code
M/J Civics	2106010
M/J Civics, Advanced	2106020

Grades 8	
Subject/Course	State Course Code
M/J United States History	2100010
M/J United States History, Advanced	2100020

**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	State Course Code
World History	2109310
World History Honors	2109320
World History for Credit Recovery	2109315

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 state standards 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.

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 state Reading Standards for Literacy in History/Social Studies will be implemented.

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. 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

Teachers in the School 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 principal and curriculum dean will work

with mini-lessons based on classroom observations and data disaggregation. They will provide training to teachers on the various research-based curriculum needs. Also, they will use information from the walkthroughs to assist teachers in specific areas of need. They 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;
- In-school tutoring for remediation and acceleration;
- Targeted interventions for struggling readers and students performing below grade level;
- Integration of projects across the curriculum;
- Multiple differentiated strategies across the curriculum;
- Focus on differentiated instruction for learning styles; and
- 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) in all subjects.

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

Targeted, In-School 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 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
- Scaffolded 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. 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 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. 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 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.

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.

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 the School will use to develop the curriculum will include state-adopted and district-approved textbooks and research-based supplemental materials that have proven effective with student populations in their current programs throughout the State. The School will also use the research of Lawrence Lezotte (1991) which has identified the widely popular and proven Correlates of Effective Schools. These seven correlates will serve as the evidence-based foundation for the School. The seven correlates are: Instructional Leadership; Clear and Focused Mission; Safe and Orderly Environment; Climate of High Expectations; Frequent Monitoring of Student Progress; Positive Home-School Relations; Opportunity to Learn and Student; and Time on Task. The School will also embrace research which notes 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 grade six 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 live altering and life-long challenges for at-risk students, especially in grades 6-9 whose academic, behavioral, and social needs go unmet. Key research findings in *Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce*, (2008) 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.

Lastly, the School will adopt and use research-based programs, approaches, and state-adopted textbooks and resources for all curriculum subjects as noted below:

- K-12 Comprehensive Research-Based Reading Plan (CRRP), as approved by the Sponsor.
- Reading Plus which is a computer based program used by students in grades 6-8. Reading Plus monitors student's silent reading skills. Reading Plus is a researched based program that has been proven to increase reading levels and test scores.
- Florida Continuous Model (FCIM) a research-based, continuous monitoring process and improvement mechanism for teaching and learning.
- McTighe and Wiggins' Understanding by Design (UbD) (1998) as a framework for designing curricular units, assessments, and instruction. UbD is a framework that many popular school districts and charter schools use to enable teachers to "plan backwards" to design a curriculum and lessons that are tied to state standards.
- Orton-Gillingham- A research-based program ideal for students reading at or above grade level. Orton-Gillingham combines multisensory techniques along with the structure of the English language. 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

- College Board-Spring Board, a research-based program that provides 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.
- *Holt McDougall Littell Florida Literature – Literature-Regular and Honors* (Grades 6-12).
- IXL-XL's Language Arts and Mathematic skills are aligned to the English Language Arts and Math Florida Standards (MAFS) providing comprehensive coverage of English Language Arts and Mathematics concepts and applications. IXL provides unlimited practice problems specifically tailored to each required standard.
- Differentiated and Standards-Based Instruction –Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers will 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.
- 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.
- Gradual Release of Responsibility: The Gradual Release of Responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility.

In addition to the use of research-based programs, approaches, and state-adopted textbooks and resources, the School will also 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.

The School will be using the Language Arts Florida Standards (LAFS); Mathematics Florida Standards (MAFS); 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) to develop the curriculum and provide instruction (or any state-approved/adopted standards for all subject areas). In addition, the School will use instructional materials endorsed and/or recommended 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 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 benchmarks 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 research-based FDOE State-adopted and District-approved textbooks and accompanied supplemental instructional and assessment preparation materials, approaches, 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.

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.*

Reading will be a primary focus of the School. A separate curriculum will be provided for students who are reading below, at grade, or above level. The School, in order to address the needs and provide reading instruction to students at each of the three levels, will provide a curriculum and set of strategies based on the Sponsor's Comprehensive Research-Based Reading Plan (CRRP). The School believes that students can only become life-long learners when they attain a high level of literacy. The importance of reading goals will be clearly communicated to the students through all of the mechanisms and resources available to the school. Also, through the adoption of the *Just Read, Florida!* Initiative and adherence to the *Florida Reading Specifications*, the School will firmly place reading goals 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 School 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 Sponsor's K-12 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 Plus, 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 is 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 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 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 (CRRP).

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.

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, scaffolded, 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, Curriculum Dean, ESE/ESOL 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. The principal and curriculum dean 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 Dean: Curriculum Dean 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, Writing, 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.

District Proficiency Assessment 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.

Talent/Professional Development: Principal and curriculum dean and members of the Leadership/ Literacy Team will design workshops to address the needs of classroom instruction. This team will meet to review these results and share best practices. Further, they 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 this 60-minute period, 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 bell work/warm-ups, 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 is used to display information in visual form. Common graphic organizers include semantic webs, cause and effect charts, Venn diagrams, matrices, and flow charts.

Model Fluent Reading: On a daily basis, the teacher reads aloud short texts and instructional material connected with the content standards being taught and then have students repeat/re-read sections of what was read. 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 reading 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) F.S., 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 proficiency in FSA ELA, FSA Mathematics, or FSA Algebra 1 EOC.

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 FSA, NGSSS 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 *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 School 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. School administrators will provide support to teachers in order for them to utilize the *Instructional Planning System* (IPS) that electronically identifies students who are part of the school-wide PMP through RtI process. 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 utilize the Sponsor's *Progress Monitoring Plan User Guide* and policy 6000.1 to ensure proper procedures are followed when implementing PMPs. The school will also consult the *K-12 Comprehensive Research-based Reading Plan (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 (1008.25(4)(b) F.S.). 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. Though no longer mandated by the state, if a middle grades student scores Level 1 or Level 2 on FSA English Language Arts (ELA), the following year the student will be enrolled and complete a remedial or content area course in which remediation strategies are incorporated into course content delivery.

1. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores at Level 2 or below on FSA ELA (1008.22 F.S.), 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 (1003.4156(1)(b) F.S.).

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 (Rtl) team must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency (1008.25(4)(b) F.S.). 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. Though no longer mandated by the state, the school will elect to identify each year a student scores Level 1 or Level 2 on the 9-10 grade FSA English Language Arts (ELA) assessments, the student will 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 School 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 or the designated level on FSA ELA assessment (1008.22 F.S.), 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 (1003.4156(1)(b) F.S.).
4. Though no longer mandated by the state, the school will elect to identify 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. (1008.25(7)(b)1 F.S.).

As well, though no longer mandated by the state, the school will elect to identify for each year in which a student scores below proficiency on the FSA English Language Arts (ELA), the student will 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 below proficiency on the most recent administration of FSA English Language Arts (ELA) will be enrolled in the appropriate Intensive Reading course in lieu of an elective and in addition to the required English 1 course. The Sponsor'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.

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>). In addition, the National Standards for Physical Education (<http://www.shapeamerica.org/standards/pe/>) will be implemented.

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 to take 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	
Subject/Course	State Course Code
M/J Team Sports - Grade 7	1508200
M/J Individual/Dual Sports - Grade 8	1508500
M/J Comprehensive - Grade 6/7	1508600
M/J Comprehensive - Grade 7/8	1508700
M/J Health 1	0800000

Grade 9	
Subject/Course	State Course Code
Personal Fitness	1501300
HOPE-Physical Education Variation	1506320

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	
Subject/Course	State Course Code
**M/J Spanish, Beginning	0708000
**M/J Spanish, Intermediate	0708010
**M/J Spanish, Advanced	0708020
***M/J Spanish for Spanish Speakers, Beginning	0709000
***M/J Spanish for Spanish Speakers, Intermediate	0709010

***M/J Spanish for Spanish Speakers, Advanced	0709020
*Spanish 1	0708340
*Spanish 2	0708350
*Spanish for Spanish Speakers 1	0709300
*Spanish for Spanish Speakers 2	0709310

**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	
Subject/Course	State Course Code
Spanish 1	0708340
Spanish 2	0708350
Spanish 3	0708360
Spanish for Spanish Speakers 1	0709300
Spanish for Spanish Speakers 2	0709310
Spanish for Spanish Speakers 3 (Honors)	0709320

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	State Course Code
M/J Speech and Debate 1	1007000
M/J Speech and Debate 2	1007010

Grade 9	
Course	State Course Code
Speech 1	1007300
Speech 2	1007310
Debate 1	1007330
Debate 2	1007340

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

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, 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.

Exploratory/Experiential Education

Exploratory/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	
Subject/Course	State Course Code
Fundamentals of Careers in Education and	8409200

Career Planning	
M/J Personal, Career & School Development Skills 1	0500000
M/J Personal, Career & School Development Skills 2	0500010
M/J Personal, Career & School Development Skills 3	0500020

Grade 9	
Subject/Course	State Course Code
Personal, Career, and School Development Skills 1	0500500

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; and
- A major research project, preferably cross-disciplinary.

Subject/Grades 6-8	
Course	State Course Code
M/J Career Research and Decision Making	1700060
M/J Research 1	1700000
M/J Research 2	1700010
M/J Research 3	1700020

Grade 9	
Subject/Course	State Course Code
Critical Thinking and Study Skills	1700370
Career Research and Decision Making	1700380
Research 1	1700300

Leadership Skills Development

The purpose of these courses are to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. Additionally, these courses will provide an in-depth study of the leadership techniques of decision making, meeting skills, group conflict reduction, evaluation, team building, motivational strategy, and the role of leadership in a democratic society.

Grade 6-8	
Subject/Course	State Course Code
M/J Critical Thinking, Problem Solving, and Learning Strategies	1700100

Grade 9	
Subject/Course	State Course Code
Leadership Skills Development	2400300
Leadership Techniques	2400310

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 is 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	
Subject/Course	State Course Code
M/J Creative Writing 1	1009000
M/J Creative Writing 2	1009010

Grade 9	
Subject/Course	State Course Code
Creative Writing 1	1009320

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 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.

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

The effectiveness of the curriculum will be measured by the student achievement of the specific measurable objectives for the first year of operation (described in *Section 5* below). Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the school are achieved from year to year. In years two and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards and/or 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 School is committed to the continuous improvement of not only its academic program, but all aspects of daily school operations. In doing so, the School will validate compliance with numerous learning standards; demonstrate engagement in continuous improvement, including the development and implementation of foundations for continuous improvement; and provide for quality assurance. The ongoing continuous improvement process 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).

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 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 measurable 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 Measurable Objectives:

Improvement and Growth in Reading and Math Skills or Performance Levels	At least fifty percent (50%) of students enrolled for more than 120 consecutive days will demonstrate gains, measured by an increase in percentage points or proficiency levels, on reading and mathematics assessments (State, District and/or School-based).	The percentage of enrolled students demonstrating growth in reading and mathematics will increase two and one-half percent (2.5%) each year	District and/or School-based Baseline and Interim Assessments State-mandated assessments (FSA, NGSSS and EOC)	Students will be reading and performing math at grade-appropriate levels.
Increased Participation in the State Assessments	At least ninety percent (90%) of the School's enrolled students will participate in the Florida State Assessment (FSA) and End-of-Course (EOC) assessment unless they have an individual educational plan (IEP) indicating that the Florida Standards are not appropriate.	Annual participation in FSA administration will increase a minimum of one percent (2%) each year	FSA and EOC participation	School-wide participation in FSA and EOC administration for all eligible students.
Successful Performance on State Assessments:	At least fifty percent (50%) of students,	The percentage of students demonstrating	FSA, NGSSS Science and EOC	School-wide performance at

FSA ELA, FSA Mathematics, NGSSS Science and EOC Algebra 1, Geometry and Civics	enrolled for 120 consecutive days, who are administered a state assessment will demonstrate proficiency or an annual learning gain (as defined by the FLDOE).	proficiency or an annual learning gain on the FSA, NGSSS Science and on the EOC Algebra 1, Geometry and Civics will increase two and one-half percent (2.5%) each year.	Algebra 1, Geometry and Civics results	proficiency levels on the FSA, NGSSS Science, EOC Algebra 1/Geometry and EOC Civics for all eligible students.
Progress towards Goal Attainment in the Student Success Plan (SSP)	At least eighty percent (80%) of the students enrolled in the School will achieve eighty percent (80%) of the goals on their SSP prior to promotion to high school.	The percentage of goals met will increase by two percent (2%) for all eligible students each year.	Student Success Plans	All students will be academically ready and transition successfully to secondary opportunities.
Increase in Credits Earned	At least fifty percent (50%) of the students enrolled an entire academic school year will earn at least five credits per academic year.	The percentage of enrolled students earning at least five (5) credits each academic year will increase by two percent (2%) each year.	Credit earning rate; Student Success Plan	All eligible students will be promoted to the next grade level for each year enrolled in the School.
Improvement in Attitudes and Behavior	At least 75% of students, enrolled for at least 120 consecutive days, will demonstrate an improvement in attitudes and behaviors towards academics, school, and life by indicating a rating of no less than 9 on Denver Youth Survey by the end of the of the school year.	The percentage of enrolled students that will indicate an improvement in attitudes and behavior towards academics, school and life will increase by 5% annually as measured by the Denver Youth Survey	Denver Youth Survey	All students will be prepared to transition successfully to secondary opportunities.
	Suspension rate will remain below 10% annually.	The percentage of students suspended will decrease by one percent (1%) each year	Behavior Contracts/Logs; Student Success Plan; Student Information System	All students will maintain integrity and behave responsibly daily.
Improve Attendance	Student attendance rate will remain above 90% annually.	The attendance percentage will increase by one percent (1%) each year	Attendance Logs; Student Information Systems	All students will attend school daily.

All Students are expected to make annual learning gains toward achieving the Florida Standards and/or NGSSS (or any state approved/adopted standards as 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.

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 by 2016.

Also, the school will participate in the statewide assessment program created under s.1008.22, 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 School's 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).

Lastly, in addition to evaluating the academic outcomes of students, the School will evaluate personal change in students as measured by improvement in their attitudes toward education and school. To do so, the School will administer questions from the Denver Youth Survey (1990) during the first week of a student's enrollment. This survey, developed for minority students ages 12-16 by the Institute of Behavioral Science, measures students' attitudes toward school (e.g., homework, teacher's opinions). The School has linked survey items to inform areas regarding student attitudes about school that include time management, effort, tolerance, patience, respect, and relationships with school staff. To further evaluate outcomes, the School will administer the survey during the last week of the school year to determine personal change in students as a result of their enrollment in the school. This evaluation is necessary to know what worked and how and in what ways the School's program made a difference in the attitudes of the students.

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 District's 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.

Middle Grades Entrance and Attendance Requirements

- Health requirements for initial entry (F.S. 1003.22), including immunization requirements is included in School Board of Broward County (SBBC), Policy 5.1, Enrollment and Withdrawal.
- Placement of transfer students for initial entry is included in (SBBC) Policy 5.1, Enrollment and Withdrawal.
- Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
- Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.
- Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

Middle Grades Curriculum, Instruction and Assessment

- Middle Grades Curriculum: Instruction shall be 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.
- High School Courses in Middle Grades: All middle grade schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I and are encouraged to offer other high school courses whereby students may earn high school credit.
- Instruction in health, physical education, exploratory, career and technical education, and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students will demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).

- Physical Education: Beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - The student is enrolled or required to enroll in a remedial course.
 - The student's parent indicates in writing to the school that:
 - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Health Education: The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- Upon development by the Florida Department of Education, a Digital Tools Certificate, in addition to open access materials for teaching and assessing the skills required to earn the certificate, shall be made available to all public middle grades students.
 - Targeted skills to be mastered for the certificate include the digital skills necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to word processing, spreadsheet display, and creation of presentations, including sound, text, and graphic presentations, consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
 - Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate.
- Parent Meeting: All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(a)(5)).
- Regularly Scheduled Instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
- Character Education: The character education traits that shall be integrated in the grade 6-9 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
- Each Gifted Education (F.S. 1003.01 and 1003.57): Students in grades 6-9 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole grade screening process. Each student identified as being eligible for gifted services in grades 6-9 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process. All students identified as gifted must have a current EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.
- Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22.
 - Middle grades students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized End-of-course Assessment (EOC) for those courses and shall not take the corresponding subject and grade level statewide, standardized assessment. When a statewide, standardized EOC assessment in Algebra II is administered, all students enrolled in Algebra II must take the EOC assessment.

- For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. Information to parents of students with disabilities must also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.
- Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331): As part of the MTSS/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.
- For English Language Learners who are currently receiving services, schools shall provide test accommodations to enable them to fully participate in all assessments. The assessments may be administered with any one or a combination of the accommodations as authorized by State Rule 6A-6.09091.
- Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

Middle School Promotion

Promotion from Grades Six to Seven and Seven to Eight: Student must pass a minimum of four subjects, two of which must be in English, mathematics, science or social studies. A student earns points (A = 4; B = 3; C = 2; D = 1; F = 0) for the letter grade achieved in each marking period (i.e., quarter) of a middle school course. A passing grade for a full year will be computed based upon the student earning four points in the course. In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics.
 - Successful middle grades credit for a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- Three middle grades or higher courses in social studies.
 - 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 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 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 EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
 - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle grades or higher courses in science.
 - Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized end-of-course assessment required under F.S. 1008.22. However, beginning with the 2012- 2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I end-of-course assessment, which

constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

- One course in career and education planning to be completed in 6th, 7th, or 8th grade according to the criteria below:
 - 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 which
 - must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - high school assessment 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 (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), college and career dual

Middle Grades Retention

- Students who are retained will receive an intensive program that is different from the previous year's program.
- Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).
- Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
- Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent must be invited.
- For students retained two or more years, appropriate alternative placements will be made.
- Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

Reporting of Middle Grade Progress

- Report Cards: Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences.
- Grading for Grades 6, 7 and 8 (F.S. 1003.437): Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

A	Superior Progress	90-100
B+	Outstanding Progress	87-89
B	Commendable Progress	80-86
C+	Above Average Progress	77-79

C	Average Progress	70-76
D+	Below Average Progress	67-69
D	Lowest Acceptable Progress	60-66
F	Failure	0-59
I	Incomplete	

- Incomplete Grade: A grade of "I" is given as an opportunity for students to make up incomplete class work, a statewide, standardized end-of-course (EOC) assessment or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F". The principal may extend the deadline.
- Grade Placement: Principals shall have authority for appropriate grade placement of students, within the limitations of Board Policy and F.S. 1002.3105.
- The IEP Annual Goal(s) Progress Report will be completed and sent home with each report card for all students with disabilities.
- The EP (Education Plan) Goals Progress Report will be completed and sent home with each report card for all students.

High School Enrollment and Withdrawal Requirements

- Health requirements for initial entry (F.S. 1003.22), including immunization requirements is included in School Board of Broward County (SBBC), Policy 5.1, Enrollment and Withdrawal.
- Placement of transfer students for initial entry is included in (SBBC) Policy 5.1, Enrollment and Withdrawal.
- Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
- Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.
- Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

High School Curriculum, Instruction and Assessment

- High school Curriculum: Instruction shall be 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).
- Service Learning: 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.
- Physical Education Integrated with Health (HOPE): Schools may not require the one-credit of physical education be taken during the student's ninth grade year. The district has adopted HOPE Variation I (physical education integrated with health) as the recommended physical education course. Students may meet the physical education requirement by meeting any one of the following options:
 - One full credit of HOPE (physical education integrated with health)
 - One-half credit of personal fitness, one-half credit of Life Management Skills and onehalf credit of a physical education elective.

Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.

 - Two full credits of Junior Reserve Officer Training (JROTC) (one credit satisfies the physical education requirement and one credit satisfies the arts requirement).

- 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.
- 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.
- Online Learning: Beginning with students entering grade 9 in 2011-12, at least one course within the 24 credits required for graduation must be completed through 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.
- Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding statewide, standardized assessment. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)). Information to parents of students with disabilities must also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.
 - Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331): As part of the MTSS/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.
 - For English Language Learners who are currently receiving services, the School shall provide test accommodations to enable them to fully participate in all assessments. The assessments may be administered with any one or a combination of the accommodations as authorized by State Rule 6A-6.09091.
 - Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

High School Grade Designation

Starting in 2009-10, grade designation for high school students will be determined as:

- Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
- Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
- Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
- Following completion of one year as an 11th grader, the student will be designated as a 12th grader.
- Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.

Reporting High School Student Progress

The reporting of student progress to parents shall follow procedures established by the district and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (F.S. 1008.25; 1003.33).

- Report Cards: Report cards are issued at the end of each marking period. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
- Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences.

- Grading: The grading system used in the high schools will be (F.S.1003.437):

Numerical	Letter	Points
90-100	A	4.0
87-89	B+	3.5
80-86	B	3.0
77-79	C+	2.5
70-76	C	2.0
67-69	D+	1.5
60-66	D	1.0
0-59	F	0.0
Incomplete	I	0.0

- Plus (+) Grades: Letter grades displaying plus signs shall be used in the calculation of the district weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements (F.S. 1003.437). The Bright Futures Scholarship Program does not recognize plus (+) grades.
- Incomplete Grade: A grade of "I" is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an F. The principal may extend the deadline.
- Semester Course Grades: At the high school level, credit is granted on either a semester or full-year basis. When credit is granted on a semester basis, one-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination.
 - To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
 - both quarter grading periods, or
 - one quarter grading period and the semester examination.
 - The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade.
- Full-Year Course Grades: For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC.
- Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

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 district-approved and diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Multi-Tiered System of Support (MTSS)/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, which for middle school students will include 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 district-approved and/or statewide standardized 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. Although state legislation has changed and does not require students who score below proficiency on the statewide assessments in ELA and mathematics to be enrolled in intensive remedial courses, the School will continue this practice of remediation

Graduation

General Graduation Diploma Options:

- Each year the district must provide students in grades six through nine, and their parents, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
- Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.428, F.S. 1003.4285).
 - Standard Diploma (24-Credit Option):
 - The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart.
 - Students enrolled in special magnet programs may only select this diploma option.
 - 18-Credit ACCEL Diploma
 - Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
 - Physical Education is not required
 - Online Course is not required
 - Three elective credits only
 - Community Service hours are not required
- Graduation: A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. Additional information regarding graduation requirements depending on what year the student entered grade 9 can be found in the District's Student Progression Plan.

Graduation Requirements for Students Entering Ninth Grade Students in the 2014-2015 School Year

(Requirements are subject to change with each legislative session.)

24-Credit Standard Diploma

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Science
1 credit in World History 1 credit in U.S. History 0.5 credit in U.S. Government 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp
8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per S.1003.492, F.S.)

Distinction between 18-credit ACEL option and the 24-credit option

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.428(10)(d)1.5, Florida Statutes [F.S.]).

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 Florida Standards Assessment (FSA) graduation test or earn state approved concordant scores on the SAT or ACT and

pass the required End of Course Exams, as applicable.

Currently, the high school graduation requirements for Broward County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Broward County. From one school year to the next, the requirements may be amended by any one of these three entities and it is important that students and their parents are aware of any changes that may affect them. The school counselor has the information relative to the graduation requirements in force when entering ninth grade. Also, graduation requirements for previous years are outlined in the District's Student Progression Plan.

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 and performing arts; and one credit of physical education with the integration of health education. Entering 9th grade students must have completed a middle school course which incorporates career and education planning. This course will culminate in the completion of a personalized academic and career plan with an emphasis on technology or the application of technology.

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 in **Section 5B** represents the current Florida graduation requirements for the 2014-2015 cohort. Please note that these requirements may be revised, pending legislative changes.

The School ensures 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 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 FSA will be compared to FCAT results from previous years 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; state assessments (as applicable) 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 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:

The School will participate in all State 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 and/or NGSSS 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)
ELA/Literacy (Grades 6-9)
April-May
- Florida Standards Assessment (FSA)
ELA Writing Component (Grades 6-9)
February-March
- Florida Standards Assessment (FSA)
Mathematics (Grades 6-8)
April-May
- Next Generation Sunshine State Standards (NGSSS) Assessment
Science
April-May
- End of Course (EOC)
Civics, Algebra 1, Geometry (Eligible Students)
September/December and April/May
- Comprehensive English Language Learning Assessment (CELLA)
ELL only
March – April
- National Assessment of Educational Progress (NAEP)
If selected
January-March

District Assessments

- Broward Assessment of Florida Standards (BAFS): District Interim Assessment
October/November & January/February

School Based Progress Monitoring and Assessments

- Denver Youth Survey
September (initial survey administered upon each student's enrollment)
- Baseline Assessment in Reading, Mathematics, Writing, and Science
September
- School-Based Assessment 1 in Reading, Mathematics, Writing, and Science
October

- School-Based Assessment 2 in Reading, Mathematics, Writing, and Science
December
- School-Based Assessment 3 in Reading, Mathematics, Writing, and Science
February
- Denver Youth Survey
May/June (post survey administered during the final week of the school year)

Additional Assessments

- Florida Assessment for Instruction in Reading (FAIR)
AP1: August – October and **AP2: November – January**
- College Board Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMSQT)
9th grade (optional)
October
- Advanced Placement Examinations (AP) (Enrolled registered only)
May

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

FAIR assessments will be administered twice 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 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 year 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 and 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 and 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, including students with disabilities. The School will ensure that students with disabilities will have an equal opportunity of being selected for enrollment and once enrolled and will provide service to students with disabilities through consultation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). Consultation is when one general education teacher is providing instruction and an ESE teacher is providing consultation services in accordance a student's Individualized Educational Plan (IEP). Within the consultative model, the special education teacher serves in a consultative role to the general education teacher who is endorsed in the core content area and who is primarily responsible for instruction. Through consultation, the special education teacher confers with the general education teacher on areas including but not limited to a specific student's IEP accommodations, application of skills in the general education setting, and monitoring progress toward goals in the IEP. Through consultation, the special education teacher not only consults with the general education teacher, but also works in partnership with the general education teacher toward the common goal of effectively meeting the needs of the student. For example, this may include the provision of additional support that may be required to ensure student access, learning, and academic success in the general curriculum. Students with disabilities whose IEP demonstrates the need for special education or related services in areas such as speech therapy, language therapy, occupational therapy, physical therapy, and/or counseling will be served as determined by the SST team through consideration of the least restrictive environment based on the individual student's need.

Further, the School will adopt and implement the *Five Step Process* (Minnesota Department of Children and Families and Learning, Division of Special Education, 2002) for bringing general and special education teachers together to address the academic and social needs of students with disabilities in the general education setting. This process recognizes the unique roles and responsibilities as well as expertise that each teacher brings to the instructional process. The Five Step Process involves 1) Reviewing the standard, performance task, and curricular demands; 2) Discussing the learning needs of the student and availability of resources; 3) Deciding on accommodations for the student and determining responsibility for implementing them; 4) Monitoring, adjusting, and providing formative feedback; and 5) Evaluating students using established criteria.

The School will employ appropriately certified staff members who will ensure that established policies and procedures are being effectively implemented, which promotes student success. These individuals will also oversee ESE and 504 Plan compliance. They will work with the special education teacher and general education teacher to develop service schedules to ensure that all students with disabilities access the general education curriculum and related services as required in their IEPs. All special education and related service providers will consult with the general education teachers at the beginning of the school year, or following the identification of a newly eligible student, to review the student's IEP and confirm that the general education teacher understands his/her role in implementing the IEP, designing instruction for the student, and monitoring the student's progress toward achieving IEP goals. This will be done by maintaining a log and calendar delineating each student's annual IEP date as well as reevaluation dates that may come during the school year. This will ensure that the School schedules and conducts meetings in a timely manner.

Exceptional Student Education staff members will also play an active role in working with the student before he/she is identified or evaluated for Exceptional Education Services through the Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education settings as a first step, allowing students to receive support and have an opportunity to learn. RtI has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention to inform instructional decisions. The RtI framework is a comprehensive support to students and will be implemented as a prevention-oriented approach to linking assessment, intervention, instruction, and learning. The goal of the RtI model at the school will be 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 strictly adhere to, implement, and monitor the Sponsor's guidelines and procedures in accordance with Federal and State requirements as described in *Guidelines For Exceptional Student Education (ESE) and English Language Learner (ELL) Students PreK-12*, and those that may be updated or amended at <http://www.broward.k12.fl.us/esol/Eng/ESE.html>.

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. For example, any eligible student who submits a timely application shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School's marketing strategy and materials will reflect that the School is a "tuition-free" public charter school and that it accommodates students with "disabilities" and limited English proficiency. 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 the Exceptional Student Education program, as amended from time to time. Operating under the auspices of the Sponsor as the Local Education Agency (LEA) and working cooperatively with the Office of Exceptional Education, 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 further maintained through the solicitation of technical support and assistance, as well as through the attendance to meetings and accessing information available at <http://www.broward.k12.fl.us/studentssupport/SEARCH.asp>.

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). 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 *Guidelines For Exceptional Student Education (ESE) and English Language Learner (ELL) Students PreK-12*, and those that may be updated or amended <http://www.broward.k12.fl.us/esol/Eng/ESE.html>.

Once a student has completed the registration process and there is an indication that the student has a current IEP, the school site ESE specialist will review the student's IEP and other pertinent documents. If necessary, then the School will contact the Sponsor's ESE staffing specialist assigned to the school. The parents of a student with a current IEP will be invited to attend a meeting with School staff and the district's ESE staffing specialist or other assigned ESE representatives to discuss and determine the level of services required to meet the needs of the student. A recommendation will be made as to how the required services may be reasonably delivered to the student within the school and/or district. The School will ensure that the Sponsor is involved in reviewing specific services that may be required for individual students in order to ensure that students are placed in the most appropriate educational setting, as well as provide for additional training and technical assistance.

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 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 will include but not be limited to giving consent for evaluation and initial placement, helping design the IEP, and helping the School understand their child's disability.

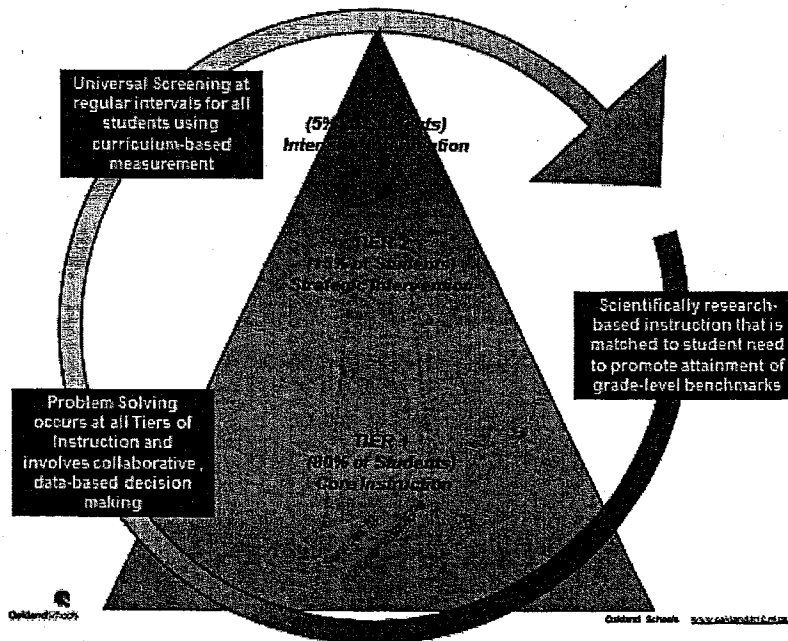
Procedural Due Process will adhere to a non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these will consistently be implemented. Notwithstanding, when in question, due process hearings 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 will ensure that students with disabilities are 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 will be facilitated through appropriately certified personnel who will ensure that a student's needs are being met even before the 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 the 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). 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. According to "Response to Intervention Policy Considerations and Implementation" by the National Association of State Directors of Special Education, Inc., the academic and behavioral tiers are as shown in the exhibit below:



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, if the student does not respond to intervention, 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 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 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 Rtl process consists of the following:

- Rtl 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 Rtl 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 Rtl 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.

The 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.

IEP Implementation will include: parent, LEA, General Education, and Special Education Teachers. 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.

Section 504 of the Rehabilitation Act of 1973: 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 consultative service from the ESE teacher and general education teachers.

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 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 Occupational Therapy, Physical Therapy, 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 School's effectiveness in serving exceptional education students will be evaluated on a continuous basis in several ways. First, the School will ensure that procedures for collecting and reporting to the district and FDLOE are in place and all required school-based designees are aware of the procedure. The School will have a designated individual responsible for collecting data within the school. Performance data of all students will be collected and reviewed, including students with disabilities and gifted students. ESE teachers and the general education teachers will collaborate with instructional planning and delivery, as well as the review of progress monitoring data to determine whether or not students are achieving progress toward the goals outlined their IEP's. Teachers of gifted students will collaborate with general education teachers related to differentiation of instruction and curriculum and compacting for the School's gifted students as well as implementation of their EP's. This will ensure that the focus will be on each student's progress, by all teachers who serve exceptional education students within the School. School based administrators, faculty, and staff of the School will review all exceptional education student data to ensure that entire ESE program is focused on student achievement.

Additionally, the effectiveness of the School's exceptional education program will be monitored and evaluated by providing and requiring participation of all teachers in professional development opportunities that focus on writing quality IEP's/EP's, the use of research-based instructional strategies for exceptional education students, implementing accommodation for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP/EP goals. Furthermore, all teachers at the School will be observed throughout the year by the school's principal as well as the ESE Specialist to note level of effectiveness and compliance and provide feedback.

The School will follow the Sponsor's processes related to quarterly reporting of each student's IEP/EP goal progress to their respective parents. In addition, the School will review promotion/retention rates of students with disabilities and discipline data for students with disabilities. Each of these data sources will provide information regarding the School's effectiveness in serving ESE students.

The families of students with disabilities will be invited and encouraged to participate in Back-to-School events that occur several times a year in which they will engage teachers in discussions about their child's learning and progress, review student work, and discuss ways to further support their child's achievement of his/her learning goals.

The goals for determining the School's effectiveness in serving special education students will be aligned with the goals set for all students of the School and/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.

When exceptional education students enter the School, the School will determine their level of mastery in reading, writing, mathematics and science, as well as 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, in-school tutoring). The ESE staff designee will inform the ESE team of the student's enrollment into the school. The ESE team will then review the student's IEP and will ensure that all services indicated on the IEP are in place. The ESE teacher and general education teacher will then work together to ensure understanding of the IEP and that all required support and services including supplementary aids and/or modifications are in place as required on the IEP.

The general education teacher will support exceptional students who enter the school below grade level in the classroom through strategies that include scaffolding, direct instruction, guided practices, differentiated instruction, and independent practice. Small groups will be used for more individualized instruction as needed and appropriate. Additional support will also be provided by ESE staff as needed. For example, if students enter the School reading below grade level, they may receive additional time for reading to increase and accelerate their growth which will be monitored through benchmark testing and related data throughout the year. Additional instructional time may also be provided through content areas to further support the achievement of a student's individual learning goals. The School will meet the individual needs of students, who, based on diagnostic data, have been identified to have significant academic deficiencies and/or read two or more years below grade level through additional instructional minutes using research-based intervention programs. Students that are two or more years below grade level in reading will be provided support through additional instructional time above the 90-minute reading block in small group settings and with the use of research-based intervention programs. Progress monitoring will be used to determine student progress toward achieving grade level performance standards and benchmarks.

Further, providing the specific services listed in a student's IEP, EP, and/or ELL plans for students with disabilities, ELLs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer in-school 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 will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a 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.
- In-school 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 PMP targeting these deficiencies. This will require active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and 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

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 targeted community. Therefore it is anticipated that the School should have a 15% percentage of students with disabilities enrolled at the School.

The School has based its projections on the average current enrollment of students with disabilities in BCPS ' public schools, in which it currently estimates an average of **15% student with disabilities population**. The data was based on projections derived from the most recent FTE by Subgroup Report published by the District.

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 15% of ESE that will be drawn from the targeted 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, 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 will consult with the General Education teachers on a weekly or monthly basis to ensure that students with disabilities receiving services through 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 costs of services such as speech, counseling, and related ancillary services.

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

Identification: Gifted and talented students will be identified for special instructional programs for the gifted and talented if the student demonstrates the following:

1. A need for a special program,
2. A majority of characteristics of gifted and talented 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 for screening:

- High present levels of performance on test scores (FSA 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 and talented (which is for the underrepresented minority, ELL students, and free/reduced lunch student population) may be used for students scoring in the 80th percentile or above in reading or mathematics on a standardized achievement test, the student will be referred for evaluation for gifted and talented eligibility through Gifted and talented Plan B Matrix.

- Gifted and talented 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 Standards Assessment (FSA) 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 and talented students per grade level will determine the choice of the district-approved delivery model, as a means for delivering gifted content, as follows:

Gifted and Talented Courses or Consultation - Teacher of the gifted and talented will provide challenging and in-depth work in a specific content area to gifted and talented middle school students; and/or Gifted endorsed teacher may provide Gifted consultation to the teachers of middle and/or high school student according to 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 and Talented -The School will offer various services to meet the needs of the gifted and talented student based on the EP. 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).

In addition, the School's gifted and talented students will receive regularly scheduled gifted enrichment provided by a gifted endorsed teacher. This gifted teacher will also work collaboratively with the student's regular education teacher to support

the extension of the student's learning. All gifted and talented students will be responsible for mastery of the Florida Standards. To achieve this, differentiated instruction will be provided to the student to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. Further, teachers will analyze the benchmark assessment results of their students. For gifted and talented students, teachers will utilize the benchmark assessment data to help identify enrichment areas. Teacher will determine the instructional focus, strategies, and curriculum resources to be used as a part of progress monitoring. At the end of the school year, data sources will be considered in further evaluating the services offered to gifted students. Student state assessment data, benchmark testing data, and classroom assessment records will be analyzed to determine areas in which students need challenging goals and higher levels of enrichment.

EP Plan Development: Once a student has been identified as gifted and talented, the gifted and talented coordinator will notify the student's parent, teachers, and school psychologist. The gifted and talented 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 and talented, 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 the school will be responsible for the review and analysis of evaluation data and the recording of the data on the Gifted Eligibility Matrix (GEM).

Initial Educational Plan (EP) Team Participants: The EP team will include the following participants:

- The student's parents;
- The student (if applicable);
- The schools' gifted and talented coordinator;
- At least one teacher of the gifted and talented program;
- One general 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 setting 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 those services;

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Services and instructional Strategies for Gifted: The school will offer various services to meet the needs of the gifted and talented student based on the EP. 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 Florida Standards 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 and talented 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

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

The School's academic model will be designed to engage students in ways that ensure their preparation and acquisition of skills required of the Florida 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 goal of the 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. English Language Learners (ELL) will be required to have the same instructional time as non-ELLs for language arts/reading. Familiarity with the Sponsor's provisions, policies, and procedures pertaining to ESOL students will be further maintained through meetings and updated information available on <http://esol.browardschools.com/>.

The School will follow the guidelines established by Broward County Public Schools for serving ELLs outlined in the *ESOL Department Handbook* 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 survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. Is a language other than English used in the home?
2. 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 HLS 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:

English Language Proficiency Assessment will be administered by a **district-trained** to students who have at least one affirmative response on the HLS a programmatic assessment for mathematics will be given if the student places in ESOL 1-4. Procedures regarding the administration and implementation of English Language Assessment procedures will be adhered to as presented in meetings and trainings and available on-line at [http://esol.browardschools.com/images/ESOL/DepartmentHandbook1213/2 TABLE OF CONTENTS11-30-12.pdf](http://esol.browardschools.com/images/ESOL/DepartmentHandbook1213/2%20TABLE%20OF%20CONTENTS11-30-12.pdf).

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. 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 ESOL 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 FSA 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 Test Chair attend all required District PDs.
 - Abide by Student Progression Plan, including provisions for ELLs.

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. 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.

Annual Assessment using the Sponsor's required assessment instrument will be administered each spring to all current ELLs to measure proficiency and gains in reading, writing, listening, and speaking as follows:

- Criteria used is two exams: ESOL approved instrument 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 as required and outlined in the Sponsor's ESOL plan.
- There are alternate exit procedures as well; however, all must be based on two forms of assessment.

That is, the School's ESOL coordinator, in coordination with the teachers, will implement the aforementioned procedures to exit students from the ESOL program.

All ELLs EXIT during the school year will need to have a LEP Committee meeting. All relevant sources of data will need to be reviewed by the LEP committee. The Language Arts teacher will document former ELLs 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 ELLs 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 LEP 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 ELL's who enter the school below grade level. Any student in need of

remediation for not making adequate progress towards mastery of the Florida Standards will have access to supervised study time and tutoring services during school to accelerate and/or remediate student achievement).

Apart from providing the specific services listed in the ELL's WLEP Plan, the School's faculty will differentiate instruction as necessary, as well as offer in-school 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 PMP 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 understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (in-school 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.
- In-school 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's planned approach to classroom management and student discipline will be aligned with the Effective Schools Correlates and reinforced amongst students, faculty, staff, and parent on a daily basis. The School's 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. Familiarity with the Sponsor's provisions, policies, and procedures pertaining to Student Code of Conduct will be further maintained through meetings and information available on <http://browardstudentservices.com/>.

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.

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.

The School will further adopt and provide training to teachers and staff in strategies and approaches include positive strategies. These strategies will reflect a empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. This will decrease the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. The School's approach will target individual students and the entire school, as will not only focus exclusively on the student, but also include changing environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus, it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

The School will embrace evidence base, tenets, and benefits aligned as follows:

- Research conducted over the past 15 years has shown that such strategies are effective in promoting positive behavior in students and schools. Such strategies will maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments.
- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
- Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%.

- Appropriately implemented behavioral strategies can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
- A review of research showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

Further, 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 **Code of Student Conduct**. 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.

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 **BCPS's Code of Student Conduct** at <http://browardstudentservices.com/?s=code+of+conduct> and the school's behavioral and learning expectations. 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/infracton 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 (School Board Policy 5500 Student Conduct and Discipline).

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 BCPS 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 at least four (4) meetings annually 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.

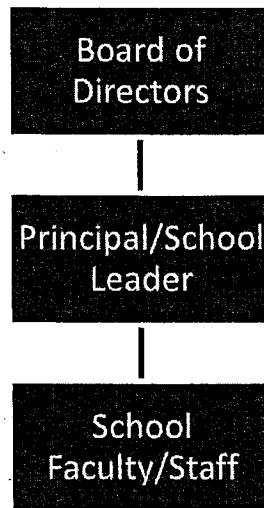
Planning for the Succession

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 contracted Finance Manager in developing grants and other funding applications; plans and supports fund-raising events; provides input to the contracted 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 B.

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 contracted 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 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 critical to a school's financial strength and future. 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
- 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 contracted 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 scheduled board meetings.

Whenever revenues and expenditures change significantly throughout the year, the contracted 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, 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>
Educational Program	<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</p>

	<p>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>

	<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.
Finance	<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 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	<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.

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 B.

The powers of the Board of Directors will be set forth as set forth in its Bylaws which are included in the Appendix B.

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 B.

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 a qualified 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 Miami-Dade Community Action Agency, Miami-Dade 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. She will bring a level of expertise and resources in the areas of Community Service, Management, Finance, Fundraising, and Public Relations.

Ildiko Matchus

Ms. Ildiko Matchus is a retired educator of the Miami-Dade County Public Schools. 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 an M.Ed. and Specialist from Nova Southeastern University. Affiliations include Delta Kappa Gamma Sorority, Louie Bing Scholarship Fund, Inc., Dade Parent Teacher Student Association, Dade County Media Specialists Association, and Dade Reading Council. She will bring a level of expertise and resources in the areas of Education, Marketing, Fundraising, Parental Involvement, and Personnel.

Theresa Pickett

Ms. Theresa Pickett is a retired county employee from Miami-Dade County after more than 30 years of service. She spent most of her professional career working in regulatory agencies which include serving as the Chief Housing Inspector in the Building and Zoning Department. Ms. Pickett also served as a Hearing Officer for the 11th Circuit Court in Broward County. She has also worked in the Miami-Dade County Public Schools as a part-time Administrator in the Division of Alternative Education working with families of at-risk students. She holds a Master's Degree in Organizational Management.

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.

For example, complaints made regarding classroom issues shall initially be addressed formally or informally with the school teacher. Likewise, complaints about matters pertaining to the overall school should be initially addressed through the school principal. Complaints regarding the principal should be directed to the Board President or Designee. All 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 Board for complaints against the principal, and should contain a statement of the facts, date and time of the incident, alleged persons involved, and the specific outcome desired by the parent/guardian or other person making the Complaint ("Complainant"). This should be made within five days of the alleged incident that triggered the Complaint. The Complainant may sign the Complaint and should be given a copy. The teacher or principal (or Board President or Designee for complaints against the principal) 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. The School will seek to respond to complaints immediately but no less than 72 hours of receiving it. Written acknowledgement of a formal complaint receipt will be provided. Allegations involving illegalities should be reported immediately to the Principal (or the Board President or Designee if it is against the Principal), who will advise the Board's designated representative and the Board's legal counsel. If the complaint is against the principal, it should be directed to the Governing Board President or Designee for Disputes. Complaints lodged against the Principal will be responded to timely and professionally and will seek to gather all relevant facts regarding the issue.

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, or in the case of a complaint against the Principal, it should be directed to the Governing Board President or Designee for Disputes. The School leader Board Conflict Dispute Designee 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. If the Board Designee cannot resolve the dispute, it may be brought before the full Board.

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)

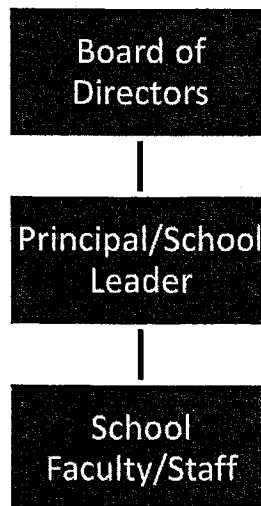
All documentation of the complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

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 Dean, Office Manager, Guidance Counselor, ESE/ESOL 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 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. 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 School will recruit through the State-sponsored Teach in Florida website, as well as through collaborations with postsecondary educational institutions. In addition, recruitment efforts will include advertisements in local newspapers, school website, job fairs, and professional relationships.

The Governing Board will establish a screening committee to recruit, interview, and recommend to the Board a qualified candidate for the position of school leader. The Governing Board will make the final decision on the selection and hiring of the school leader.

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. 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. He/She will also be responsible for the recruitment, selection, and recommendation for hiring of faculty and staff to the Governing Board. 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 16 teachers, 1 Curriculum/Dean, 1 Guidance Counselor, 1 Security Monitor, 6 Teacher Assistants, and 6 paraprofessionals hired over the five-year term of the charter to accommodate projected student enrollment of 364 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.

Enrollment	182	270	339	364	364
Principal	1	1	1	1	1
Teachers	8	12	15	16	16
Office Manager	1	1	1	1	1
Office Staff	1	1	1	1	1
Custodian	1	1	1	1	1
Cafeteria Manager	1	1	1	1	1
Food Service Worker	1	1	1	1	1
ESE/ESOL	1	1	1	1	1
Teacher Assistant	0	5	6	6	6
Curriculum Dean	0	1	1	1	1
Guidance Counselor	1	1	1	1	1
Security Monitor	1	1	1	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. See proposed Job Descriptions in Appendix D.

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

The School Principal will be responsible for the recruitment, selection, and recommendation for hiring of faculty and staff to the Governing Board. The Governing Board will establish the qualifications to be required of the teachers and be appraised of the potential strategies used to recruit, hire, train, and retain qualified staff. 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.

The School will engage partners such as Teacher. Teacher that provides for customized, targeted recruitment which will afford an opportunity to identify and select candidates whose experiences, beliefs, and skills best align with the mission of the school. The establishment of partnerships with the department of education of local colleges and universities will also support and strengthen recruitment efforts. For example, students that are seeking and requiring field experiences and teaching internships may be provided an opportunity to work at the school in satisfaction of such requirements. This will provide the School with a potential pool of candidates that are knowledgeable about the school and embrace and support its mission.

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 an appraisal system 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 that:

a) *A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:*

1. *Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school 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. The proportion of growth or achievement data may be determined by instructional assignment.*

2. *Instructional practice.—For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.*

3. *Instructional leadership.—For school administrators, at least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including performance measures related to the effectiveness of classroom teachers in the school, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth. The system may include a means to give parents and instructional personnel an opportunity to provide input into the administrator's performance evaluation.*

4. *Other indicators of performance.—For instructional personnel and school administrators, the remainder of a performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the State Board of Education or identified by the district school board and, for instructional personnel, peer reviews, objectively reliable survey information from students and*

parents based on teaching practices that are consistently associated with higher student achievement, and other valid and reliable measures of instructional practice.

(b) All personnel must be fully informed of the criteria, data sources, methodologies, and procedures associated with the evaluation process before the evaluation takes place.

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.

The School will develop, adopt and implement a PD and training plan that supports increased understanding of the Florida Standards and related assessments; working with at-risk students; strategies for teaching middle school students; effective use of data; positive behavior support and conflict resolution strategies; involve the conducting of a survey and needs assessment; and include follow-up, monitoring, and feedback.

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 propose 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 offered in charter schools serving similar target areas and populations. Full time, salaried employees will be entitled to Health Insurance that includes medical, dental, and vision. .

Performance Pay – The School will establish a performance salary schedule for instructional personnel and school administrators. This will be in accordance with evaluations implemented through Florida's Student Success Act. 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.

The School will develop, adopt, and implement a compensation plan based on a belief that employees be eligible for pay differentiation based on performance linked to student performance outcomes. In addition, the School recognizes the need to establish and maintain a compensation plan that addresses the myriad of issues surrounding the recruitment, hiring, and retention of highly qualified and committed staff, especially for the schools serving students in the urban core. Therefore, the School will consider several factors when determining an employee's starting salary including but not limited to:

- Base salary
- Year of Experience
- Higher Education (Credentials, etc.)
- Critical Shortage Areas
- Dual/Multiple Certification areas

The School will identify and use average salaries for conservative budgeting purposes but recognizes that differentiated pay is required of the Student Success Act and that each teacher's starting compensation and related salary will be based on varied levels of teaching experience and adders for credentials, critical shortage areas, and/or dual/multiple certification areas.

Once the starting salary is determined, salary increases will be assessed annually based on performance, local market analysis, cost of living adjustments, budget, and any other factors that may be considered in adjusting the salaries.

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. The School will identify, adopt, and implement a PD Plan based on improving teachers' understanding of and ability to meet the academic, social, and emotional needs of at-risk and/or underperforming students. Areas that focus on Classroom Management, Differentiated Instruction, Building Positive Teacher/Student Relationships, RTI/MTSS, and Positive Behavior Support will be emphasized in the development and delivery of professional development to faculty and staff.

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.

The School will develop and monitor a marketing and recruitment strategy focused on its targeted population. This will include marketing and recruiting of parents and students eligible to attend schools in Broward County. 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 deemed necessary.

As noted above, the School will hold periodic Parental Informational Meetings starting in February 2016.

In addition, the School will initiate collaborative efforts with parents, community members, and agencies in the targeted location area, as well as principals and school officials of schools in the targeted feeder patterns and surrounding areas. 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 and surrounding areas.

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.

The School is committed to enrolling a diverse student population and shall comply with the provisions outlined in the Florida Educational Equity Act, Section 1000.05 (2)(a), and the Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. 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. 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. The racial and ethnic balance of the School will be reflective of the schools in targeted feeder patterns and surrounding areas.

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 other than English, including Spanish, and Haitian-Creole.
- Ensure availability of bilingual staff to answer questions.
- Provide enrollment applications in multiple languages.
- Communicate in the appropriate language to reach the families of potential students who have limited English proficiency.
- The distribution of promotional and informational materials in multiple languages 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.

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 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.

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.

Subsequent to the submission of an application, the information will be reviewed for enrollment eligibility such as proof of residence and age requirements. Information will be collected and maintained to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the Open Enrollment, there is an over subscription for any grade level a lottery will be conducted.

All accepted applications will be provided with written registration requirements. Documentation required by the Broward is collected for review and verification. The following items are generally required for all students:

- Proof of residence.
- Social Security.
- Birth Certificate.
- Report Card, Transcript.
- Current immunization/medical history.

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 and fulfillment of its mission 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 work with parents require all parents to sign a contract agreeing to serve as an active member of their child's Student Success Team to support the implementation of their child's Student Success Plan. Active parental participation is essential to the delivery of the School's educational program. At a minimum, the parent would be requested to participate in at least four (4) Student Success Team meeting to develop, review, discuss, monitor, and evaluate the implementation and success of their child's Student Success Plan. Additional criteria for participation 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 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 expected at the school. Parent participation is essential to the success of the overall program and will be solicited for the development of school goals and objectives. **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 and/or support 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 exact location for the School facility has not been identified at this time. The facility, however, 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 site will be within 3-5 miles of the targeted populations and have adequate space (between 10,000-15,000 square feet) for an educational program inclusive of resource rooms, classrooms to house up to 364 students, common areas (student meals, assemblies, parent meetings), and administrative office space. This will provide for appropriate outdoor activities for students, designated drop-off and pick-up zones, and parking for staff, students, and visitors. The Charter School Governing Board will also seek a site that is easily accessible to public transportation as well as major roads and highways. The Board of Directors will negotiate a fair market value for the location and within the proposed budget.

In sum, The School will utilize the proposed facility or an alternate 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 2016-17 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).

Once terms on the proposed site are finalized and an agreement is reached, 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 \$600 per student. This cost was derived by using an estimate of the current rent that Charter Schools in the targeted area pay.

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

Although an initial proposed site has been identified, until such time that an agreement is reached and a lease is executed, the Board of Directors will continue to work towards selecting from several site options to accommodate sufficient students for the first year of operations with the availability of space and extended lease for the total student enrollment proposed in Year 5. The facility will meet all applicable code and rules affecting charter school facilities. Depending on the final 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 time, 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, 2016), and be completed, with a final Certificate of Occupancy in place no later than 4 weeks prior to the start of the 2016-2017 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 locate a short-term alternative facility option which will be one that is suitable for school use, until such time that the School is able to open. If the primary facility is not secured and ready for use and an alternative cannot be secured, the School will request deferral of opening for one year until the facility plan can be carried out in a manner that ensure the safety of students and staff and compliance in all areas.

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. If the requirements for charter schools change over time, modifications and amendments to staffing and enrollment will be made.

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 and will only involve certified transportation providers. 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

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

The School will 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.

17. Budget

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

See Exhibit A

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

See Exhibit A

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The School's budget forecast has been developed using an accounting database that has the statistical revenue and expense data for several successfully operating South Florida charter schools. The revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The revenue forecast is conservative and includes only WFTE revenue and no grants.

See Exhibit A

D. Explain the school's spending priorities.

The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

The independent accounting firm that the governing board hires will be responsible for preparing monthly financial statements and presenting them to the Treasurer of the board. The Board's Treasurer will be responsible for reviewing the monthly budget to actual Statement of Revenues, Expenditures, and Changes in Fund Balance that is prepared by the accounting firm. (Section 18 A details the selection process that will be used to hire the accounting firm.) The firm will also present a financial report that will include a budgetary analysis at the quarterly meeting of the Board of Directors of the charter school.

Should there be a revenue shortfall due to lower than expected enrollment, the charter school will seek to reduce its expenses by laying off staff and reducing other expenses as necessary.

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

See Exhibit A

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

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation grants. Specific grant sources will be determined based on appropriateness and feasibility by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. Furthermore, parents will be encouraged to shop at stores who offer a percentage rebate on total of goods purchased. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and material donations that will promote the educational program from the benefit of the community.

Note: the School did not project any revenue in the operating budget for fundraising.

18. Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Board is responsible for the School's finances, and as such will hire an accounting firm with expertise in "Financial and Program Cost Accounting and Reporting for Florida Schools" as well as "not-for-profit" accounting procedures. The Board will request a minimum of three bids from independent accounting firms.

The Board will consider the firm's experience in working with charter schools as well as the cost proposal that is presented before awarding a contract to the firm. Upon selection of a suitable firm, the School will employ the firm to manage bookkeeping, bank reconciliation, and payroll. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board, and reporting procedures established by the District and State will be followed.

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

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 contracted 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. The Board will also approve and review expenditures regularly and will include said review as a part of scheduled Board meeting agendas.

In addition, the contracted financial manager will assist the School with the start-up requirements for setting up appropriate accounting procedures and controls. Day-to-day procedures for financial operations will be overseen by the principal and supported and assisted by the contracted finance manager. The principal will also be supported in the day-to-day operations by the Clerical Staff member whose duties 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.

The Charter School's financial management and internal accounting processes will be set up in accordance with the Department of Education and Broward County Public School District procedures. In the event the State or District changes to a new accounting and reporting system, the School will adopt the new standards.

The internal control policy of the School shall be guided by the following broad principles:

1. Responsibility will be clearly established; adequate records will be maintained.

2. Assets will be insured and inventoried and appropriate employees will be bonded.
3. Adequate procedures for cash receipts, cash disbursements, and record keeping will be in place.

The school will, at a minimum have the following financial controls in place:

- Only one primary operating bank account will be maintained. Others may be maintained upon approval of the Board.
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements).
- Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will also be accommodated by the use of a petty cash fund.
- The principal or his/her designate, will authorize all internal expenditures prior to any commitment being made regarding school internal funds.
- The principal may authorize the accounting firm (that is selected by the Board) to make disbursements for contracted services, leases, payables for goods and services that are confirmed as rendered/received by the school and within the limits of the approved budget.
- Two signatures will be required for purchases in excess \$3,000.00
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fund raising activities must be approved in advance by the Principal.
- All funds associated with the school related activities will be administered through the school office.
- All cash collected on campus will be managed by an Administrative Assistant who will follow written internal cash flow procedures as determined by the Board.
- All monies will be deposited into FDIC insured banks.
- All outside groups with relationship to the school (i.e. PTA, Booster clubs, etc) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- School financial records, including files for receipts, invoices, bank statements and cancelled checks will be kept up to date and fully accessible to the Board at all times.
- Bank reconciliations will be prepared monthly.
- Financial statements will be prepared monthly and forwarded to the Board of Directors for review.
- Financial reports for all special interest groups (i.e. yearbook, etc) will be prepared monthly and distributed to the appropriate group advisor for review.
- Under no circumstances will the school funds be used for personal benefit or gain of administration or staff.
- Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted auditing standards.

Required financial reports will be forwarded to the Sponsor on a monthly basis.

Audit Procurement

On or before April 30, during the School's first year of operation, the School will issue a Request For Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board of Directors in carrying out its responsibility to assure that its financial resources are properly managed.

The Board of Directors will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§ 1.45(3)(a), Florida Statutes, accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (§1002.33 (7)(10)) that,

"if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education with 14 working days of the exit interview."

The Audit RFP will also include the language currently described in SB 278 with respect to the Auditor's responsibility for identifying the existence of an "Emergency Financial Condition or Deteriorating Financial Condition" and the reporting requirements if either condition is noted.

The Charter School will submit to the District and pay for an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit shall be conducted by an independent certified public accounting firm selected by the Governing Board of the Charter School, and will be delivered to the District within the timeframe agreed upon in the Charter by School and the Sponsor.

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

Financial records will be maintained and kept for those periods required by law. Most contracts and other sensitive financial records will be copied and stored at the school as well as in electronic form.

The School will utilize accepted state coding of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. The School will prepare monthly financial statements, and annual audited financial reports that include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

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

The Charter School will comply with the provisions of the Family Educational Rights and Privacy Act

(FERPA) and IDEA in the establishment, maintenance, correction, and disposal of student records. The right to inspect and review educational records and the release of information, or instructional materials will be consistent with federal and state law.

All student and financial records will be protected and stored in a secure fireproof and waterproof cabinet. In addition, back-up copies of all records will be stored on servers. Student records are official and confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

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

The Charter School shall, at its sole expense, maintain throughout the entire term of this Charter and any renewals thereof, the coverage listed below. Copies of the initial certificates of insurance will be submitted to the Sponsor by June 30. The insurance companies writing coverage must maintain a rating of "A-" or better and a financial size category of "VI" or better according to A.M. Best Company.

General Liability insurance in the amount of one million dollars (\$1,000,000) per occurrence / three million (\$3,000,000) aggregate, combined single limit covering bodily injury, property damage, personal injury, premises operations, products, completed operations, consultants and independent contractors, insured vs. insured, and contractual liability. The maximum deductible for property damage liability will be \$1,000.

Property insurance for special perils (all risks) with limits of no less than one hundred percent (100%) replacement value of the facility and all contents therein which are owned by the Sponsor and coverage for business income in no less than the amount of the annual rent, if any, paid to the Sponsor.

The School Board of Broward County, Florida (members, officers, employees, agents) shall be listed as an additional insured on all of the school's liability policies.

Automobile insurance covering owned non-owned and hired vehicles with limits of one million dollars (\$1,000,000) per occurrence/ three million (\$3,000,000) aggregate, per combined single limit and comprehensive and collision coverage, with a deductible of not more than one thousand dollars (\$1,000). The coverage must extend to employees, agents, and volunteers of the Charter School who utilize personal vehicles within the course and scope of their employment of service.

School Leader's Errors and Omissions liability insurance having limits of one million dollars (\$1,000,000) per occurrence, including an employment practices endorsement, coverage for student liability, corporal punishment, and sexual misconduct. The maximum deductible will be \$25,000.

Fidelity/Dishonesty/Liability coverage with limits of five hundred thousand dollars (\$500,000), insuring the Sponsor against dishonest acts of employees or volunteers of the Charter School resulting in loss to the Sponsor.

Workers Compensation coverage will be obtained for employees as required by Florida Law.

Health insurance coverage will be provided to the employees of the school. The School will pay 75% of

each full-time employee's health insurance premium in Year 1 and 100% thereafter. Employee's dependents are eligible for health insurance coverage at the employee's expense.

The School will fully comply with all requirements of the Sponsor as it relates to required insurance coverage which will also be reflected in the Contract with the Sponsor.

Section 19: Action Plan

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

- i. Applying for and securing appropriate legal status
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing Board training
- vii. Policy Adoption by Board (if necessary)
- viii. Enrollment Lottery, if necessary
- ix. Acquire furniture, fixtures, equipment
- x. Acquire instructional materials and technology
- xi. Student enrollment

July 2015 - Establish entity as a corporation to operate as a legal entity in the State of Florida.

August 2015 - Submission of charter school application proposal to the Broward County Public Schools

November 2015 - January 2016:

- Expected Approval of contract by BCPS County Schools
- Initiate Student Marketing and Recruitment Plans
- Begin recruiting master teachers and school Administration
- Lease negotiations (facility)
- Jurisdictional applications for use of site

January 2016: Student Registration Begins

March 2016 - April 2016

- Continue active recruitment of potential students, targeting high-needs populations
- Implement marketing strategies
- Ensure fingerprinting, background screenings, and required district processing of Board Members
- Participate in Board Governance Training
- Board of Directors approves contracts with finance, business operations, and payroll vendors
- 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 2016- June 2016

- Student Enrollment (May 30, 2016) - Conduct Lottery if necessary
- Develop, finalize, and adopt Board Policies
- Develop and adopt Annual School Budget
- 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, 2016 - August 1, 2016:

- Second Registration Period Begins (Conduct lottery if number of applicants exceeds capacity)
- Final Hiring of all teachers and required staff and ensure that all staff undergo background screening, fingerprinting, and are cleared for the first day of school
- Create website in accordance with state requirements and guidelines for charter schools

July 2016:

- Contract with food provider and transportation services based on initial projected enrollments
- 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 2016:

- 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

***Addendum – Governance/Management Information**

Please include as part of the application and insert after Section 19: Action Plan, before the Assurance Page and note in the Table of Contents

1. Does anyone, who is part of the founding group, governing board, management company or a paid consultant for this application have prior experience in the operation of a charter school? **NO.**

- a. What is his/her name?
- b. What is/was the name of the charter school?
- c. In what district is/was the charter school?

2. Has any individual involved in the application for a charter school in Broward County been involved in a charter school that has closed? **NO.**

- a. What is his/her name
- b. In what capacity was the individual involved?
- c. What was the name of the charter school? d. In what district was the charter school?

3. If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability. **N/A**

4. Are any of the individuals involved in this application associated with a current charter school operating in the state? **N/A**

- a. What is his/her name?
- b. What is the name(s) of the charter school(s)?
- c. In what district is the charter school?

5. Are any of the individuals associated with this application part of a founding group, governing board, management company or a paid consultant for a charter school in academic or financial corrective action? **N/A**

- a. What is his/her name?
- b. What is the name(s) of the school(s)?
- c. In what district is the charter school? (Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

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 Phoenix Academy of Excellence is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

The governing board, at its discretion, allows _____ (name), _____ (title) to sign as the legal correspondent for the school.

Signature

Dorothy J. Davis

Date

Printed Name

APPENDIX A

Budget and Financial Related Documents

**PHOENIX ACADEMY OF EXCELLENCE
ENROLLMENT PROJECTIONS**

	Enroll	Ratio	Teachers
Year 1			
6	44	22	2.00
7	44	22	2.00
8	44	22	2.00
9	50	25	2.00
	182		8
Year 2			
6	88	22	4.00
7	66	22	3.00
8	66	22	3.00
9	50	25	2.00
	270		12
Year 3			
6	88	22	4.00
7	88	22	4.00
8	88	22	4.00
9	75	25	3.00
	339		15
Year 4			
6	88	22	4.00
7	88	22	4.00
8	88	22	4.00
9	100	25	4.00
	364		16
Year 5			
6	88	22	4.00
7	88	22	4.00
8	88	22	4.00
9	100	25	4.00
	364		16

PHOENIX ACADEMY OF EXCELLENCE
BUDGET NARRATIVE
FISCAL YEARS 2017 - 2021

REVENUES	
FEFP	Per Worksheet attached. Subsequent years reflect a 1% increase per year. Assume 15% ESE, and 10% ESOL.
Start Up Loan	Phoenix Academy of Excellence will secure a \$30,000 at 5%, over 4 years. Repayment will commence in year 2. Repayment will commence in year 2. See attached letter.
Federal Sources	Capital Outlay: assumes \$450 / student, with eligibility commencing in the 4th year. Food Service: Assumes 90% student participation, all of which is expected to be free lunch participants. USDA reimbursement rates for free lunch are as follows: Breakfast: \$1.89; Lunch: \$3.01. $((182 \text{ students} \times 90\% \times 1.89) + (182 \times 90\% \times 3.01)) \times 180 \text{ days} = \$144,472$
Local Sources	No funds were estimated for fundraising.
EXPENDITURES	
INSTRUCTION	
Classroom Teachers	See staffing schedule. Based on student / teacher ratio in compliance with class size reduction.
Specialty positions	See staffing schedule.
Teacher Performance Pay	Estimated amount @ up to \$1000 per full-time teacher per year.
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Employee Insurance Benefits (medical, dental, vision, life)	\$400 per month per full-time employee. The school will pay 75% of the monthly premium in year 1, but will pay 100% in years 2 - 5.
Workers Compensation	1% of gross salaries
Contracted Professional Services	Assume 15% of student population is ESE. Estimate \$500 per ESE student for services. A Curriculum Consultant will be hired @ \$2,000/mth for 10 months in year 1. In subsequent years, additional Consultants will be hired at an additional approximate cost of \$40,000 each year.
Workshops/Professional Development	Estimated amounts for PDs/workshops
Classroom Teacher Supplies	Estimated at \$100 per teacher (this amount does not include the lead teacher funds which should be used for supplies as well)
Student Activities	\$25 per student (Difference due to rounding)
Textbooks	\$250 per new student, and \$50 per returning student (Difference due to rounding) Lower estimates are used if enrollment is at 50%.
Interactive Technology	Estimated amounts are used in years 2-5 for interactive boards and IPADS.
Furniture	Estimated \$2,000 per classroom. Additional amounts are estimated to replace damaged furniture.
Computer Equipment	Estimated amount for 2 computer labs @ approx \$500 per computer x 50 computers. In subsequent years, additional computers will be added in various classrooms.
Software	Estimated amount for various software
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	1% of net FEFP
SCHOOL ADMINISTRATION	
Administrators	See Staffing Schedule.
Admin Support	See staffing schedule.
Performance Pay	Estimated amount @ up to \$2000 per year per administrator
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee
Employee Insurance Benefits (medical, dental, vision, life)	\$400 per month per full-time employee. The school will pay 75% of the monthly premium in year 1, but will pay 100% in years 2 - 5.
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 @ \$800 per month
Equipment	Estimated amount.
Software	Estimated amount.
FACILITIES ACQUISITION	
Rent	Estimated @ \$600 per student.
FOOD SERVICE	
Food Service Worker	See staffing schedule.
Payroll Taxes	FICA: 7.65% of gross salaries; SUTA: 2.7% of first \$7,000 per employee

Employee Insurance Benefits (medical, dental, vision, life)	\$400 per month per full-time employee. The school will pay 75% of the monthly premium in year 1, but will pay 100% in years 2 - 5.
Workers Compensation	1% of gross salaries
Materials & Supplies	Estimated amount
Inspections	Estimated amount
Contracted Services	Assume 90% student participation. Breakfast cost is \$1 per student per day. Lunch cost is \$2.50 per student per day.
TRANSPORTATION	
Contracted Services	2 buses are estimated for each year at a rate of \$180 per day for 180 days. There is a slight increase each year.
PLANT OPERATIONS	
Custodial/Security	See staffing schedule.
Payroll Taxes	FICA: 7.65% - SUTA 2.7% of the first \$7,000
Employee Insurance Benefits (medical, dental, vision, life)	\$400 per month per full-time employee. The school will pay 75% of the monthly premium in year 1, but will pay 100% in years 2 - 5.
Workers Compensation	1 % of gross salaries
Contracted Services	Estimated amount for Janitorial services contract.
Insurance	Estimated amount
Telephone/Communications	Estimated amount @ \$250 per month
Utilities	Estimated amount
Supplies	Estimated amount
Equipment	Estimated amount
PLANT MAINTENANCE	
Contracted Services	Estimated amount for unforeseen expenses that arise.
DEBT SERVICE	
Principal & Interest	The principal and interest will be repaid over a four year term, commencing in year 2.

PHOENIX ACADEMY OF EXCELLENCE
 STAFFING PLAN
 Fiscal Years 2017 -2021

Name	Position	Start-Up			Year 1		
		Expected Salary	Months	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,000	-	-	39,000	8	312,000
	Instructional		-	-		8	312,000
TBA	Curriculum Specialist / Dean	50,000	-	-	50,000	-	-
TBA	ESOL/ES Specialist	40,000	-	-	40,000	1	40,000
TBA	Guidance Counselor	40,000	-	-	40,000	1	40,000
TBA	Teacher Assistants	14,400	-	-	14,400	-	-
	Specialty		-	-		2	80,000
TBA	Principal	75,000	1	6,250	75,000	1	75,000
	Administrators		1	6,250		1	75,000
TBA	Office Manager/Registrar	25,000	-	-	25,000	1	25,000
TBA	Office Staff	18,000	-	-	18,000	1	18,000
	Admin Support		-	-		2	43,000
TBA	Cafeteria Manager	10,980	-	-	10,980	1	10,980
TBA	Food Service Worker	8,784	-	-	8,784	1	8,784
	Food Service		-	-		2	19,764
TBA	Custodian	11,520	-	-	11,520	1	11,520
TBA	Security Monitor	14,400	-	-	14,400	1	14,400
	Operations		-	-		2	25,920
Total			1	6,250		17.0	555,684

PHOENIX ACADEMY OF EXCELLENCE
 STAFFING PLAN
 Fiscal Years 2017 -2021

Name	Position	Year 2			Year 3		
		Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA	Teachers	39,390	12	472,680	39,784	15	596,759
	Instructional		12	472,680		15	596,759
TBA	Curriculum Specialist / Dean	50,000	1	50,000	50,000	1	50,000
TBA	ESOL/ESÉ Specialist	40,400	1	40,400	40,804	1	40,804
TBA	Guidance Counselor	40,400	1	40,400	40,804	1	40,804
TBA	Teacher Assistants	14,544	5	72,720	14,689	6	88,137
	Specialty		8	203,520		9	219,745
TBA	Principal	75,750	1	75,750	76,508	1	76,508
	Administrators		1	75,750		1	76,508
TBA	Office Manager/Registrar	25,250	1	25,250	25,503	1	25,503
TBA	Office Staff	18,180	1	18,180	18,362	1	18,362
	Admin Support		2	43,430		2	43,864
TBA	Cafeteria Manager	11,090	1	11,090	11,201	1	11,201
TBA	Food Service Worker	8,872	1	8,872	8,961	1	8,961
	Food Service		2	19,962		2	20,161
TBA	Custodian	11,635	1	11,635	11,752	1	11,752
TBA	Security Monitor	14,544	1	14,544	14,689	1	14,689
	Operations		2	26,179		2	26,441
Total			27.0	841,521		31.0	983,477

PHOENIX ACADEMY OF EXCELLENCE
 STAFFING PLAN
 Fiscal Years 2017 -2021

Name: Position	Year 4			Year 5		
	Expected Salary	FTE	Salary	Expected Salary	FTE	Salary
TBA Teachers	40,182	16	642,908	40,584	16	649,337
Instructional		16	642,908		16	649,337
TBA Curriculum Specialist / Dean	50,500	1	50,500	51,005	1	51,005
TBA ESOL/ESE Specialist	41,212	1	41,212	41,624	1	41,624
TBA Guidance Counselor	41,212	1	41,212	41,624	1	41,624
TBA Teacher Assistants	14,836	6	89,018	14,985	6	89,908
Specialty		9	221,942		9	224,162
TBA Principal	77,273	1	77,273	78,045	1	78,045
Administrators		1	77,273		1	78,045
TBA Office Manager/Registrar	25,758	1	25,758	26,015	1	26,015
TBA Office Staff	18,545	1	18,545	18,731	1	18,731
Admin Support		2	44,303		2	44,746
TBA Cafeteria Manager	11,313	1	11,313	11,426	1	11,426
TBA Food Service Worker	9,050	1	9,050	9,141	1	9,141
Food Service		2	20,363		2	20,566
TBA Custodian	11,869	1	11,869	11,988	1	11,988
TBA Security Monitor	14,836	1	14,836	14,985	1	14,985
Operations		2	26,705		2	26,972
Total		32.0	1,033,494		32.0	1,043,829

**PHOENIX ACADEMY OF THE EXCELLENCE
STARTUP BUDGET**

June 2016

CASH, BEGINNING	<u> -</u>
REVENUES	
Start Up Loan	<u>30,000</u>
TOTAL REVENUES	<u>30,000</u>
EXPENDITURES	
SCHOOL ADMINISTRATION	
Principal	6,250
Admin Support	<u> -</u>
Total Administration Salaries	<u>6,250</u>
Payroll Taxes	647
Health Insurance	300
Workers Compensation	<u>63</u>
Total Administration Benefits	<u>1,009</u>
Equipment Rental	400
Postage	500
Advertising	5,000
Supplies	<u>2,500</u>
Total Administration Other	<u>8,400</u>
Total School Administration	<u>15,659</u>
BOARD	
Governance Board Training	<u>500</u>
Total Facilities Acquisition	<u>500</u>
FACILITIES ACQUISITION	
Rents	9,100
FFE	<u>1,500</u>
Total Facilities Acquisition	<u>10,600</u>
PLANT OPERATIONS	
Telephone	250
Utilities	1,000
Supplies	<u>500</u>
Total Plant Operations Other	<u>1,750</u>
Total Plant Operations	<u>1,750</u>
TOTAL EXPENDITURES	<u>28,509</u>
EXCESS REVENUES OVER EXP	<u>1,491</u>
CASH, ENDING	<u>1,491</u>

PHOENIX ACADEMY OF EXCELLENCE
 OPERATING BUDGET
 FISCAL YEARS 2017 -2021

	<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	-	182	270	339	364	364
FUND BALANCE, BEGINNING	-	1,491	46,180	125,953	292,857	720,772
REVENUES						
FEFP	-	1,172,255	1,756,450	2,227,374	2,415,551	2,439,707
Start Up Loan	30,000	-	-	-	-	-
Capital Outlay	-	-	-	-	163,800	163,800
Food Service Revenue	-	144,472	214,326	269,098	288,943	288,943
TOTAL REVENUES	30,000	1,316,727	1,970,776	2,496,472	2,868,294	2,892,450
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	320,000	484,800	612,060	659,393	665,987
Specialty Teachers	-	80,000	203,520	219,745	221,942	224,162
Teacher Performance Pay	-	10,000	15,000	18,000	19,000	19,000
Total Instruction Salaries	-	410,000	703,320	849,805	900,335	909,148
Payroll Taxes	-	33,255	57,584	69,548	73,601	74,275
Health Insurance	-	36,000	96,960	117,516	123,636	124,872
Workers Compensation	-	4,100	7,033	8,498	9,003	9,091
Total Instruction Benefits	-	73,355	161,577	195,560	206,240	208,239
Contracted Services/Consultants/Training	-	33,650	80,453	85,934	88,119	88,392
Workshops/Professional Development	-	5,000	25,000	40,000	40,000	40,000
Classroom/Teacher Supplies	-	800	1,200	1,500	1,600	1,600
Student Activities	-	4,550	6,750	8,475	9,100	9,100
Textbooks	-	45,500	31,100	31,368	23,903	18,939
Interactive Technology	-	-	20,000	25,000	25,000	25,000
Furniture	-	16,000	10,000	6,000	2,000	8,000
Computer Equipment	-	25,000	25,000	30,000	30,000	30,000
Software	-	9,000	19,695	28,563	26,788	26,015
Total Instruction Other	-	139,500	219,198	256,839	246,510	247,046
Total Instruction	-	622,855	1,084,095	1,302,204	1,353,085	1,364,433
BOARD						
Legal Fees	-	1,000	2,000	2,000	2,000	2,000
Contracted Services - Audit	-	6,500	8,000	9,000	9,000	9,000
Board Governance Training	500	-	500	500	500	500
Travel	-	1,000	5,000	5,050	5,101	5,152
District Fee	-	58,813	81,317	82,130	82,952	83,781
Contingency	-	11,136	16,751	107,262	116,630	117,796
Total Board	500	78,249	113,568	205,942	216,182	218,229

PHOENIX ACADEMY OF EXCELLENCE
 OPERATING BUDGET
 FISCAL YEARS 2017 -2021

	<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						
Administrators	6,250	75,000	75,750	76,508	77,273	78,045
Admin Support	-	43,000	43,430	43,864	44,303	44,746
Performance Pay	-	2,000	2,020	2,040	2,061	2,081
Total Administration Salaries	6,250	120,000	121,200	122,412	123,636	124,872
Payroll Taxes	647	9,747	9,839	9,932	10,025	10,120
Health Insurance	300	10,800	14,544	14,689	14,836	14,985
Workers Compensation	63	1,200	1,212	1,224	1,236	1,249
Total Administration Benefits	1,009	21,747	25,595	25,845	26,098	26,353
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	5,000	-	-	-	-	-
Office Supplies	2,500	9,600	9,696	19,200	19,392	19,586
Furniture and Equipment	1,500	3,000	1,212	1,224	1,236	1,249
Software	-	450	455	459	464	468
Total Administration Other	9,900	19,150	17,524	29,086	36,194	36,556
Total School Administration	17,159	160,897	164,318	177,343	185,928	187,782
FACILITIES ACQUISITION						
Rents	9,100	109,200	162,000	203,400	218,400	218,400
Total Facilities Acquisition	9,100	109,200	162,000	203,400	218,400	218,400
FOOD SERVICE						
Food Service Workers	-	19,764	19,962	20,161	20,363	20,566
Total Food Service Salaries	-	19,764	19,962	20,161	20,363	20,566
Payroll Taxes	-	1,890	1,905	1,920	1,936	1,951
Health Insurance	-	6,000	8,080	8,161	8,242	8,325
Workers Compensation	-	198	200	202	204	206
Total Food Service Benefits	-	8,088	10,185	10,283	10,382	10,482
Materials and Supplies	-	2,000	2,000	2,000	2,000	2,000
Inspection fees	-	250	255	260	265	271
Contracted Services	-	103,194	153,090	192,213	206,388	206,388
Total Food Service Other	-	105,444	155,345	194,473	208,653	208,659
Total Food Service	-	133,296	185,491	224,917	239,398	239,707
TRANSPORTATION						
Contracted Services	-	64,800	65,448	66,102	66,764	67,431

**PHOENIX ACADEMY OF EXCELLENCE
OPERATING BUDGET
FISCAL YEARS 2017 -2021**

	<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/Security	-	25,920	26,179	26,441	26,705	26,972
Total Plant Operations Salaries	-	25,920	26,179	26,441	26,705	26,972
Payroll Taxes	-	2,361	2,381	2,401	2,421	2,441
Health Insurance	-	6,000	8,080	8,268	8,350	8,432
Workers Compensation	-	259	262	264	267	270
Total Plant Operations Benefits	-	8,620	10,723	10,933	11,038	11,143
Contracted Services	-	10,000	10,100	35,000	45,000	45,000
Insurance	-	11,000	11,110	11,221	11,333	11,447
Telephone	250	3,000	3,030	3,060	3,091	3,122
Utilities	1,000	24,000	26,664	29,624	29,920	30,219
Supplies	500	7,200	7,272	7,345	7,418	7,492
Equipment	-	8,000	8,080	8,161	8,242	8,325
Total Plant Operations Other	1,750	63,200	66,256	94,411	105,005	105,605
Total Plant Operations	1,750	97,740	103,158	131,785	142,748	143,720
PLANT MAINTENANCE						
Contracted Services	-	5,000	5,050	10,000	10,000	10,000
Total Plant Maintenance	-	5,000	5,050	10,000	10,000	10,000
DEBT SERVICE						
Principal & Interest	-	-	7,875	7,875	7,875	7,875
Total Debt Service	-	-	7,875	7,875	7,875	7,875
TOTAL EXPENDITURES	28,509	1,272,037	1,891,003	2,329,568	2,440,379	2,457,577
EXCESS REVENUES OVER EXPENDITURES	1,491	44,690	79,773	166,904	427,915	434,873
FUND BALANCE, ENDING	1,491	46,180	125,953	292,857	720,772	1,155,645

PHOENIX ACADEMY OF EXCELLENCE
PROJECTED CASH FLOW
FISCAL YEAR 2017

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
CASH, BEGINNING	-	1,491	24,414	35,275	20,883	13,879	20,891	25,533	37,674	51,898	55,435	76,639	82,047	102,229	85,893
REVENUES															
FEPP	-	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	97,688	-
Start Up Loan	30,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service Revenue	-	-	-	7,224	14,447	14,447	14,447	14,447	14,447	14,447	14,447	14,447	14,447	7,224	-
TOTAL REVENUES	30,000	97,688	97,688	104,911	112,135	112,135	112,135	112,135	112,135	112,135	112,135	112,135	112,135	7,224	-
EXPENDITURES															
INSTRUCTION															
Classroom Teachers	-	-	13,333	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	26,667	13,333
Specialty Teachers	-	-	3,333	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	3,333
Teacher Performance Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,000
Total Instruction Salaries	-	-	16,667	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	16,667
Payroll Taxes	-	-	1,988	2,771	2,771	2,771	2,771	2,771	2,771	2,771	2,771	2,771	2,771	2,771	1,988
Health Insurance	-	-	1,836	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	3,273	1,836
Workers Compensation	-	-	187	333	333	333	333	333	333	333	333	333	333	333	187
Total Instruction Benefits	-	-	3,189	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	6,377	3,189
Contracted services	-	-	1,883	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	3,365	1,883	-
Workshops	-	417	417	417	417	417	417	417	417	417	417	417	417	417	-
Supplies	-	268	49	49	49	49	49	49	49	49	49	49	49	49	-
Textbooks	-	16,162	10,116	10,116	10,116	-	-	-	-	-	-	-	-	-	-
Student Activities	-	-	-	-	-	-	-	2,276	-	-	-	2,276	-	-	-
AV Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture and Equipment	-	12,000	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-
Computer Equipment	-	-	5,000	5,000	5,000	5,000	5,000	-	-	-	-	-	-	-	-
Software	-	2,997	1,201	1,201	1,201	1,201	1,201	-	-	-	-	-	-	-	-
Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Instruction Other	-	30,832	20,464	22,147	20,147	10,031	10,031	6,108	3,830	3,830	6,105	3,830	2,148	-	-
Total Instruction	-	30,832	40,320	61,858	59,858	49,741	49,741	46,816	43,541	43,541	46,816	53,541	41,858	38,074	18,219
BOARD															
Legal Fees	-	-	1,000	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services - Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,500
Board Governance Training	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel	-	83	83	83	83	83	83	83	83	83	83	83	83	83	-
Debit Fee	-	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	4,884	-
Contingency	-	928	928	928	928	928	928	928	928	928	928	928	928	928	-
Total Board	500	5,896	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	6,898	12,398	-
SCHOOL ADMINISTRATION															
Administrators	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	-
Admin Support	-	-	1,792	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	3,583	1,792
Performance Pay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,000
Total Administration Salaries	8,250	8,250	10,042	11,833	11,833	11,833	11,833	11,833	11,833	11,833	11,833	11,833	11,833	13,833	1,792
Payroll Taxes	847	847	793	793	793	793	793	793	793	793	793	793	793	793	224
Health Insurance	300	300	600	900	900	900	900	900	900	900	900	900	900	900	300
Workers Compensation	53	83	88	88	88	88	88	88	88	88	88	88	88	88	18
Total Administration Benefits	1,000	1,010	1,473	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,781	1,811	1,781	880	472
Travel	-	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	-
Postage	800	25	25	25	25	25	25	25	25	25	25	25	25	25	-
Advertising	5,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies	2,500	4,800	980	980	980	980	980	-	-	-	-	-	-	-	-
Furniture and Equipment	1,500	3,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	50	50	50	50	50	50	-	-	-	-	-	-	-	-
Total Administration Other	9,200	8,458	1,528	1,828	1,828	1,828	1,828	508	508	508	508	508	508	508	4,443
Total School Administration	17,150	18,718	11,043	13,163	13,163	13,163	13,163	12,133	12,133	12,133	12,133	14,163	12,133	4,443	2,264

PHOENIX ACADEMY OF EXCELLENCE
PROJECTED CASH FLOWS
FISCAL YEAR 2017

	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
FACILITIES ACQUISITION																
Rent	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100
Total Facilities Acquisition	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100	9,100
FOODSERVICE																
Food Service Workers	-	-	988	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	988	-	-
Total Food Service Salaries	-	-	988	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	988	-	-
Payroll Taxes	-	-	102	205	205	205	205	205	205	205	205	205	129	129	273	-
Health Insurance	-	-	273	545	545	545	545	545	545	545	545	545	545	545	10	-
Workers Compensation	-	-	10	20	20	20	20	20	20	20	20	20	20	10	-	-
Total Food Service Benefits	-	-	385	770	770	770	770	770	770	770	770	770	664	664	273	-
Materials and Supplies	-	-	182	182	182	182	182	182	182	182	182	182	182	182	-	-
Inspection Fees	-	-	125	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Services	-	-	6,160	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	10,319	5,342	-
Total Food Service Other	-	-	6,467	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	13,172	7,014	273
Total Food Service	-	-	8,840	13,247	13,247	13,247	13,247	13,247	13,322	13,184	13,184	13,184	13,172	3,240	-	-
TRANSPORTATION																
Contracted Services	-	-	3,240	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	6,480	3,240	-	-
PLANT OPERATIONS																
Custodial	-	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	-
Total Plant Operations Salaries	-	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	2,160	-	-
Payroll Taxes	-	224	224	224	224	224	224	224	224	224	224	224	224	85	31	-
Health Insurance	-	500	500	500	500	500	500	500	500	500	500	500	500	500	22	-
Workers Compensation	-	22	22	22	22	22	22	22	22	22	22	22	22	22	-	-
Total Plant Operations Benefits	-	745	745	745	745	745	745	745	745	745	745	745	745	817	553	-
Contracted Services	-	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	250	250	-
Telephone	250	250	250	250	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-
Utilities	1,000	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	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	-
Equipment	1,750	2,897	2,897	2,897	2,897	2,897	2,897	4,000	4,000	4,000	4,000	4,000	4,000	3,883	3,883	-
Total Plant Operations Other	1,750	12,802	9,172	9,172	9,172	9,172	9,172	8,905	8,905	8,905	8,905	8,905	8,905	5,860	5,795	-
Total Plant Operations	1,750	12,802	9,172	9,172	9,172	9,172	9,172	8,905	8,905	8,905	8,905	8,905	8,905	5,860	5,795	-
PLANT MAINTENANCE																
Contracted Services	-	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	-
DEBT SERVICE																
Principal & Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	28,509	74,564	87,028	119,323	117,323	107,207	107,207	99,994	97,844	97,655	99,940	105,718	91,953	42,750	29,483	-
EXCESS REVENUES OVER EXP	1,491	23,124	19,880	(14,411)	(5,188)	4,928	4,928	12,142	14,292	14,470	12,195	3,417	20,182	(38,567)	(28,483)	-
CASH, ENDING	1,491	24,814	35,278	20,863	15,675	20,604	25,533	37,674	51,966	66,435	78,630	82,047	102,219	63,653	46,160	-

Revenue Estimate Worksheet for PHOENIX ACADEMY OF THE ARTS Charter School

Based on the 2015-16 FEFP Conference Report

School District:

Broward

1. 2015-16 FEFP State and Local Funding
Base Student Allocation

\$4,154.45

District Cost Differential: 1.0254

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2015-16 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3		1.115	0.0000	\$	-
111 Basic K-3 with ESE Services		1.115	0.0000	\$	-
102 Basic 4-8	99.00	1.000	99.0000	\$	421,737
112 Basic 4-8 with ESE Services	19.80	1.000	19.8000	\$	84,347
103 Basic 9-12	37.50	1.005	37.6875	\$	160,548
113 Basic 9-12 with ESE Services	7.50	1.005	7.5375	\$	32,110
254 ESE Level 4 (Grade Level PK-3)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.613	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.613	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.258	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.258	0.0000	\$	-
130 ESOL (Grade Level PK-3)		1.180	0.0000	\$	-
130 ESOL (Grade Level 4-8)	13.20	1.180	15.5760	\$	66,353
130 ESOL (Grade Level 9-12)	5.00	1.180	5.9000	\$	25,134
300 Career Education (Grades 9-12)		1.005	0.0000	\$	-
Totals	182.00		185.5010	\$	790,229

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding (WFTE x BSA x DCD)	
Advanced Placement		\$	-
International Baccalaureate		\$	-
Advanced International Certificate		\$	-
Industry Certified Career Education		\$	-
Early High School Graduation		\$	-
Small District ESE Supplement		\$	-
Total Additional FTE	0.0000	Additional Base Funds	\$ -
Total Funded Weighted FTE	185.5010	Total Base Funding	\$ 790,229

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.		PK-3	251	\$ 1,058	\$ -
		PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
	19.80	4-8	251	\$ 1,187	\$ 23,503
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	7.50	9-12	251	\$ 845	\$ 6,338
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	27.30			Total ESE Guaranteed	\$ 29,841

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 182.00 + District's Total UFTE: 267,112.97 = 0.0681%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 185.50 + District's Total WFTE: 289,621.53 = 0.0640%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>53,972,820</u>	x	0.0681%	\$	<u>36,755</u>
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	<u>0</u>	x	0.0681%	\$	<u>-</u>
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	<u>4,317,610</u>	x	0.0681%	\$	<u>2,940</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>5,896,615</u>	x	0.0681%	\$	<u>4,016</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>20,437,009</u>	x	0.0681%	\$	<u>13,918</u>
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	<u>0</u>	x	0.0640%	\$	<u>-</u>
10. Sparsity Supplement (WFTE share)	(c)	<u>0</u>	x	0.0640%	\$	<u>-</u>
11. Discretionary Local Effort (WFTE share)	(c)	<u>116,732,452</u>	x	0.0640%	\$	<u>74,709</u>
12. Proration to Funds Available (WFTE share)	(c)	<u>0</u>	x	0.0640%	\$	<u>-</u>
13. Discretionary Lottery (WFTE share)	(e)	<u>980,408</u>	x	0.0640%	\$	<u>627</u>

14. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation Factors	=	
PK -3	0.0000		1.0254		1,313.27	=	<u>0</u>
4-8	134.3760		1.0254		895.79	=	<u>123,430</u>
9-12	51.1250		1.0254		897.95	=	<u>47,074</u>
Total *	185.5010						Total Class Size Reduction Funds \$ <u>170,504</u>

(*Total FTE should equal total in Section I, column (4) and should not include any additional FTE from Section I.)

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders		<u>819</u>	x	366	\$	<u>29,975</u>
Enter All Adjusted ESE Riders		<u>13.65</u>	x	1,373	\$	<u>18,741</u>

16. Federally Connected Student Supplement

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -

17. Florida Teachers Classroom Supply Assistance Program	(h)					
18. Reading Allocation						

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds:

19. Food Service Allocation	(i)					
						Total \$ <u>1,172,255</u>

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (j)
If you have more than a 75% ESE student population, please place a 1 in the following box: \$

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.
- (e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(10), F.S.
- (f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 9003 impact aide pursuant to s. 1011.62(13), F.S.

- (b) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (c) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (d) Consistent with s. 1002.33(20)(a), F.S., 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.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% 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 s. 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% 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 s. 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%.

Other:

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.

APPENDIX B

By-Laws and Documents of Incorporation

**Electronic Articles of Incorporation
For**

**N1500003338
FILED
April 01, 2015
Sec. Of State
tchang**

PHOENIX ACADEMIES OF EXCELLENCE, INC.

The undersigned incorporator, for the purpose of forming a Florida not-for-profit corporation, hereby adopts the following Articles of Incorporation:

Article I

The name of the corporation is:

PHOENIX ACADEMIES OF EXCELLENCE, INC.

Article II

The principal place of business address:

1000 QUAYSIDE TERRACE
SUITE 910
MIAMI, FL. 33138

The mailing address of the corporation is:

PO BOX 55-1667
MIAMI, FL. 33055

Article III

The specific purpose for which this corporation is organized is:

TO PROVIDE ENHANCED EDUCATIONAL AND DEVELOPMENTAL SOLUTIONS
AND SERVICES TO CHILDREN, YOUTH, AND FAMILIES.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

PAVIELLE JAMES
1000 QUAYSIDE TERRACE
SUITE 910
MIAMI, FL. 33138

I certify that I am familiar with and accept the responsibilities of registered agent.

Registered Agent Signature: PAVIELLE JAMES

N1500003338
FILED
April 01, 2015
Sec. Of State
tchang

Article VI

The name and address of the incorporator is:

PAVIELLE JAMES
1000 QUAYSIDE TERRACE
SUITE 910
MIAMI FLORIDA 33138

Electronic Signature of Incorporator: PAVIELLE JAMES

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S. I understand the requirement to file an annual report between January 1st and May 1st in the calendar year following formation of this corporation and every year thereafter to maintain "active" status.

Article VII

The initial officer(s) and/or director(s) of the corporation is/are:

Title: P
DOROTHY DAVIS
PO BOX 55-1667
MIAMI, FL. 33055

Title: DIR
KIMBERLY PERKINS
PO BOX 55-1667
MIAMI, FL. 33055

Title: VP
TERESA PICKETT
PO BOX 55-1667
MIAMI, FL. 33055

Title: SEC
ILDIKO MATCHUS
PO BOX 55-1667
MIAMI, FL. 33055

Article VIII

The effective date for this corporation shall be:

03/27/2015

BYLAWS

ARTICLE I PROVISIONS

Section 1.1. Authority to Adopt. These By-Laws have been adopted pursuant to authority evidenced by the Articles of incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is PHOENIX ACADEMIES OF EXCELLENCE, INC.

Section 1.3. Offices. The principal office of this corporation shall be in Miami-Dade County, Florida. The Corporation may also have offices at such other places as the Board of Trustees of the Corporation may from time to time appoint for the purposes of the Corporation may require.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools and/or educational programs.

Section 1.5. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6. Corporate Seal. This Corporation shall have a common seal being a circular seal of the following description: PHOENIX ACADEMIES OF EXCELLENCE, INC. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate.

ARTICLE II ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to provide enhanced educational and developmental services to children, youth, and families and to distribute the whole or any part of the income there from and the principle thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of

such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Trustees of this Corporation serving from time to time.

ARTICLE IV BOARD OF TRUSTEES

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Trustees. The Board shall consist of no less than three (3) and no more than five (5) members and it shall have two (2) classes of members;

Section 4.3. Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeships and offices to be filled at the upcoming meeting.

Section 4.4. Election of Trustees. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Class 1 Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one year has elapsed. A Trustee may extend the final term by one year, if and only if, to serve a second consecutive year as Board chair. Class 2 Trustees shall be eligible to serve one (1) consecutive one (1) year term, but shall be ineligible for reelection until one year has elapsed.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. A Trustee so elected to fill a vacancy shall hold office for the remainder of his predecessor's term,

Section 4.6. Resignation or Removal of Trustees. A Trustee of the Corporation may resign at any time by tendering his or her own resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. Compensation of Trustees. Trustees will not receive compensation for services rendered in their capacities as Trustees.

Section 4.8. Annual meeting of the Board. The annual meeting of the Board shall be held on July 1 of each year, unless the President, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Trustees and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes.

Section 4.9. Special Meetings. Special Meetings of the Board may be called at any time by the President of the Corporation. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a "Written request of any two (2) or more Trustees. Written notice of special meetings shall be given to each Trustee not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meeting. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Trustees equal to two (2) persons in the case of a three member Board or three (3) persons in the case of a five member Board, Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.12. Duties of the Board of Trustees.

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its members, board of trustees, and committees having any of the authority of the Board of Trustees.
- d. Submission the annual report to the Department of State.
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.
- i. Insure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j. Consider and act on any matter presented by a Trustee.

ARTICLE V OFFICER

Section 5.1. Number. The Corporation may have a President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant's officers as

may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The President, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.4 herein above at the annual meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing July 1, and until their earlier death, resignation, or removal. All trustees shall hold office until others are chosen and qualified in their stead.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of Officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the President or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board as set forth in Section 4.4 herein above.

Section 5.5 Chairman. The Chairman shall preside at all meetings of the Trustees and shall by virtue of the office, is a member of all committees.

Section 5.6 Vice-President. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Trustee. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 President. The President shall be nominated by the Trustees and be elected by the Trustees. The President shall serve as an ex-officio member without vote on the Board of Trustees, and all committees appointed by the Trustees and shall have direction and management of the business and affairs of the Corporation. With the advice and consent of the Board of Trustees, the President shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees. The President shall have the authority and power to purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization with the exception of real property. The President shall be responsible to the Board of

trustees and report to them at regular intervals. If the President's position is unfilled for any reason then the Chairman shall act in the place of the President until the Board shall nominate and appoint as President.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude an officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE VI COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the President shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the President shall be made at the annual meeting of the Board. In addition, the President may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

Section 6.2 Standing Committee. Standing Committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special Committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering in writing to the Chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII INDEMNIFICATION OF TRUSTEES AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in office (and This executor, administrator and/or heirs) or any person who may have served at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee, or agent of this Corporation. He or she shall have no right to reimbursement, however in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such trustee, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Trustee, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE VIII CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted in behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks, Drafts, Etc. All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX FISCAL YEAR

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTICLE X NOTICE

Section 10.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post box office in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.

Section 10.2 Waiver. Whenever by law, the Article of Incorporation or these Bylaws notice is required to be given to any Trustee or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE XI AMENDMENTS

Section 11.1 By Trustees. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.

These Bylaws adopted this July 1, 2015.
Dorothy Davis
Printed Name of Chairperson

APPENDIX C
STATEMENT OF ASSURANCE

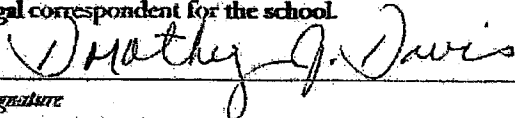
STATEMENT OF ASSURANCES

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 Phoenix Academy of Excellence is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

The governing board, at its discretion, allows _____ (name), _____ (title) to sign as the legal correspondent for the school.



Signature

Dorothy J. Davis

Date

Printed Name

APPENDIX D

Proposed Job Descriptions

SCHOOL PRINCIPAL

GENERAL RESPONSIBILITIES

Responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. Working collaboratively with the Board of Directors, teacher, faculty, staff, parents and members of the community. Assuming responsibility for scheduling, curriculum development, extracurricular activities, supervision of instruction, personnel management, setting high expectations and management of student behavior and discipline, parent and community engagement, emergency procedures, and facility operations.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Establish and promote high standards and expectations for teaching and learning for all staff and students as well as the achievement of high levels of academic performance and student behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
3. Develop, implement, and monitor the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals and objectives.
4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes on a daily basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
5. Establish procedures for evaluation and selection of instructional materials and equipment, and making appropriate recommendations and requests to the Executive Director.
6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for high standards of behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
7. Establish a professional rapport with students and with staff grounded in mutual respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
8. Notify immediately the Executive Director, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
9. Keep the Executive Director advised of employees not meeting their contractual agreement.
10. Research and collect data regarding the academic and social needs of students, and other pertinent information linked to their academic and personal growth and success.
11. Keep the staff informed and seek ideas for the improvement of the school. Conduct faculty and staff

meetings, as scheduled, for the proper functioning of the school.

12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
14. Assume responsibility for the health, safety, and welfare of students, employees and visitors.
15. Develop clearly understood procedures and provide regular drills for emergencies and disasters.
16. Maintain a master schedule to be posted and followed by all teachers and related staff.
17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
18. Maintain visibility with students, teachers, parents and members of the community.
19. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
21. Use excellent written and oral English skills when communicating with students, parents, teachers, and community members.
22. Complete in a timely fashion all records and reports as requested by the Executive Director. Maintain accurate attendance records.
23. Maintain and account for all student activity funds and money collected from students, where authorized/approved.
24. Communicate with the Executive Director regularly about the needs, successes and general operation of the school.
25. Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.
26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
27. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical and emotional needs (keeping the Executive Director informed of these).
28. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.
29. Maintain positive, cooperative and mutually supportive relationships with staff, parents and Chaplain.
30. Attend required committee meetings (e.g.: fund-raising, curriculum, etc.) and extra-school sponsored functions and events.
31. Perform any duties that are within the scope of employment and certifications, as assigned by the Executive Director and not otherwise prohibited by law or in conflict with contract.
32. Oversee the development of Curriculum Committee and keep the Board apprised.
33. Provide quarterly student grade and behavior reports to parents and related incentives for achieving expected levels of performance.
34. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group spiritual and academic achievement rather than on individuals.
35. Provide and supervise a safe recreation and play period for the students.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and

activities required of the position.

EDUCATION/EXPERIENCE

Masters Degree or Higher in Educational Leadership or Related field. Possess or Qualify for Certification in Educational Leadership. Experience as an Educator and School Leader.

CURRICULUM DEAN

GENERAL RESPONSIBILITIES

The Curriculum Dean will support and work closely with the school's principal and teachers in the planning, implementation, and monitoring of curriculum and instruction. The position reports to the principal.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Provide support and guidance to teachers to improve teaching and learning.
2. Provide modeling for teachers in instructional practice, including intervention and differentiation; unit and lesson planning processes; and data analysis cycles.
3. Support the development of teachers' lesson plans, including providing training for teachers, offering feedback as plans are developed, and reviewing/approving all completed plans.
4. Possess a clear and effective pedagogy that embodies a belief that instruction must be engaging, relevant, and rigorous.
5. Develop academic programs as needed to meet students' needs.
6. Be an active leader and participant in a supportive professional community that fosters respect, trust, risk-taking, open-mindedness, flexibility, collaboration, and continuous improvement.
7. Engage in rigorous professional development to build on both personal and school wide strengths and areas of growth to promote the school's mission and vision.
8. Manage academic support services provided to students.
9. Monitor student progress to ensure effective support services and make modifications to scheduling and instruction as needed.
10. Analyze progress-monitoring data on a quarterly basis.
11. Conduct weekly observations of each teacher's classroom and provide informal constructive feedback to the teacher.
12. Provide individual coaching session with each teacher and additional coaching for newer teachers or teachers needing additional support.
13. Ensure integration of reading and writing into every class taught, every day.
14. Understand and apply effective strategies for intervention and differentiation in the classroom.
15. Develop academic instructional units using the backwards design model in which planning follows these three steps: 1) identifying standards-aligned desired results (in terms of acquisition, meaning, and transfer); 2) designing performance tasks/assessments that provide evidence of learning; 3) creating a learning plan.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

Bachelor's Degree or Higher in Education, Curriculum or related field. Proven experience as a highly effective teacher and/or educational leader.

SCHOOL COUNSELOR

GENERAL RESPONSIBILITIES

Responsible helping all students develop skills in the areas of academic and personal/social growth, educational planning, and career and vocational development.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.
2. Initiates and coordinates school-wide guidance and counseling activities.
3. Manages time effectively and provides services on schedule.
4. Maintains an organized, functional, and up-to-date office/counseling center.
5. Seeks input from teachers and staff in making decisions about the school counseling program.
6. Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.
7. Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.
8. Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.
9. Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.
10. Assists parents and teachers in understanding and responding to developmental levels of students.
11. Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher in-service).
12. Interprets achievement and aptitude test data to assist school staff with curriculum planning.
13. Communicates effectively with students, parents, and staff.
14. Advocates for all students.
15. Assists teachers with the integration of guidance activities into the curriculum.
16. Shares appropriate information about students with school personnel, parents, and community agencies.
17. Makes appropriate referrals of students to school and community programs.
18. Assists with coordination of student services in the school.
19. Assists with coordination of the school's annual testing program.
20. Interprets testing results and other student data accurately.
21. Conducts non-standardized educational assessment according to professional practices (e.g., classroom observation).
22. Adheres to ethical standards of the counseling profession.
23. Performs other related school duties assigned by the administration.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

Masters Degree or Higher in Counseling or Related field. Experience in Counseling or student services related area.

ESE/ESOL FACILITATOR

GENERAL RESPONSIBILITIES

Coordinates Exceptional Student Education/ESOL program planning, evaluation, and services for students with disabilities and English Language Learners (ELLs) to ensure the provision of required educational services. Supports instructional school staff and administrative personnel in the provision of programs and services for students with disabilities and English Language Learners (ELLs).

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Assists in the development of ESE/ESOL program curriculum, goals and objectives, planning procedures and activities, evaluation procedures and results.
2. Assists school personnel in the implementation of the Individual Educational Plan (IEP) and related student plans, including procedures, documents, compliance and curriculum content that interface with the general education program.
3. Provides technical assistance to personnel in schools with the eligibility staffing of exceptional students and placement of ELLs as required by State and Federal Rules.
4. Assists in the determination of program effectiveness by examining and monitoring performance of students with disabilities and ELLs and evidenced by evaluation criteria/schedules and results; student performance as evidenced by State Assessment Data or other district/program; standardized test data; and student performance as evidenced by dismissal/reassignment, movement to less restrictive environment, decrease in need of time in program, and transition student outcomes.
5. Collaborates with teachers, parents, community agencies and others in the coordination of programs and services for students with disabilities and ELLs.
6. Facilitates, provides and designs in-service training and professional development for staff serving students with disabilities and ELLs.
7. Interprets testing results and other student data accurately.
8. Provides support and assistance to school personnel as needed.
9. Performs other duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

Bachelor's Degree or Higher in ESE or Related field, preferred. Experience in ESE/ESOL or student services related area.

OFFICE MANAGER

GENERAL RESPONSIBILITIES

The Office Manager provides administrative office support to the principal and other school site staff; assisting with management of the daily operations of the school site as requested by the principal; conveying information regarding school functions and procedures; coordinating projects and site activities; supervising assigned office staff, and ensuring the efficient operation of assigned area. This position reports to the school principal.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Acts as a liaison between assigned area and various internal and external parties (e.g. district and school personnel, parents, students, community, other organizations, public and governmental agencies, etc.) for the purpose of providing excellent customer service and representing the worksite in a hospitable and professional manner.
2. Administers medication and/or first aid to students in the absence of the School Nurse for the purpose of meeting immediate student healthcare needs.
3. Analyzes department/worksite budgets (e.g. petty cash, deposits, and disbursements, requisitions, supply orders, capital purchases, leases, insurance, funding sources, etc.) for the purpose of meeting department objectives within budget and maintaining accurate records in compliance with district accounting and recordkeeping practices.
4. Attends a variety of meetings and/or trainings (e.g. department and worksite meetings, Department Chair Council, Crisis Management Team, budget committees, software and required professional development trainings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
5. Collaborates with various internal and external parties (e.g. district and school personnel, parents, students, other school districts, community organizations, etc.) for the purpose of conveying and/or gathering information required to ensure the efficient, effective operations of the worksite.
6. Coordinates a variety of activities for school staff and students (e.g. school programs, graduations, scheduling classified/certified substitutes, scheduling meetings, travel arrangements, etc.) for the purpose of ensuring availability of facilities, staff, and/or equipment and delivering services in compliance with established district guidelines.
7. Coordinates the safety and security of staff, students, and/or property (e.g. building keys, check in/check out of visitors, students, and staff, etc.) for the purpose of minimizing exposure to injury, loss and/or liability.
8. Maintains a variety of manual and electronic documents, files and records (e.g. administrative and financial records, student files and cumulative folders; testing materials; worksite personnel records; school website; building schedules; maintenance requests, various forms; calendars;

office procedures, etc.) for the purpose of providing up-to-date reference in compliance with federal, state, and district guidelines.

9. Maintains inventories of supplies, equipment, and materials (e.g. ordering, scheduling maintenance or repair, etc.) for the purpose of ensuring the availability of items needed. • Processes a wide variety of manual and electronic documents and materials (e.g. various schedules and reports; correspondence, minutes, surveys, advertising, handbooks, notices, bulletins, calendars; time sheets, certified comp time, extra-curricular contracts; student-related files, records, and requests; work orders, etc.) for the purpose of updating information, documenting activities and/or providing written reference, and/or disseminating information to appropriate parties for action.
10. Researches data and information for the purpose of ensuring compliance with financial, legal, administrative, and government reporting requirements and meeting district goals and objectives.
11. Responds to inquiries from a wide variety of internal and external parties (e.g. staff, students, parents, other school districts, community organizations, state and federal agencies, general public, etc.) for the purpose of taking appropriate action (including deescalation of crisis situations), facilitating communication among parties and/or directing to appropriate personnel for resolution.
12. Supervises assigned personnel and student workers (e.g. hiring, evaluating, terminating, scheduling/coordinating activities, training, advising, etc.) for the purpose of maximizing the efficiency of the workforce, meeting legal requirements and district objectives, and ensuring the provision of excellent customer service.
13. Performs other job related duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

Community College and/or Vocational School degree with study in job related area preferred. Experience in performing multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; planning and managing projects; performing basic bookkeeping and record keeping; and keyboarding.

SCHOOL OFFICE WORKER

GENERAL RESPONSIBILITIES

School Office Worker provides secretarial support to school site; establishing and maintaining records; compiling and distributing materials and reports; and responding to inquiries from a variety of internal and external sources. Reports to the Office Manager.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Answers incoming telephone calls for the purpose of screening calls, transferring calls, responding to inquiries and/or taking messages.
 2. Collects payments for a variety of events as assigned (e.g. fines, fees, and fund raisers, etc.) for the purpose of depositing in proper district accounts.
 3. Communicates with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of activities and departmental functions.
 4. Compiles data from a variety of sources (e.g. work orders, budget reports, specialized reports, personnel records, etc.) for the purpose of complying with financial, legal and/or administrative requirements.
 5. Maintains a wide variety of documents, files and records (e.g. registration books, attendance records, etc.) for the purpose of documenting activities, providing an up-to-date reference.
 6. Oversees student workers for the purpose of developing their office skills and ensuring their understanding of established policies and procedures.
 7. Prepares a wide variety of reports and written materials (e.g. correspondence, notices, reports, letters, memorandums, tables, graphs, charts, newsletters, project status, surveys, bulletins, referrals, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
 8. Processes a variety of documents and materials (e.g. forms, orders, requests, lockers, planners, mail, attendance, registrations, etc.) for the purpose of disseminating information in compliance with program, district, state and/or federal requirements.
 9. Responds to inquiries from a wide variety of internal and external parties (e.g. district staff, other schools, state and federal agencies, general public, students, etc.) for the purpose of providing information, facilitating communication among parties and/or providing direction.
 10. Schedules activities (e.g. parent/teacher conferences, meetings, etc.) for the purpose of ensuring the availability of personnel and facilities.
- Performs other job related duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

High School Diploma. Experience in performing multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications; planning and managing projects; performing basic bookkeeping and record keeping; and keyboarding.

SCHOOL CUSTODIAN

GENERAL RESPONSIBILITIES

The Custodial is responsible for performing custodial duties, minor maintenance and other miscellaneous duties in order to ensure that the school facilities are maintained in a healthy, safe and sanitary manner.

This job reports to School Principal.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Clean and care for buildings and facilities in order to ensure they are maintained in a safe and healthy manner.
2. Clean offices, meeting chambers and recreational facilities.
3. Mop tile and concrete floor areas.
4. Vacuum all carpeted areas.
5. Dust all furniture and fixtures as required.
6. Wash and disinfect all washroom floors, toilets, toilet seats, hand dryers and fixtures.
7. Clean all mirrors.
8. Replenish toilet tissue and soap as needed.
9. Empty all waste baskets and garbage cans.
10. Place garbage in outside storage bin.
11. Clean entrance and exit including glass, doors and hardware.
12. Keep outside area near exit and entrance clear of debris, cans, paper, etc.
13. Clean, wash and disinfect drinking fountains.
14. Wash all finger marks from walls, doors, hardware and glass.
15. Perform and/or report minor maintenance repairs.
16. Clean kitchen sinks and counters.
17. Report damages and acts of vandalism.
18. Wash and buff floors with floor polisher.
19. Wash entrance and exit floors.
20. Spot clean walls and toilet partitions.
21. Secure storage areas.
22. Ensure cleaning materials and supplies are stored in a safe and orderly manner.
23. Maintain an adequate supply of cleaning materials and supplies.
24. Restock materials and supplies.
25. Make note of the need for equipment repairs.
26. Perform other related duties as required.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

Experience/training as a custodial/maintenance worker.

CAFETERIA MANAGER

GENERAL RESPONSIBILITIES

Responsible for planning, managing, monitoring, supervising and providing assistance in the provisioning, operation, and functions of a smaller food service facility (cafeteria) with a staff serving, breakfast and lunch with additional ala carte sales.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Plan, coordinate, assign, oversee and participate as required in the preparation, cooking and serving of food; preparing and maintaining necessary records and files.
2. Identify problems and suggest changes in methods and procedures.
3. Open kitchen, set up equipment, prepare cafeteria for serving.
4. Train personnel in operational procedures.
5. Maintain accurate food service records.
6. Maintain consistency in food preparation and service to students and school employees.
7. Prepare equipment for food preparation and monitor refrigeration equipment.
8. Order cafeteria supplies and prepare food orders as needed.
9. Prepare foods as needed; prepare USDA inventory and production records.
10. Set up monies for cash registers.
11. Count and balance cash received; prepare deposit and deposits monies in bank.
12. Prepare work details for next day; secure kitchen for next day and when not in use.
13. Supervise cleaning and sanitizing of eating utensils, counters and equipment.
14. Compile reports, bills, deposit slips and cash register reports.
15. Receive, check and sign for food delivered to school, prepare work schedule, keep time sheets.
16. Prepare food production reports, prepare roster sheets.
17. Coordinate efforts with school staff, faculty and support personnel, which include (delivery, maintenance, security, custodial).
18. Attend meetings.
19. Perform related work as required.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

High School diploma or GED. Documented supervisory experience as a food service manager/worker.

CAFETERIA WORKER

GENERAL RESPONSIBILITIES

Providing support in preparing and serving food items to students and/or school personnel and maintaining food service facilities in a safe and sanitary condition.

This job reports to Cafeteria Manager.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Cleans linens, utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
2. Evaluates prepared food for flavor, appearance, and temperature for the purpose of providing items that will be accepted by students and staff.
3. Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
4. Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
5. Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
6. Maintains records and reports (e.g. counting and recording the amount of leftovers, number of opened cans, student lunch balances, collection and reconciliation of money, informing students of their lunch balances, etc.) for the purpose of keeping an accurate record of food used and student accounts.
7. Merchandises food and beverage items for the purpose of serving them to students and staff in an efficient manner.
8. Monitors kitchen and cafeteria areas (e.g. proper charging procedures for items taken, employee safety, working procedures, etc.) for the purpose of ensuring a safe and sanitary working environment.
9. Oversees the preparation, cooking, and serving of food (e.g. regular food items, special diets, students with allergies, etc.) for the purpose of providing students and staff with food of high nutritious quality as well as meeting individual needs.
10. Performs functions of other nutritional service positions as requested by manager (e.g. cashiering, etc.) for the purpose of ensuring adequate staff coverage within site nutritional services operations.
11. Prepares food and beverage items according to standardized recipes and established food preparation procedures (e.g. regular food items, deli sandwiches, baked goods, etc.) for the purpose of meeting mandated nutritional and projected meal requirements.
12. Receives food items and/or supplies and places them in designated areas utilizing temperature requirements and food spoilage guidelines for the purpose of ensuring availability of items required for meeting projected menu requirements.
13. Reports needed supplies and equipment malfunctions for the purpose of notifying cafeteria manager of needed items and repair and/or replacement.
14. Perform other related duties as required.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

Experience/training as a food service worker.

TEACHER

GENERAL RESPONSIBILITIES

Educate and inspire students. Successful candidates must possess and demonstrate the ability to increase and sustain high levels of student learning and efficacy. Promote and ensure that the school is one of success and excellence that ensures that all students achieve at high levels regardless of their backgrounds. Support the school and its work by developing and executing a shared vision and mission for creating significant gains in student achievement. The position reports to the principal.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

1. Plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.
2. Plan, prepare and deliver instructional activities that facilitate active learning experiences
3. Develop schemes of work and lesson plans.
4. Establish and communicate clear objectives for all learning activities.
5. Prepare classroom for class activities.
6. Provide a variety of learning materials and resources for use in educational activities.
7. Identify and select different instructional resources and methods to meet students' varying needs.
8. Instruct and monitor students in the use of learning materials and equipment.
9. Use relevant technology to support instruction.
10. Observe and evaluate student's performance and development.
11. Assign and grade class work, homework, tests and assignments.
12. Provide appropriate feedback on work.
13. Encourage and monitor the progress of individual students.
14. Maintain accurate and complete records of students' progress and development.
15. Update all necessary records accurately and completely as required by laws, district policies and school regulations.
16. Prepare required reports on students and activities.
17. Manage student behavior in the classroom by establishing and enforcing rules and procedures.
18. Maintain discipline in accordance with the rules and disciplinary systems of the school.
19. Apply appropriate disciplinary measures where necessary.
20. Perform certain duties including but not limited to student support, counseling students with academic problems and providing student encouragement.
21. Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations.
22. Participate in department and school meetings, parent meetings.
23. Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
24. Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities.

The above statements are intended to describe the general nature and level of work being performed by the incumbent(s) of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of the position.

EDUCATION/EXPERIENCE

- Bachelors degree or higher from an accredited institution
- Meet professional teacher education requirements of school, district, state
- Single subject teaching credential or certification if teaching a specialized subject
- Florida Educator Certificate in Subject Area or Statement of Eligibility
- Relevant teaching experience
- Knowledge of relevant technology

COMPETENCIES SOUGHT

- Self motivation
- High energy level
- Verbal and written communication skills
- Attention to detail
- High work standards
- Problem solving
- Decision making
- Organizing and planning
- Learning orientation
- Critical thinking
- Stress tolerance
- Flexibility
- Adaptability
- Initiative
- Cooperative
- Collaborative

Exhibit 2



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	Sep 16 2015 10:15AM - Regular School Board Meeting
AGENDA ITEM	CONSENT ITEMS
CATEGORY	L. OFFICE OF PORTFOLIO SERVICES
DEPARTMENT	Charter Schools/Management Support

ITEM No.:
L-1.

TITLE:
Denial of the Charter School Application of Phoenix Academy of Excellence

REQUESTED ACTION:
Deny the Charter School Application of Phoenix Academy of Excellence, for the opening of a charter school for the 2016 - 2017 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. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year. 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 Explanation 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 Phoenix Academy of Excellence (3) Phoenix Academy of Excellence Application (4) Phoenix Academy of Excellence 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

Signature
Leslie M. Brown
Tuesday, September 01, 2015 11:52:25 AM

Approved In Open Board Meeting On: _____

By: _____
School Board Chair

Electronic Signature
Form #4189 Revised 12/12
RWR, LMB/JP/RS:ac

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from Phoenix Academy of Excellence. 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 Phoenix Academy of Excellence, application, the Committee recommended the denial of the proposed charter school application (Exhibit 3). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of Phoenix Academy of Excellence, 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://webappe.browardschools.com/eagenda/>.

Executive Summary
Phoenix Academy of Excellence

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 Phoenix Academy of Excellence was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of Phoenix Academy of Excellence be denied due to the following deficiencies:

- I. Failure to indicate what the school intends to implement, for whom and to what degree as part of the mission, guiding principles and purpose of the school. Section 1002.33(2)(a), (b), and (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.
 - A. Section 1002.33(2)(a), Florida Statutes, states that, "Charter schools in Florida shall be guided by the following principles: (1) Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, (2) promote enhanced academic success and financial efficiency by aligning responsibility with accountability, (3) providing 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."
 1. Application Deficiency: The application fails to identify the comprehensive research-based reading plan that the school will adopt in order to provide parents with sufficient information on the child's reading level or gains.

B. Section 1002.33(2)(b), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Improve student learning and academic achievement, (2) Increase learning opportunities for all students, with special emphasis on low-performing students and reading, (3) Encourage the use of innovative learning methods, (4) Require the measurement of learning outcomes."

1. Application Deficiency: The application fails to specifically define at-risk students and how they differ from underperforming students.
2. Application Deficiency: The application fails to identify its "highly rigorous curriculum" that purportedly encourages success for every student.
3. Application Deficiency: The application fails to identify how a low performing or at-risk student will be successful in a highly rigorous curriculum program.
4. Application Deficiency: The application fails to provide any evidence that innovative learning methods will be implemented. On page 1, the application merely states that the school will "utilize the BCPS grade-level/content-area scope and sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP)."
5. Application Deficiency: The application fails to provide a clear explanation of any specific programs to be implemented that are effective and research-based and will address the needs of and motivate at-risk students.

C. Section 1002.33(2)(c), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Create innovative measurement tools, (2) Provide rigorous competition within the public school district to stimulate continual improvement in all public schools, (3) Expand the capacity of the public school system, (4) Mitigate the educational impact created by the development of new residential dwelling units, (5) Create new professional opportunities for teachers, including ownership of the learning program at the school site."

1. Application Deficiency: The application fails to provide supporting evidence of how the school will provide a small learning environment when it states in Section 2, page 20, that the school will comply Florida's constitutional class size requirements.
2. Application Deficiency: The application fails to explain and describe how empowering teachers to make an impact on student learning is a viable method to meet high standards.

II. 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.

A. Section 1002.33(7)(a)(2), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards."

1. Application deficiency: The application fails to identify the teaching and learning strategies that will be employed to address the Next Generation Sunshine State Standards for Science or Social Studies.
 2. Application Deficiency: The application fails to identify how the school will improve student performance in Science.
 3. Application Deficiency: The application fails to describe the alignment of professional development to the curricula for Success/Life Skills Instruction, Career/Vocational Planning/Exploration and Learning for Life.
 4. Application Deficiency: The application fails to discuss a technology plan for the procurement and maintenance of technology.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. 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, Florida Administrative Code, 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).
1. Application Deficiency: The application fails to provide a clear and coherent educational program design.
 2. Application Deficiency: The application fails to provide evidence that it is based on effective, research-based educational practices, teaching methods and high standards for student learning.
 3. Application Deficiency: The application fails to provide a clear and definitive a daily schedule that is not a "sample." The sample time indicated for Literacy Block does not clearly explain how the most intensive students will have their needs met through extended time outside of a single block of time.
 4. Application Deficiency: The application fails to provide a clear and definitive schedule for literacy for students at all levels and across all subject areas.
 5. Application Deficiency: The application fails to provide the research supporting the claim that the seven practices listed are considered "best and preferred in educating at-risk students."
 6. Application Deficiency: The application fails to clearly explain the Extended Learning Time and what the specific schedule would be for this school.
 7. Application Deficiency: The application fails to provide evidence of participation in the District's K-12 Comprehensive Research-Based Reading Plan.
 8. Application Deficiency: The application fails to identify the specific

curriculum to be used as part of the educational program design, especially regarding how the school plans to meet the needs of at-risk students.

9. Application Deficiency: The application fails to provide evidence of a clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students.

III. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)(2) and (4), Florida Statutes; Section 1002.33(7)(a)(2) and (4), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)(2), Florida Statutes, states that, "Charter school applications are subject to the following requirements: A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards."

1. Application Deficiency: The application fails to require that all level 1 and 2 students enrolled in grade 6-8 Algebra will also be enrolled in a double dose of MJ Intensive Math.
2. Application Deficiency: The application fails to align the appropriate curriculum to the Information Technology student performance objective framework.
3. Application Deficiency: The application fails to indicate the role instructional technology has in the differentiation of instruction in order to meet the varied needs of all students.
4. Application Deficiency: The application fails to identify how Khan Academy and Carnegie Learning Cognitive Tutors will be incorporated into the daily lesson structure for grade 9.
5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.

B. 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, Florida Administrative Code, 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).

1. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
2. Application Deficiency: The application fails to provide evidence that it will enable students to attain Florida Standards/Common Core State Standards and receive at least a year's worth of learning for each year enrolled.
3. Application Deficiency: The application fails to provide evidence that it

will be appropriate for all students at all levels.

4. Application Deficiency: The application fails to clearly identify participation in the District's K-12 Comprehensive Research-Based Reading Plan.
5. Application Deficiency: The application fails to explain the school-created teacher instructional scope and sequence. The District does not provide access to scope and sequence documents for applicants.
6. Application Deficiency: The application fails to provide clear and coherent course code information for Reading and English/Language Arts. The course codes listed do not match the courses described in the narrative.
7. Application Deficiency: The application fails to correctly identify appropriate curriculum program materials for English/Language Arts versus those for intensive reading.
8. Application Deficiency: The application fails to clearly identify the Comprehensive Intervention Reading Program (CIRP) and Supplemental Intervention Reading Program (SIRP) for each grade level and each level of reading.
9. Application Deficiency: The application fails to clearly explain how the curriculum materials will be used in the intensive reading courses and for which students.
10. Application Deficiency: The application fails to provide a clear description of the school's curriculum plan. Stating that the school "intends to implement a reading curriculum" is not sufficient. Some of the information in the application is for the elementary level.
11. Application Deficiency: The application fails to explain in detail the School Improvement Plan process as referenced as part of the evaluation plan.

IV. Failure to define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured. Section 1002.33(6)(a)(3), Florida Statutes, Section 1002.33(7)(a)(3), (4) and (5), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(4), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: 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. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22."

1. Application Deficiency: The application fails to identify three administrations of the FAIR-FS assessments, as required for progress monitoring for struggling readers in grades 6-9 as identified by FCAT 2.0 Achievement Levels 1 and 2.

V. 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(16)(a)(3), Florida Statutes, a required element of the Model Florida Charter School Application.

A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) "Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S., and State Board Rules 6A-6.03011 through 6A-6.0361, F.A.C."

1. Application Deficiency: The application fails to provide a clear explanation of levels of ESE services to be provided to students with disabilities. The consultation model only will not meet the needs of students with disabilities in the general education setting.
2. Application Deficiency: The application fails to discuss in detail the curriculum, interventions and materials to be used for students with disabilities in meeting the IEP goals and the individual needs of the student thus failing to develop an appropriate plan for evaluating the program's effectiveness.
3. Application Deficiency: The application fails to adequately describe the related services possibly needed by students with disabilities.
4. Application Deficiency: The application fails to define "appropriately certified staff members." The application requires an appropriate staffing plan that aligns with the projected population.
5. Application Deficiency: The application fails to identify the specific measures and the progress monitoring process to be used in the progress monitoring of students with disabilities.
6. Application Deficiency: The application fails to clearly distinguish between ESE students and English Language Learner (ELL) students as ELLs are referenced in the ESE section on page 107, 108 and 113.

VI. 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 and providing all students with a quality education 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, Florida Administrative Code, Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.

A. State Board Rule 6A-6.0902, Florida Administrative Code, 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.

1. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify assessments for placing English Language Learner (ELL) students in the ESOL program.

2. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify procedures for classifying ELL students that are aligned with those procedures under the District ELL Plan.
- B. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL program require that all procedures be followed for a student to be properly exited from the ESOL Program.
 1. Application Deficiency: The application fails to demonstrate a clear understanding of state, district and federal requirements for exiting ELLs.
 - C. State Board Rule 6A-6.0904, Florida Administrative Code, Equal Access to Appropriate Instruction for ELL students states that a "limited English proficient student shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential."
 1. Application Deficiency: The application fails to clearly identify curriculum, programs and services that provide equal access for ELL students.
 2. Application Deficiency: The application fails to provide a clear understanding of program implementation. Some course codes referenced on pages 41 and 119 do not align with course offerings in Broward County.
 3. Application deficiency: The application fails to provide sound plans for educating ELL students working below grade level.
 - D. State Board Rule 6A-6.0907, Florida Administrative Code, Inservice Requirements for Personnel of Limited English Proficient Students identifies the training requirements for all personnel responsible for servicing English Language Learner students.
 1. Application Deficiency: The application fails to provide a sound plan to monitor personnel's completion of the state requirements for staff serving ELL students.
 - E. State Board Rule 6A-6.0908(2), Florida Administrative Code, 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.
 1. Application Deficiency: The application fails to demonstrate understanding of state, district and federal requirements for communicating with ELL students and their families.
- VII. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)(7) and (11), Florida Statutes and Section 1002.33(9), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(7), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."
 1. Application Deficiency: The application fails to use correct references for information relative to the Student Code of Conduct. The email address

provided on page 124, <http://browardstudentservices.com>, does not reference the Student Code of Conduct.

2. Application Deficiency: The application fails to specifically identify that the school will adopt the District's Student Code of Conduct.
3. Application Deficiency: The application fails to provide a copy of the school's comprehensive student conduct guidelines if the school is not adopting the District's Student Code of Conduct. If the school is using the District's Student Code of Conduct then language relative to make-up work associated with suspension should be followed.

VIII. Failure to define the policies and procedures that frame the school's relationship with its staff. Section 1002.33(7)(a)(14), Florida Statutes and Section 1002.33(12), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(14), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."

1. Application Deficiency: Page 70 of the application fails to provide accurate statements regarding certification requirements for English teachers teaching ESOL students.
2. Application Deficiency: The application fails to identify an approved administration evaluation plan/system. The application references the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation. BCPS does not use MEP.
3. Application Deficiency: The application fails to provide an instructional evaluation plan/system. The application states that it will use the District's performance appraisal system, however only schools that opted in to the Race to the Top Grant utilize the appraisal system developed by BCPS.

B. Section 1012.22(5)(b), Florida Statutes, states that, "Salary adjustments.-Salary adjustments for highly effective or effective performance should be established as follows: (II) The annual salary adjustment under the performance salary schedule for an employee rates as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year."

1. Application Deficiency: The application fails to clearly state performance-based adjustment criteria for highly effective and effective annual contract teachers and administrators.

IX. Failure to provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs. Section 1002.33(7)(a)(13) Florida Statutes and 1002.33(18), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(13), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The facilities to be used and their location..."

1. Application Deficiency: The application fails to include a budget that is

appropriate for the acquisition of a facility. There is only a one-month allowance for facility start up.

- X. Failure to provide financial projections for the school over the term of its charter. Section 1002.33(6)(a)(5), Florida Statutes and Section 002.33(6)(b)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(6)(a)(5), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends."
1. Application Deficiency: The application fails to provide the signed assurance letter for the commitment of \$30,000 for planning/start-up.
- B. Section 1002.33(6)(b)(2), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs."
1. Application Deficiency: The application fails to accurately estimate expenses for facility rental, communication services, and salaries for the custodian and security monitor positions.
- XI. 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, a required element of the Model Florida Charter School Application.
- A. 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."
1. Application Deficiency: The application fails to reference plans for how to deal with any emergency, including but not limited to, those involving medical, fire, hazardous weather security, or any other unplanned event that endanger the well-being and/or life of students and staff and is considered to be an "unanticipated event."
2. 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 Phoenix Academy of Excellence of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for Phoenix Academy of Excellence will be encouraged to resubmit an application for the 2016 Application Review Cycle after the foregoing application deficiencies have been remedied.



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12th FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2138

CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

SCHOOL BOARD

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Vice Chair

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NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

September 17, 2015

Dorothy Davis
Phoenix Academy of Excellence
PO Box 55-1667
Miami, Florida 33055

Dear 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 2016 - 2017 school year.

The School Board of Broward County, Florida, denied the charter school application for Phoenix Academy of Excellence at its Regular School Board Meeting on September 16, 2015. 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.

Phoenix Academy of Excellence is encouraged to resubmit an application for the 2016 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
- Ms. Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department






Exhibit 3

From:  **Anitra F. Hayes-Collins** Tuesday, September 08, 2015 5:01:50 PM 

Subject: Phoenix Academy of Excellence

To:  phoenixacademies@yahoo.com

Cc:  **Leslie M. Brown**  Robert P. Vignola  Jody A. Perry
 Rhonda L. Stephanik  **Theresa M. Silva**  LB Ladies
 **Robin H. Golden**  Tangra Neat-Clarke  CSS Group
 Georgina Parker

Attachments:  x3f8a1335z14de2de2948z2280gsxbpbxgaxas.pdf / Adobe Acrobat Document (234K)
 x3f8a1335z14de2de2948z227dgsxbpbxgaxas.pdf / Adobe Acrobat Document (87K)
 x3f8a1335z14de2de2948z227egsxbpbxgaxas.pdf / Adobe Acrobat Document (33K)
 x3f8a1335z14de2de2948z227fgsxbpbxgaxas.pdf / Adobe Acrobat Document (18M)
 x3f8a1335z14de2de2948z227cgsxbpbxgaxas.pdf / Adobe Acrobat Document (121K)

Good afternoon,
Phoenix Academy of Excellence's Denial of the Charter School Application will go before the School Board of Broward County on Wednesday, September 16, 2015. Your item number is L-1. 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



"Promise me you'll always remember: You're braver than you believe, and stronger than you seem, and smarter than you think." Christopher Robin

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.



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	Sep 16 2015 10:15AM - Regular School Board Meeting
AGENDA ITEM	CONSENT ITEMS
CATEGORY	L. OFFICE OF PORTFOLIO SERVICES
DEPARTMENT	Charter Schools/Management Support

ITEM No.:
L-1.

TITLE:
Denial of the Charter School Application of Phoenix Academy of Excellence

REQUESTED ACTION:
Deny the Charter School Application of Phoenix Academy of Excellence, for the opening of a charter school for the 2016 - 2017 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. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year. 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 Explanation 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 Phoenix Academy of Excellence (3) Phoenix Academy of Excellence Application (4) Phoenix Academy of Excellence Letter

BOARD ACTION: (For Official School Board Records Office Only)	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
Tuesday, September 01, 2015 11:52:25 AM

By: _____
School Board Chair

Electronic Signature
Form #4189 Revised 12/12
RWR/LMB/JP/RS:ac

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from Phoenix Academy of Excellence. 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 Phoenix Academy of Excellence, application, the Committee recommended the denial of the proposed charter school application (Exhibit 3). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of Phoenix Academy of Excellence, 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://webappe.browardschools.com/eagenda/>.

Executive Summary
Phoenix Academy of Excellence

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 Phoenix Academy of Excellence was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of Phoenix Academy of Excellence be denied due to the following deficiencies:

- I. Failure to indicate what the school intends to implement, for whom and to what degree as part of the mission, guiding principles and purpose of the school. Section 1002.33(2)(a), (b), and (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.
 - A. Section 1002.33(2)(a), Florida Statutes, states that, "Charter schools in Florida shall be guided by the following principles: (1) Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, (2) promote enhanced academic success and financial efficiency by aligning responsibility with accountability; (3) providing 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."
 1. Application Deficiency: The application fails to identify the comprehensive research-based reading plan that the school will adopt in order to provide parents with sufficient information on the child's reading level or gains.

- B. Section 1002.33(2)(b), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Improve student learning and academic achievement, (2) Increase learning opportunities for all students, with special emphasis on low-performing students and reading, (3) Encourage the use of innovative learning methods, (4) Require the measurement of learning outcomes."
1. Application Deficiency: The application fails to specifically define at-risk students and how they differ from underperforming students.
 2. Application Deficiency: The application fails to identify its "highly rigorous curriculum" that purportedly encourages success for every student.
 3. Application Deficiency: The application fails to identify how a low performing or at-risk student will be successful in a highly rigorous curriculum program.
 4. Application Deficiency: The application fails to provide any evidence that innovative learning methods will be implemented. On page 1, the application merely states that the school will "utilize the BCPS grade-level/content-area scope and sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP)."
 5. Application Deficiency: The application fails to provide a clear explanation of any specific programs to be implemented that are effective and research-based and will address the needs of and motivate at-risk students.
- C. Section 1002.33(2)(c), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Create innovative measurement tools, (2) Provide rigorous competition within the public school district to stimulate continual improvement in all public schools, (3) Expand the capacity of the public school system, (4) Mitigate the educational impact created by the development of new residential dwelling units, (5) Create new professional opportunities for teachers, including ownership of the learning program at the school site."
1. Application Deficiency: The application fails to provide supporting evidence of how the school will provide a small learning environment when it states in Section 2, page 20, that the school will comply Florida's constitutional class size requirements.
 2. Application Deficiency: The application fails to explain and describe how empowering teachers to make an impact on student learning is a viable method to meet high standards.
- II. 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.
- A. Section 1002.33(7)(a)(2), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards."

1. Application deficiency: The application fails to identify the teaching and learning strategies that will be employed to address the Next Generation Sunshine State Standards for Science or Social Studies.
 2. Application Deficiency: The application fails to identify how the school will improve student performance in Science.
 3. Application Deficiency: The application fails to describe the alignment of professional development to the curricula for Success/Life Skills Instruction, Career/Vocational Planning/Exploration and Learning for Life.
 4. Application Deficiency: The application fails to discuss a technology plan for the procurement and maintenance of technology.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. 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, Florida Administrative Code, 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).
1. Application Deficiency: The application fails to provide a clear and coherent educational program design.
 2. Application Deficiency: The application fails to provide evidence that it is based on effective, research-based educational practices, teaching methods and high standards for student learning.
 3. Application Deficiency: The application fails to provide a clear and definitive a daily schedule that is not a "sample." The sample time indicated for Literacy Block does not clearly explain how the most intensive students will have their needs met through extended time outside of a single block of time.
 4. Application Deficiency: The application fails to provide a clear and definitive schedule for literacy for students at all levels and across all subject areas.
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curriculum to be used as part of the educational program design, especially regarding how the school plans to meet the needs of at-risk students.

9. Application Deficiency: The application fails to provide evidence of a clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students.

III. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)(2) and (4), Florida Statutes; Section 1002.33(7)(a)(2) and (4), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)(2), Florida Statutes, states that, "Charter school applications are subject to the following requirements: A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards."

1. Application Deficiency: The application fails to require that all level 1 and 2 students enrolled in grade 6-8 Algebra will also be enrolled in a double dose of MJ Intensive Math.
 2. Application Deficiency: The application fails to align the appropriate curriculum to the Information Technology student performance objective framework.
 3. Application Deficiency: The application fails to indicate the role instructional technology has in the differentiation of instruction in order to meet the varied needs of all students.
 4. Application Deficiency: The application fails to identify how Khan Academy and Carnegie Learning Cognitive Tutors will be incorporated into the daily lesson structure for grade 9.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. 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, Florida Administrative Code, 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).
1. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
 2. Application Deficiency: The application fails to provide evidence that it will enable students to attain Florida Standards/Common Core State Standards and receive at least a year's worth of learning for each year enrolled.
 3. Application Deficiency: The application fails to provide evidence that it

will be appropriate for all students at all levels.

4. Application Deficiency: The application fails to clearly identify participation in the District's K-12 Comprehensive Research-Based Reading Plan.
5. Application Deficiency: The application fails to explain the school-created teacher instructional scope and sequence. The District does not provide access to scope and sequence documents for applicants.
6. Application Deficiency: The application fails to provide clear and coherent course code information for Reading and English/Language Arts. The course codes listed do not match the courses described in the narrative.
7. Application Deficiency: The application fails to correctly identify appropriate curriculum program materials for English/Language Arts versus those for intensive reading.
8. Application Deficiency: The application fails to clearly identify the Comprehensive Intervention Reading Program (CIRP) and Supplemental Intervention Reading Program (SIRP) for each grade level and each level of reading.
9. Application Deficiency: The application fails to clearly explain how the curriculum materials will be used in the intensive reading courses and for which students.
10. Application Deficiency: The application fails to provide a clear description of the school's curriculum plan. Stating that the school "intends to implement a reading curriculum" is not sufficient. Some of the information in the application is for the elementary level.
11. Application Deficiency: The application fails to explain in detail the School Improvement Plan process as referenced as part of the evaluation plan.

IV. Failure to define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured. Section 1002.33(6)(a)(3), Florida Statutes, Section 1002.33(7)(a)(3), (4) and (5), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(4), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: 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. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22."

1. Application Deficiency: The application fails to identify three administrations of the FAIR-FS assessments, as required for progress monitoring for struggling readers in grades 6-9 as identified by FCAT 2.0 Achievement Levels 1 and 2.

- V. 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(16)(a)(3), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) "Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S., and State Board Rules 6A-6.03011 through 6A-6.0361. F.A.C."
1. Application Deficiency: The application fails to provide a clear explanation of levels of ESE services to be provided to students with disabilities. The consultation model only will not meet the needs of students with disabilities in the general education setting.
 2. Application Deficiency: The application fails to discuss in detail the curriculum, interventions and materials to be used for students with disabilities in meeting the IEP goals and the individual needs of the student thus failing to develop an appropriate plan for evaluating the program's effectiveness.
 3. Application Deficiency: The application fails to adequately describe the related services possibly needed by students with disabilities.
 4. Application Deficiency: The application fails to define "appropriately certified staff members." The application requires an appropriate staffing plan that aligns with the projected population.
 5. Application Deficiency: The application fails to identify the specific measures and the progress monitoring process to be used in the progress monitoring of students with disabilities.
 6. Application Deficiency: The application fails to clearly distinguish between ESE students and English Language Learner (ELL) students as ELLs are referenced in the ESE section on page 107, 108 and 113.
- VI. 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 and providing all students with a quality education 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, Florida Administrative Code, Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.0902, Florida Administrative Code, 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.
1. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify assessments for placing English Language Learner (ELL) students in the ESOL program.

2. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify procedures for classifying ELL students that are aligned with those procedures under the District ELL Plan.
- B. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL program require that all procedures be followed for a student to be properly exited from the ESOL Program.
 1. Application Deficiency: The application fails to demonstrate a clear understanding of state, district and federal requirements for exiting ELLs.
 - C. State Board Rule 6A-6.0904, Florida Administrative Code, Equal Access to Appropriate Instruction for ELL students states that a "limited English proficient student shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential."
 1. Application Deficiency: The application fails to clearly identify curriculum, programs and services that provide equal access for ELL students.
 2. Application Deficiency: The application fails to provide a clear understanding of program implementation. Some course codes referenced on pages 41 and 119 do not align with course offerings in Broward County.
 3. Application deficiency: The application fails to provide sound plans for educating ELL students working below grade level.
 - D. State Board Rule 6A-6.0907, Florida Administrative Code, Inservice Requirements for Personnel of Limited English Proficient Students identifies the training requirements for all personnel responsible for servicing English Language Learner students.
 1. Application Deficiency: The application fails to provide a sound plan to monitor personnel's completion of the state requirements for staff serving ELL students.
 - E. State Board Rule 6A-6.0908(2), Florida Administrative Code, 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.
 1. Application Deficiency: The application fails to demonstrate understanding of state, district and federal requirements for communicating with ELL students and their families.
- VII. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)(7) and (11), Florida Statutes and Section 1002.33(9), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(7), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."
 1. Application Deficiency: The application fails to use correct references for information relative to the Student Code of Conduct. The email address

provided on page 124, <http://browardstudentservices.com>, does not reference the Student Code of Conduct.

2. Application Deficiency: The application fails to specifically identify that the school will adopt the District's Student Code of Conduct.
 3. Application Deficiency: The application fails to provide a copy of the school's comprehensive student conduct guidelines if the school is not adopting the District's Student Code of Conduct. If the school is using the District's Student Code of Conduct then language relative to make-up work associated with suspension should be followed.
- VIII. Failure to define the policies and procedures that frame the school's relationship with its staff. Section 1002.33(7)(a)(14), Florida Statutes and Section 1002.33(12), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(14), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."
 1. Application Deficiency: Page 70 of the application fails to provide accurate statements regarding certification requirements for English teachers teaching ESOL students.
 2. Application Deficiency: The application fails to identify an approved administration evaluation plan/system. The application references the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation. BCPS does not use MEP.
 3. Application Deficiency: The application fails to provide an instructional evaluation plan/system. The application states that it will use the District's performance appraisal system, however only schools that opted in to the Race to the Top Grant utilize the appraisal system developed by BCPS.
 - B. Section 1012.22(5)(b), Florida Statutes, states that, "Salary adjustments.-Salary adjustments for highly effective or effective performance should be established as follows: (II) The annual salary adjustment under the performance salary schedule for an employee rates as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year."
 1. Application Deficiency: The application fails to clearly state performance-based adjustment criteria for highly effective and effective annual contract teachers and administrators.
- IX. Failure to provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs. Section 1002.33(7)(a)(13) Florida Statutes and 1002.33(18), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(13), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The facilities to be used and their location..."
 1. Application Deficiency: The application fails to include a budget that is

appropriate for the acquisition of a facility. There is only a one-month allowance for facility start up.

- X. Failure to provide financial projections for the school over the term of its charter. Section 1002.33(6)(a)(5), Florida Statutes and Section 002.33(6)(b)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(6)(a)(5), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends."
1. Application Deficiency: The application fails to provide the signed assurance letter for the commitment of \$30,000 for planning/start-up.
- B. Section 1002.33(6)(b)(2), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs."
1. Application Deficiency: The application fails to accurately estimate expenses for facility rental, communication services, and salaries for the custodian and security monitor positions.
- XI. 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, a required element of the Model Florida Charter School Application.
- A. 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."
1. Application Deficiency: The application fails to reference plans for how to deal with any emergency, including but not limited to, those involving medical, fire, hazardous weather security, or any other unplanned event that endanger the well-being and/or life of students and staff and is considered to be an "unanticipated event."
2. 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 Phoenix Academy of Excellence of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for Phoenix Academy of Excellence will be encouraged to resubmit an application for the 2016 Application Review Cycle after the foregoing application deficiencies have been remedied.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12th FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2138

CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

SCHOOL BOARD

Chair
Vice Chair

DONNA P. KORN
DR. ROSALIND OSGOOD

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ROBIN BARILEMAN
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ABBY M. FREEDMAN
PATRICIA GOOD
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

September 17, 2015

Dorothy Davis
Phoenix Academy of Excellence
PO Box 55-1667
Miami, Florida 33055

Dear 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 2016 - 2017 school year.

The School Board of Broward County, Florida, denied the charter school application for Phoenix Academy of Excellence at its Regular School Board Meeting on September 16, 2015. 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.

Phoenix Academy of Excellence is encouraged to resubmit an application for the 2016 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
Ms. Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department

Exhibit 4

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

SCHOOL BOARD

Chair DONNA P. KORN
Vice Chair DR. ROSALIND OSGOOD

Board Members ROBIN BARTLEMAN
HEATHER BRINKWORTH
ABBY M. FREEDMAN
PATRICIA GOOD
LAURIE RICH LEVINSON
ANN MURRAY
NORA RUPERT

ROBERT W. RUNCIE
Superintendent of Schools

SENT VIA PRIORITY MAIL AND ELECTRONIC MAIL

September 17, 2015

Dorothy Davis
Phoenix Academy of Excellence
PO Box 55-1667
Miami, Florida 33055

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Sincerely,



Robert W. Runcie

RWR/LMB/JP/RS:ac
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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
Ms. Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department



AGENDA REQUEST FORM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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

MEETING DATE	Sep 16 2015 10:15AM - Regular School Board Meeting
AGENDA ITEM	CONSENT ITEMS
CATEGORY	L. OFFICE OF PORTFOLIO SERVICES
DEPARTMENT	Charter Schools/Management Support

Open Agenda	
<input type="radio"/> Yes	<input checked="" type="radio"/> No

ITEM No.:

L-1.

TITLE:

Denial of the Charter School Application of Phoenix Academy of Excellence

REQUESTED ACTION:

Deny the Charter School Application of Phoenix Academy of Excellence, for the opening of a charter school for the 2016 - 2017 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. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year. 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 Explanation 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 Phoenix Academy of Excellence (3) Phoenix Academy of Excellence Application (4) Phoenix Academy of Excellence Letter

BOARD ACTION:

(For Official School Board Records Office Only)

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

Tuesday, September 01, 2015 11:52:25 AM

By: _____

School Board Chair

Electronic Signature
Form #4189 - Revised 12/12
RWR/LMB/JP/RS:ac

Continuation of Summary Explanation and Background:

Section 1002.33, Florida Statutes, authorizes the submission of applications for a new charter school. Phoenix Academy of Excellence, submitted a formal application to start a public charter school for the 2016-2017 school year.

The Superintendent of Schools appointed a Superintendent's Charter School Review Committee to review and analyze the charter application from Phoenix Academy of Excellence. 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 Phoenix Academy of Excellence, application, the Committee recommended the denial of the proposed charter school application (Exhibit 3). The Superintendent has received the Committee's recommendation and requests that The School Board of Broward County, Florida, deny the application of Phoenix Academy of Excellence, 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:

<http://www.broward.k12.fl.us/eagenda>.

Executive Summary
Phoenix Academy of Excellence

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 Phoenix Academy of Excellence was reviewed by the Superintendent's Charter School Review Committee and is recommended for denial. It is recommended that the application of Phoenix Academy of Excellence be denied due to the following deficiencies:

- I. Failure to indicate what the school intends to implement, for whom and to what degree as part of the mission, guiding principles and purpose of the school. Section 1002.33(2)(a), (b), and (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.
 - A. Section 1002.33(2)(a), Florida Statutes, states that, "Charter schools in Florida shall be guided by the following principles: (1) Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system, (2) promote enhanced academic success and financial efficiency by aligning responsibility with accountability, (3) providing 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."
 - I. Application Deficiency: The application fails to identify the comprehensive research-based reading plan that the school will adopt in order to provide parents with sufficient information on the child's reading level or gains.

B. Section 1002.33(2)(b), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Improve student learning and academic achievement, (2) Increase learning opportunities for all students, with special emphasis on low-performing students and reading, (3) Encourage the use of innovative learning methods, (4) Require the measurement of learning outcomes."

1. Application Deficiency: The application fails to specifically define at-risk students and how they differ from underperforming students.
2. Application Deficiency: The application fails to identify its "highly rigorous curriculum" that purportedly encourages success for every student.
3. Application Deficiency: The application fails to identify how a low performing or at-risk student will be successful in a highly rigorous curriculum program.
4. Application Deficiency: The application fails to provide any evidence that innovative learning methods will be implemented. On page 1, the application merely states that the school will "utilize the BCPS grade-level/content-area scope and sequence maps and pacing guides, the BCPS Student Progression Plan (SPP), and the BCPS Comprehensive Research-Based Reading Plan (CRRP)."
5. Application Deficiency: The application fails to provide a clear explanation of any specific programs to be implemented that are effective and research-based and will address the needs of and motivate at-risk students.

C. Section 1002.33(2)(c), Florida Statutes, states that, "Charter schools shall fulfill the following purposes: (1) Create innovative measurement tools, (2) Provide rigorous competition within the public school district to stimulate continual improvement in all public schools, (3) Expand the capacity of the public school system, (4) Mitigate the educational impact created by the development of new residential dwelling units, (5) Create new professional opportunities for teachers, including ownership of the learning program at the school site."

1. Application Deficiency: The application fails to provide supporting evidence of how the school will provide a small learning environment when it states in Section 2, page 20, that the school will comply Florida's constitutional class size requirements.
2. Application Deficiency: The application fails to explain and describe how empowering teachers to make an impact on student learning is a viable method to meet high standards.

II. 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.

A. Section 1002.33(7)(a)(2), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate uses of technology which comply with legal and professional standards."

1. Application deficiency: The application fails to identify the teaching and learning strategies that will be employed to address the Next Generation Sunshine State Standards for Science or Social Studies.
 2. Application Deficiency: The application fails to identify how the school will improve student performance in Science.
 3. Application Deficiency: The application fails to describe the alignment of professional development to the curricula for Success/Life Skills Instruction, Career/Vocational Planning/Exploration and Learning for Life.
 4. Application Deficiency: The application fails to discuss a technology plan for the procurement and maintenance of technology.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. 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, Florida Administrative Code, 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).
1. Application Deficiency: The application fails to provide a clear and coherent educational program design.
 2. Application Deficiency: The application fails to provide evidence that it is based on effective, research-based educational practices, teaching methods and high standards for student learning.
 3. Application Deficiency: The application fails to provide a clear and definitive a daily schedule that is not a "sample." The sample time indicated for Literacy Block does not clearly explain how the most intensive students will have their needs met through extended time outside of a single block of time.
 4. Application Deficiency: The application fails to provide a clear and definitive schedule for literacy for students at all levels and across all subject areas.
 5. Application Deficiency: The application fails to provide the research supporting the claim that the seven practices listed are considered "best and preferred in educating at-risk students."
 6. Application Deficiency: The application fails to clearly explain the Extended Learning Time and what the specific schedule would be for this school.
 7. Application Deficiency: The application fails to provide evidence of participation in the District's K-12 Comprehensive Research-Based Reading Plan.
 8. Application Deficiency: The application fails to identify the specific

curriculum to be used as part of the educational program design, especially regarding how the school plans to meet the needs of at-risk students.

9. Application Deficiency: The application fails to provide evidence of a clear and coherent educational program design for core subject areas, especially regarding how the school plans to meet the needs of at-risk students.

III. Failure to explain not only what the school will teach but also how and why. Section 1002.33(6)(a)(2) and (4), Florida Statutes; Section 1002.33(7)(a)(2) and (4), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(6)(a)(2), Florida Statutes, states that, "Charter school applications are subject to the following requirements: A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Provides a detailed curriculum plan that illustrates how students will be provided services to attain the Sunshine State Standards."

1. Application Deficiency: The application fails to require that all level 1 and 2 students enrolled in grade 6-8 Algebra will also be enrolled in a double dose of MJ Intensive Math.
 2. Application Deficiency: The application fails to align the appropriate curriculum to the Information Technology student performance objective framework.
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 4. Application Deficiency: The application fails to identify how Khan Academy and Carnegie Learning Cognitive Tutors will be incorporated into the daily lesson structure for grade 9.
 5. Application Deficiency: The application fails to include the financial ability of the school to deliver professional development through computerized programs, video conferencing and web-based delivery nor the training on how to utilize and implement these resources.
- B. 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, Florida Administrative Code, 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).
1. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
 2. Application Deficiency: The application fails to provide evidence that it will enable students to attain Florida Standards/Common Core State Standards and receive at least a year's worth of learning for each year enrolled.
 3. Application Deficiency: The application fails to provide evidence that it

will be appropriate for all students at all levels.

4. Application Deficiency: The application fails to clearly identify participation in the District's K-12 Comprehensive Research-Based Reading Plan.
5. Application Deficiency: The application fails to explain the school-created teacher instructional scope and sequence. The District does not provide access to scope and sequence documents for applicants.
6. Application Deficiency: The application fails to provide clear and coherent course code information for Reading and English/Language Arts. The course codes listed do not match the courses described in the narrative.
7. Application Deficiency: The application fails to correctly identify appropriate curriculum program materials for English/Language Arts versus those for intensive reading.
8. Application Deficiency: The application fails to clearly identify the Comprehensive Intervention Reading Program (CIRP) and Supplemental Intervention Reading Program (SIRP) for each grade level and each level of reading.
9. Application Deficiency: The application fails to clearly explain how the curriculum materials will be used in the intensive reading courses and for which students.
10. Application Deficiency: The application fails to provide a clear description of the school's curriculum plan. Stating that the school "intends to implement a reading curriculum" is not sufficient. Some of the information in the application is for the elementary level.
11. Application Deficiency: The application fails to explain in detail the School Improvement Plan process as referenced as part of the evaluation plan.

IV. Failure to define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured. Section 1002.33(6)(a)(3), Florida Statutes. Section 1002.33(7)(a)(3), (4) and (5), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)(4), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: 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. Students in charter schools shall, at a minimum, participate in the statewide assessment program created under s. 1008.22."

1. Application Deficiency: The application fails to identify three administrations of the FAIR-FS assessments, as required for progress monitoring for struggling readers in grades 6-9 as identified by FCAT 2.0 Achievement Levels 1 and 2.

- V. 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(16)(a)(3), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) "Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S., and State Board Rules 6A-6.03011 through 6A-6.0361. F.A.C."
1. Application Deficiency: The application fails to provide a clear explanation of levels of ESE services to be provided to students with disabilities. The consultation model only will not meet the needs of students with disabilities in the general education setting.
 2. Application Deficiency: The application fails to discuss in detail the curriculum, interventions and materials to be used for students with disabilities in meeting the IEP goals and the individual needs of the student thus failing to develop an appropriate plan for evaluating the program's effectiveness.
 3. Application Deficiency: The application fails to adequately describe the related services possibly needed by students with disabilities.
 4. Application Deficiency: The application fails to define "appropriately certified staff members." The application requires an appropriate staffing plan that aligns with the projected population.
 5. Application Deficiency: The application fails to identify the specific measures and the progress monitoring process to be used in the progress monitoring of students with disabilities.
 6. Application Deficiency: The application fails to clearly distinguish between ESE students and English Language Learner (ELL) students as ELLs are referenced in the ESE section on page 107, 108 and 113.
- VI. 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 and providing all students with a quality education 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, Florida Administrative Code, Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.0902, Florida Administrative Code, 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.
1. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify assessments for placing English Language Learner (ELL) students in the ESOL program.

2. Application Deficiency: The application fails to demonstrate capacity to meet the required obligations under state, district and federal law by failing to identify procedures for classifying ELL students that are aligned with those procedures under the District ELL Plan.
- B. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL program require that all procedures be followed for a student to be properly exited from the ESOL Program.
 1. Application Deficiency: The application fails to demonstrate a clear understanding of state, district and federal requirements for exiting ELLs.
 - C. State Board Rule 6A-6.0904, Florida Administrative Code, Equal Access to Appropriate Instruction for ELL students states that a "limited English proficient student shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential."
 1. Application Deficiency: The application fails to clearly identify curriculum, programs and services that provide equal access for ELL students.
 2. Application Deficiency: The application fails to provide a clear understanding of program implementation. Some course codes referenced on pages 41 and 119 do not align with course offerings in Broward County.
 3. Application deficiency: The application fails to provide sound plans for educating ELL students working below grade level.
 - D. State Board Rule 6A-6.0907, Florida Administrative Code, Inservice Requirements for Personnel of Limited English Proficient Students identifies the training requirements for all personnel responsible for servicing English Language Learner students.
 1. Application Deficiency: The application fails to provide a sound plan to monitor personnel's completion of the state requirements for staff serving ELL students.
 - E. State Board Rule 6A-6.0908(2), Florida Administrative Code, 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.
 1. Application Deficiency: The application fails to demonstrate understanding of state, district and federal requirements for communicating with ELL students and their families.
- VII. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)(7) and (11), Florida Statutes and Section 1002.33(9), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(7), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."
 1. Application Deficiency: The application fails to use correct references for information relative to the Student Code of Conduct. The email address

- provided on page 124, <http://browardstudentservices.com>, does not reference the Student Code of Conduct.
2. Application Deficiency: The application fails to specifically identify that the school will adopt the District's Student Code of Conduct.
 3. Application Deficiency: The application fails to provide a copy of the school's comprehensive student conduct guidelines if the school is not adopting the District's Student Code of Conduct. If the school is using the District's Student Code of Conduct then language relative to make-up work associated with suspension should be followed.
- VIII. Failure to define the policies and procedures that frame the school's relationship with its staff. Section 1002.33(7)(a)(14), Florida Statutes and Section 1002.33(12), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(14), Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The qualifications to be required of the teachers and the potential strategies used to recruit, hire, train, and retain qualified staff to achieve best value."
 1. Application Deficiency: Page 70 of the application fails to provide accurate statements regarding certification requirements for English teachers teaching ESOL students.
 2. Application Deficiency: The application fails to identify an approved administration evaluation plan/system. The application references the Sponsor's School Site Managerial Exempt Performance (MEP) Evaluation. BCPS does not use MEP.
 3. Application Deficiency: The application fails to provide an instructional evaluation plan/system. The application states that it will use the District's performance appraisal system, however only schools that opted in to the Race to the Top Grant utilize the appraisal system developed by BCPS.
 - B. Section 1012.22(5)(b), Florida Statutes, states that, "Salary adjustments.-Salary adjustments for highly effective or effective performance should be established as follows: (II) The annual salary adjustment under the performance salary schedule for an employee rates as effective must be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. (III) The performance salary schedule shall not provide an annual salary adjustment for an employee who receives a rating other than highly effective or effective for the year."
 1. Application Deficiency: The application fails to clearly state performance-based adjustment criteria for highly effective and effective annual contract teachers and administrators.
- IX. Failure to provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs. Section 1002.33(7)(a)(13) Florida Statutes and 1002.33(18), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(7)(a)(13), Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The facilities to be used and their location..."
 1. Application Deficiency: The application fails to include a budget that is

appropriate for the acquisition of a facility. There is only a one-month allowance for facility start up.

- X. Failure to provide financial projections for the school over the term of its charter. Section 1002.33(6)(a)(5), Florida Statutes and Section 002.33(6)(b)(2), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. Section 1002.33(6)(a)(5), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends."
1. Application Deficiency: The application fails to provide the signed assurance letter for the commitment of \$30,000 for planning/start-up.
- B. Section 1002.33(6)(b)(2), Florida Statutes, states that, "A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: In order to ensure fiscal responsibility, an application for a charter school shall include a full accounting of expected assets, a projection of expected sources and amounts of income, including income derived from projected student enrollments and from community support, and an expense projection that includes full accounting of the costs of operation, including start-up costs."
1. Application Deficiency: The application fails to accurately estimate expenses for facility rental, communication services, and salaries for the custodian and security monitor positions.
- XI. 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, a required element of the Model Florida Charter School Application.
- A. 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."
1. Application Deficiency: The application fails to reference plans for how to deal with any emergency, including but not limited to, those involving medical, fire, hazardous weather security, or any other unplanned event that endanger the well-being and/or life of students and staff and is considered to be an "unanticipated event."
2. 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 Phoenix Academy of Excellence of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (Exhibit 3).

The applicant for Phoenix Academy of Excellence will be encouraged to resubmit an application for the 2016 Application Review Cycle after the foregoing application deficiencies have been remedied.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 SE THIRD AVENUE 12TH FLOOR • FORT LAUDERDALE, FLORIDA 33301 • TEL 754-321-2135 • FAX 754-321-2138

CHARTER SCHOOLS MANAGEMENT/
SUPPORT
JODY PERRY, DIRECTOR
jody.perry@browardschools.com

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Superintendent of Schools

September 17, 2015

Dorothy Davis
Phoenix Academy of Excellence
PO Box 55-1667
Miami, Florida 33055

Dear 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 2016 - 2017 school year.

The School Board of Broward County, Florida, denied the charter school application for Phoenix Academy of Excellence at its Regular School Board Meeting on September 16, 2015. 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.

Phoenix Academy of Excellence, is encouraged to resubmit an application for the 2016 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
Ms. Rhonda L. Stephanik, Coordinator, Charter Schools Management/Support Department

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USPS Tracking #: 9505 5111 1801 5260 2779 10		=====
Issue Postage:		\$5.75
Total:		\$5.75
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Cash		\$6.00
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September 18, 2015 , 8:26
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GARDENS, FL 33056

September 18, 2015 , 1:39
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