

Exhibit A

American Academy of Palm Beach K-8 Charter School Executive Summary

The following is a two-page Executive Summary of the American Academy of Palm Beach K-8 Charter School with the charter school application's required components.

- **Vision Statement** - The vision of American Academy of Palm Beach K-8 Charter School is a safe, supportive, and student-centered learning environment based on arts, sports, and classical education curriculum. Administrators, teachers, and staff, in partnership with families, will guide all students, with an intentional responsiveness to the unique needs of at-promise students, in their work each day towards their own American Dream through the integration of Leadership, Integrity, Optimism, Nobility, and Strength in all activities.
- **Mission Statement** - The mission of American Academy of Palm Beach Charter School is to allow each student, with an intentional responsiveness to the unique needs of at-promise students, to achieve their potential in an empathetic, encouraging, and supportive arts, sports, and classical education learning environment. All students, in partnership with their families, will be encouraged and challenged through rigorous daily classroom learning, mentoring, and after-school enrichment programs and sports activities.
- **Educational Need for The School** – American Academy of Palm Beach has had a goal of opening their uniquely themed sports, arts, and classical education (language) charter school for a number of years. As part of this application American Academy's founding board members spent three months collecting 402 surveys from community members, business owners, parents or family members, and residents of Palm Beach County about their support for the unique charter school. The results which are detailed in the full charter school application show a 90% -96% level of support for the charter school among the four groups surveyed.
- **Educational Plan and Design** – American Academy of Palm Beach intends to have an educational program which is compliant with Florida Statute 1002.33 in that it will be innovative with its unique theme, rigorous in nature, and with an intense focus on reading and math as well as all other core academic subjects. The school intends to incorporate sports, arts, and classical education (language) units in all grade levels and in its aftercare and co-curricular activities such as themed clubs and student affiliated groups. The school intends to be accredited allowing K-8 students to successfully matriculate to many options at the next level upon graduation.
- **School Culture** – American Academy of Palm Beach's goal is to create a collaborative partnership environment between parents, community members, students, teachers, and all other staff that will result in success for the individual students. American Academy's school culture goal will be related to their "LIONS" mascot acronym which stands for Leadership, Integrity, Optimism, Nobility, and Strength. All school employees, parents, and community volunteer groups will be fully trained on this cultural theme and expectations will be clear for everyone.
- **Community Engagement Or Partnerships To Date** – American Academy of Palm Beach's founders have been actively involved in the Palm Beach community through their non-profit, giving back for 18 years by working with at-promise youth in their after-school tutoring, mentoring, and sports programs by providing empathy, encouragement, and education.
- **Applicant Team's Capacity to Successfully Open and Operate The School Given The Above Considerations** – The American Academy of Palm Beach's founders have been working on this vision of a high-quality uniquely themed charter school for a number of years. In addition to the extensive network of community support in Palm Beach County, the team is extremely adept at

fundraising. They have personally paid for and built an application team of advisors who have extensive experience as school facility developers, teachers, principals, and school administrators. The educational consultants have been working closely with the facility developers and the founders to create a well thought out opening and operational plan. The facility, being a key part of any charter school operation is being planned and coordinated by an experienced charter school builder developer who has significant experience in Florida school construction. In addition to the founder's unique theme and educational program, the founders are also adopting the SDPBC Student Progression and Reading Plans, both of which have excellent directives to maintain core academic discipline for student development.

I. Educational Plan

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.

Mission Statement

The mission of American Academy K-8 Charter School is to allow each student, with an intentional responsiveness to the unique needs of at-promise students, to achieve their potential in an empathetic, encouraging, and supportive arts, sports, and classical education learning environment. All students, in partnership with their families, will be encouraged and challenged through rigorous daily classroom learning, mentoring, and after-school enrichment programs and sports activities.

Vision Statement

The vision of American Academy K-8 Charter School is a safe, supportive student-centered learning environment based on arts, sports, and classical education curriculum. Administrators, Teachers, and Staff, in partnership with families, will guide all students, with an intentional responsiveness to the unique needs of at-promise students, in their work each day towards their own American Dream through the integration of Leadership, Integrity, Optimism, Nobility, and Strength in all activities.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), FS.

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

-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.

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), FS.

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

-Improve student learning and academic achievement.

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

-Encourage the use of innovative learning methods

-Require the measurement of learning outcomes.

D. Provide the page number(s) of the material within this application that describes how the proposed

charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c),

F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional

In accordance with the law, charter schools may fulfill the following purposes:

-Create innovative measurement tools. N/A

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

-Expand the capacity of the public-school system. N/A

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

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

Section 2: Target Population and Student Body

A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.² If the applicant intends to have enrollment preferences, they should be described in Section 14 of the application.

Anticipated Student Population: American Academy charter school's vision and mission are to create a K-8 charter school with specialized programs in sports, arts, and classical education. The classical education portion will focus on language development, specifically Spanish. American Academy's founders and application team expect the school's uniqueness to attract a diverse population of students, mirroring Palm Beach County's student population demographics. The charter school will be open to students in K-8 age ranges 5-14, when the school is at full enrollment capacity by year five. The charter school will have an open enrollment and application process that will be non-discriminatory in nature. American Academy expects to use the Lottorease enrollment and selection system as a means to a fair and random student selection process. This is described in more detail in section 14 of this application.

Students and parents will be required to submit their application by a registration deadline and then the process will transition to an open enrollment format until grade level capacity is reached. After capacity is reached a waiting list will be developed for any full grade levels. American Academy will adhere to the requirements for eligible students outlined in F.S. 1002.33(10). All applicants who submit timely applications will have the opportunity to be selected, per F.S. 1002.33(10) b.

American Academy charter school will be open to students who reside in Palm Beach County, FL. In the event there is excess class space or grade level space and per F.S. 1002.33(10)a(4), eligible interdistrict transfer students in neighboring counties will be allowed to transfer and register at the charter school. Documentation for interdistrict transfer will be maintained as necessary.

Enrollment Preferences: As stated in section 14 of this application, American Academy charter school will give enrollment preferences in accordance with Florida statute 1002.33(10) 4(d1-8). American Academy administrators will ensure that any necessary documentation for enrollment preferences is secured and maintained on file at the charter school. Any limitations of the enrollment process will be done in accordance with F.S. 1002.33(10)4(d)8(e1-7) and students with disabilities (SWD) and ELL students shall have the same opportunity to be selected for enrollment at the charter school in accordance with F.S. 1002.33(10). American Academy agrees to follow the school's student capacity in accordance with their charter contract as agreed by their governing board and sponsor.

B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.

As noted in other sections, American Academy has conducted an extensive “Community Input Survey” at multiple locations in Palm Beach County. While the survey results show a broad base of community support for the proposed American Academy sports, arts, and classical education charter school, the founders are keeping their location options open and expect the unique aspects of their school theme will attract adequate annual student enrollments. The concept of a combined sports, arts, and classical education will be unique in Palm Beach County, which has a rich history of arts and sports programs and the founders expect the added dimension of classical education to be an excellent educational development opportunity for students.

Since the school has not selected a location yet, it has identified the School District of Palm Beach County countywide demographic student data as its point of reference for comparison. American Academy expects that their student population will likely reflect or be very close to the School District of Palm Beach County demographic data shown on the school district’s website from 2019-20 (See SDPBC Demographic Data Below).

Demographics of the School District of Palm Beach County

School District-Ethnicity	White	Hispanic	African American	Asian American	Mixed Race	Other
All Schools	29.6%	35.9%	27.7%	3.0%	2.8%	<1%

School District-Data	District Grade (2022-23)	ESE/SW D	ELL	ECONOMICALLY DISADVANTAGED
All Schools	A	16.3%	15.7%	58.4%

C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	0	88	88	88	88
5	0	88	88	88	88
6	0	0	88	88	88
7	0	0	0	88	88
8	0	0	0	0	88
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A
TOTAL	288	464	552	640	728

D. Provide a brief explanation of how the enrollment projections were developed.

American Academy intends to open in year one with grades K-3 with a maximum of 288 students and scale up to year five with 728 K-8 students. The founders and their application team have the five-year plan of school enrollments based on a model of four classes per grade level, allowing for a variety of team teaching or individual direct instruction models with their even number of classes. American Academy will utilize an 18:1 student/teacher ratio for grades K-3 and a 22:1 ratio for grades 4-8, all in compliance with Florida's class size reduction (CSR) requirements.

The founders and their proposed governing board members have an excellent reputation in Palm Beach County through the implementation of their after school tutoring and sports programs. The founders feel that with an aggressive and informative marketing program about their charter school in their planning year that their year 1-5 enrollment estimates will be met and are conservative in manner.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

American Academy founders and their application team have identified grades K-3 as the start-up grades for year one. The founders intend to start with K-3 four classes in each grade level at 18 students per class. The founders believe that students going into kindergarten and first grade would be a normal age group for registration and transition into a new school. The founders also believe that the unique sports, arts, and classical education model will serve as a first year opening attractor for grade 3 students, some of who will likely be siblings of younger grade students. Additionally, the “new school effect” and the desire for a student to attend all grades from K-8 at one school will likely be present in the area where the school will be located. The year 2-5 enrollment growth plan allows for a natural upward feeder program as well common entry points into a typical K-8 school. These entry points often include 5th and 6th grade. In year 5 the transition from 7th to 8th grade should be the basis for meeting full enrollment goals.

Section 3: Educational Program Design

A. Describe the proposed charter school’s educational program.

American Academy of Palm Beach’s mission is to cultivate and instruct students within a safe, nurturing, and student-centered educational environment. American Academy will be committed to providing a holistic education that encompasses the arts, sports, and classical education. By engaging in a comprehensive and diverse educational curriculum, aligned with SDPBC’s Student Progression Plan and following the Florida standards-based aligned scope and sequence (refer to the attached sample), students will be more equipped for success in high school and, consequently, in college.

Outlined in this section are the key components of our educational program design, which aligns seamlessly with our mission.

At the core of our educational program is a student-centered approach. American Academy believes that each student is unique and possesses their own learning style, interests, and talents. American Academy teachers will be trained to differentiate instruction, allowing them to tailor their teaching methods to meet individual student needs. American Academy will emphasize inquiry-based learning, critical thinking, and problem-solving, empowering students to take ownership of their education and become lifelong learners.

American Academy’s innovative and enriched curriculum is designed to provide a well-rounded education that nurtures students’ intellectual, creative, and physical development. Our curriculum includes:

- **Arts:** Our arts curriculum exposes students to various forms of artistic expression, including visual arts, music, dance, and theater. Through creative exploration, students develop self-expression, aesthetic appreciation, and a deeper understanding of cultural diversity.
- **Sports:** Physical education and sports programs promote physical fitness, teamwork, discipline, and sportsmanship. We offer a range of sports opportunities that cater to diverse interests, ensuring that every student can find their passion and develop essential life skills.
- **Classical Education (Spanish):** Students will explore Spanish culture, acquire proficiency in understanding and communicating in the language, and potentially apply this skill in their careers

or as an additional life skill, contributing to their personal success journey.

The school's educational program encompasses the following components:

1. Learning Stations: To address the challenge of time constraints in providing individualized instruction, American Academy's approach centers on designing lessons around learning stations. This approach eliminates time as a barrier to personalized learning. Students are grouped based on the latest data relevant to the lesson. While these groups are typically homogenous, teachers have the flexibility to create heterogeneous groups when needed. These groups rotate through two to four learning stations during a 60- to 90-minute period. Each station features differentiated activities clearly labeled for the groups. These stations may include teacher-led small groups, writing stations, independent study stations, technology-driven stations, and more. When not engaged with a small group, teachers utilize this time for one-on-one student conferences or monitoring the classroom, providing support as required.

2. Data-Driven Instruction: To cater to the diverse needs of all students, our instruction is guided by data. Teachers continuously adapt their teaching methods based on formative and summative assessments. Data sources include state assessments, classroom evaluations, class assignments, adaptive technology, observations, and individual student conferences. These data points inform individual needs, group instruction, remediation efforts, and personalized goal-setting to both support and challenge each student. Student data serves as the foundation for learning station groupings and activity planning.

3. Differentiation: After analyzing student data, teachers design differentiated lesson plans, especially in the areas of reading and math curriculum. Utilizing the range of data mentioned earlier, teachers provide immediate, ongoing feedback to students and customize lessons to suit their specific needs. Learning stations offer differentiated activities tailored to individual learning needs. In addition to independent and group tasks, learning stations allocate time for teacher-led small groups and one-on-one conferences between teachers and students. Student grouping during learning stations remains fluid, shifting with each new unit as students' needs evolve. As teachers and students acclimate to learning stations, flexibility is key, allowing adjustments to accommodate evolving student needs or lesson plans.

4. Interdisciplinary Lessons: Learning station activities are inherently interdisciplinary. For instance, reading and writing are seamlessly integrated across the curriculum, and Science and Social Studies standards are reinforced through non-fiction texts within Reading classes.

5. Technology-Rich Classrooms: All classrooms provide students with access to technology. Learning stations include computer stations where students engage in online lessons, participate in interactive learning games, create presentations, and conduct research. Technology serves to both remediate and challenge students.

6. Student Independence and Self-Confidence: Implemented with fidelity, learning stations naturally foster student independence and self-confidence. With proper guidance and training, students acquire skills to transition between learning stations, follow instructions, and complete tasks autonomously. Tailoring activities to their abilities and needs, students learn to monitor their progress, set goals, and achieve success.

In order to create innovative opportunities for all students in the uniquely themed American Academy of Palm Beach K-8 Charter School, school-wide topic months will be used as the basis of specialized sports, arts, and classical education (Spanish language) activities. After conducting research of nationally recognized months for sports, arts, and classical education (language), the founding team had decided that the following time periods will be used for school-wide curriculum enrichment activities.

The goal of each themed month will be to focus on student access to related activities, encourage school community partnerships, raise public awareness, and create opportunities for all students to show their support of the month's theme. The months are listed chronologically and some overlapping frames will be adjusted to avoid conflict with key academic activities.

Classical Education (Spanish Language) Month - National Hispanic Heritage Month was established by legislation and signed into law by President Lyndon B. Johnson in 1968. The annual time frame is officially from September 1- October 15 each year. American Academy will utilize the majority of the month of September to avoid encroachment into the arts themed month. During the designated time frame, American Academy of Palm Beach will focus on the following schoolwide and classroom activities at a minimum.

- All K-8 students will participate in a schoolwide Spanish language fair featuring a food festival, poster-making competitions, Spanish themed skits and presentations, among other activities.
- Partnerships with Spanish speaking groups will be developed to create educational opportunities and awareness activities for all students.
- Classes will be encouraged to participate or partner with the Hispanic Chamber of Commerce event during the month to learn about the economic impact of the Hispanic community.
- All classes will participate in cross-curricular teacher developed learning units. For example, Civics classes will learn about Hispanic history or the origins of the Spanish language.
- Parents and community members will participate as volunteers in activities to offer enrichment activities for students during elective courses.

Arts Month – October is designated as National Arts & Humanities Month (NAHM) to recognize arts and culture in America. Each October, American Academy of Palm Beach will focus on the following schoolwide and classroom activities, at a minimum:

- All K-8 students will participate in a schoolwide arts fair featuring samples of student work and presentations on historical arts related events, among other activities.
- Parents and community members will participate as volunteers in activities to offer enrichment activities for students during elective time or courses.
- School administrators, teachers, and staff will participate in arts related community events with designated partners to attend to advocate for their school, students, and the arts.
- Individual classroom teachers will integrate the arts into their classroom curriculum to the extent possible. Components recommended by the NAHM and the Florida Department of Education will be used to the extent possible.
- Individual teachers will work on cross-curricular activities developed during common planning time. For example, arts vocabulary can be incorporated in ELA classes or the history of certain arts can be covered in civics classes.
- Individual classes will work to incorporate co-curricular arts related field trips to destinations such as the Kravis Center and Norton Museum.

Sports Month – Since 1983, every President has designated May of each year as National Fitness and Sports Month. American Academy will utilize April and the first day of May to highlight a number of sports and health well-being initiatives. Since state testing is offered during the month of May, all activities will be done with the understanding that they will not interfere with academic learning or done during school testing activities. Some activities will include:

- All K-8 students will participate in a sports, health, and well-being fair, highlighting the importance of healthy habits and good nutrition.
- All students will participate in a schoolwide walk-a-thon to raise funds for a designated charity or individual as a way to promote good health and giving back to the community.
- Middle School Science classes and elementary classes will work with ELA and Math teachers to build cross-curricular science vocabulary into their curriculum.
- Guest speakers from local, college, and professional sports will be encouraged to conduct schoolwide seminars and classroom speaker events for students.
- Classes with writing instruction will be encouraged to incorporate writing units similar to the state testing using some sports themed genres.

In conclusion, American Academy's educational program design is deeply rooted in our mission to cultivate excellence in a safe, nurturing, and student-centered environment. American Academy believes that by providing a diverse and enriched curriculum, fostering social and emotional well-being, setting high expectations, and actively engaging our community, we can empower our students to excel academically, artistically, athletically, and personally.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

The atmosphere at American Academy will cultivate a robust community spirit and shared responsibility among all participants. Administrators, teachers, parents, students, and the community will collaborate to ensure high student achievement. As American Academy places emphasis on arts, sports, and classical education, fostering an environment of appreciation and respect for individuality and diversity becomes integral to the school's culture. This culture will shape the conduct and standards of everyone involved in the learning community. The appreciation for arts, sports, and classical education will not only manifest in the vibrant physical setting of the school but will also resonate within the values of all stakeholders.

The basic learning environment will be classroom-based with the incorporation of learning centers designed with differentiated activities to engage students and space for independent study. American Academy will adhere to Florida's charter school class size regulations outlined in F.S. 1003.03 and F.S. 1002.33, which dictate a maximum of 22 students for core subject classes in grades 4-8 and 18 students in grades K-3.

The rationale behind the class size and structure aligns with the American Academy's mission, enabling flexibility in implementing an educational program that fosters collaboration and flexible instructional groupings for team, group, and individual learning. Classes from Kindergarten to fifth grade will be self-contained, offering a stable and structured environment suitable for learners. Sixth through eighth-grade classes will follow a departmentalized structure, preparing students for the transition to higher grades and allowing teachers to specialize in their subjects, thereby enhancing accountability.

Teachers will share common planning periods to exchange instructional strategies and design shared lessons and differentiated activities. This learning environment perfectly aligns with the American Academy's mission as it empowers students to learn and achieve their maximum potential.

At the outset, students embrace a self-directed approach, honing self-regulated learning skills to maintain focus during individual tasks and foster collaborative learning skills. Each classroom will be equipped with learning stations designed to accommodate diverse learning styles, including a teacher station for small group instruction, a computer station for technology-based tasks, and additional stations for hands-on and text/paper-pencil activities.

Active student involvement characterizes learning through these stations, fostering a student-centered and student-directed approach. The instructional period strikes a balance between whole group instruction and station-based work, ensuring alignment with lesson objectives that adhere to the Florida Standards. Activities at each station are tailored to accommodate students working at different paces, catering to both slower-paced and accelerated learners.

Students take ownership of their learning journey by using record-keeping tools to set goals, document their achievements, express opinions, and reflect on their learning progress and goal attainment. The classroom transforms into a multi-dimensional learning environment, offering diverse opportunities to acquire skills and grasp concepts.

Diverse instructional methods are integrated into the classroom:

- **Direct Instruction:** This includes lecture-style teaching, often initiated with a whole-group mini-lesson. Quick formative assessments are conducted during and after the mini-lesson to gauge comprehension. Based on this assessment, the teacher decides whether to continue with the whole group or move on to learning stations, offering immediate feedback and addressing misconceptions.
- **Cooperative Learning:** Class discussions and learning stations emphasize collaboration. Teachers facilitate as students work together on projects, encouraging effective communication and collaborative skills.
- **Project-Based Learning (PBL):** Students engage in extended investigations or responses to authentic and complex questions, problems, or challenges, fostering deeper understanding and skill development.
- **Differentiated Activities:** Lessons are delivered in varied formats to accommodate diverse learning styles, catering to visual, auditory, and kinesthetic learners through different station activities.
- **Technology Integration:** Interactive software, web-based programs, virtual labs, and innovative tech instruction are utilized across grade levels to introduce, practice, and personalize learning experiences.

C. Describe the research base used to design the educational program.

The most recent report by the Florida Department of Education outlines the significant growth and achievement of charter schools since 1996. (FL-DOE, SAR Report, 2022). This report, done in accordance with F.S. 1002.33(23), outlines charter school absolute achievement, learning gains, and achievement gaps. Students served by Florida charter and traditional public schools show ethnicity, ELL, SWD, and free and reduced lunch categories within 1.0% to 6.0% of each other in similarity. In general, charter school student academic performance in Florida outperforms traditional public schools similar to nationwide trends shown on the recent Stanford University report on 32 states and 1.8 million charter school students. (CREDO, 2023).

The founding governing board members of American Academy have reviewed the FSA ELA, Math, Science, and Social Studies results on the FL-DOE Charter School Annual Report noticing that the autonomy and innovation of charter school programs leads to academic achievement and success for students. The American Academy founding governing board members have determined that a sports, art, and classical education (second language) charter school program is an ideal academic combination to address the needs and interests of parents, students, and the community in Palm Beach County, Florida.

The following is a review of the literature related to sports, art, and classical education programs which supports the innovative nature of American Academy's proposed charter school. The benefits for students are outlined as well as key program components and their impact on the development of the student.

The arts portion of the curriculum at the proposed American Academy charter schools is a natural fit for Palm Beach County, Florida. The county has a strong history of performing arts and fine arts with its Kravis center performances, a multitude of artists, and art's supporters throughout the entire community. Performing arts programs have always flourished and most magnet art schools in Palm Beach have always had high demand and waiting lists.

Dallas (2021) outlines why creative arts are important to children, especially in early childhood education. Dallas outlined the significant impact on cognitive development, fine motor skills, math and language skills, and the ability for students to learn about themselves and connect with others.

In a report by the University of Florida titled, *The Importance of Arts Education in the Classroom* (U.F. Staff, 2021) answered the question of why arts education is important. The report outlined studies showing linkages between art experiences and broad improvements in student's emotional states, all of which led to improvement in physical and psychological well-being. The report showed how entire societies may stand to benefit from an investment in the arts. Participation in the arts tends to lead to higher levels of civic engagement and social tolerance. (U. F. Staff, 2021).

Additionally, surveys of the United States public overwhelmingly agreed that the arts are one aspect of a well-rounded education. (U.F. Staff, 2021). Research from the Johns Hopkins University School of Education has argued that instruction becomes more effective when educators integrate creative arts activities and make them central to academic development (U.F. Staff report, 2021). In general, the arts have a large impact on student development, helping students organize and develop ideas, refine work, select, analyze, and interpret, and apply criteria to evaluate work period the arts have also been shown to help students deepen their understanding by relating art to societal and cultural context.

Lastly, in a study by the American Academy for the Arts (Crisafulli, 2023) showed that students with a high level of arts involvement were more likely to stay in school, with a dropout rate of one third of students with a low arts involvement. Crisafulli (2023) in another authoring showed that high arts involvement among disadvantaged students led to them finding a better job, earning college degrees, and volunteering in the community.

Sports in schools showed a different aspect of their importance in a student's school programs and lives. Anglia (2020) outlined six significant benefits of sports in education. Anglia showed that students in sports tend to stay fit and healthy, have increased self-esteem, reduced stress, improved sleep, more patience, and perseverance, and develop teamwork and leadership skills. Ellie Woodbridge (2023) in her articles

described the physical benefits of extracurricular sports for kids, reinforcing Anglia's study, while also maintaining it improved mind body coordination and reduced the likelihood of risky behaviors.

Woodbridge also noted that while participation in extracurricular sports is quite common in middle- and upper-class youth, children in lower income communities are at risk of missing out on the benefits of playing sports. American Academy's founder and governing board fully intend to serve and enroll at-risk (at-promise) youth so that they can experience the opportunities and benefits of participation in the charter school's proposed sports programs.

Chen (2022) outlined 10 reasons why high school sports benefit students. She mentioned the impact of sports on community representation, fitness, improved academics, exposure to mentors, leadership developments, and developing a successful mindset. American Academy's proposed charter school with its K-8 program will serve as an excellent feeder into local Palm Beach County high school sport programs enabling their students to access those high school benefits.

The third part of American Academy charter school's programs is to integrate parts of classical education into student activities. Dana Weeks (2018), summed up classical education in her writings, "*How a Classics Education Prepares Students for a Modern World.*" Weeks' philosophy of a focus on inquiry shows how students gain knowledge and develop innovative thoughts. She states that a classical education encourages students to pursue the why, how, and who of ideas and decisions in addition to the what, and helps develop young people who own the power to enrich their lives and the lives of others.

American Academy charter school's belief is for all of their students to be part of a school community within the charter school that it is focused on academic success, pride, trust, empowerment, respect, and integrity. American Academy's founder and governing board will draw in some of the finer aspects of classical education as outlined in Weeks (2018) above and integrated within their philosophy for student development.

A significant aspect of classical education is a second language acquisition, or development, as noted in several schools throughout the United States. American Academy's focus will be to create a model of classical education "updated for modern times", similar to the Treasure Valley Classical Academy in Idaho (Treasure Valley Staff, 2023). The American Academy hopes to modernize the typically taught Latin language and apply it to the local needs of Palm Beach County, whose students will be the future working citizens of the community. As such, American Academy's founder and governing board will design the classical education portion of their educational program to integrate teaching Spanish language in small classroom units and activities throughout the day, in the aftercare program, and as part of extracurricular activities, such as a Spanish club or foreign language fairs.

Spanish language activities will fit nicely into the needs of the American Academy students and their future in Palm Beach County, Florida. The website Data USA (2023) shows that 22.6% or 334,000 people in Palm Beach County are Hispanic. American Academy Charter School students will learn about Spanish culture, the ability to understand and converse in the Spanish language, and possibly use that language on their job or as an additional life skill on a pathway to personal success.

D. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will

formally adopt an annual calendar)

E. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

American Academy of Palm Beach is dedicated to meeting the diverse needs of all its students, irrespective of their level, learning style, or specific requirements. In line with our mission, our objective remains centered on ensuring that every student achieves and exhibits mastery of the state-adopted standards.

As stipulated by F.S.1008.25(7)(b)(3), American Academy will recruit highly effective teachers certified or endorsed in Reading to instruct retained students and administer interventions. Additionally, American Academy will allocate ELL and ESE personnel as necessary to adequately support and cater to students' needs. American Academy's classroom teachers will utilize research-based texts along with supplementary materials and programs, as detailed in Section 4, to ensure the success of our students.

Within classroom learning stations, the Teacher Station will serve as a hub for interventions, re-teaching, and enrichment activities. This personalized approach to instruction will support the targeted student population outlined in Section 2, ensuring their success.

To facilitate the attainment of state-adopted standards, American Academy will provide:

- Data-Driven Individualized Supports for all Students: Implementing a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team composed of trained personnel. Screening students to identify academic needs in each tier will enable appropriate instruction and timely interventions for reading or math deficits.
- Services for students below grade level and/or at risk of failure: Tier 2 students in the MTSS may receive tailored one-on-one re-teaching, pull-out or push-in interventions, or individualized intensive interventions as specified in attachment B.
- Academic Support in ELA and Mathematics: Tier 3 interventions, involving more frequent, intense, and individualized instructional settings, will include pull-out tutoring conducted daily, one-on-one instructions, behavior intervention plans, individualized counseling (if applicable), and intensive academic plans post-assessments.
- Services for Students with Special Needs: Implementing support and challenge mechanisms for students with disabilities, focusing on their preparation for post-school endeavors including college and careers. This involves Individualized Education Plans (IEP) aligned with grade-level academic standards, qualified teachers for individualized instruction, instructional accommodations, and supports as detailed in the students' IEP and/or ELL plan.
- Advanced Learners: Providing enrichment opportunities for students on or above grade level through 30 minutes of daily interdisciplinary, project-based learning activities that promote critical thinking, cooperation, and problem-solving strategies aligned with the core curriculum.

Section 4: Curriculum and Instructional Design

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.

American Academy of Palm Beach's curriculum is aligned with its mission and vision, aiming to enhance academic achievement through a range of creative teaching methods. It is structured to meet the standards for K-8 in English Language Arts, Mathematics, Science, Social Studies, Physical Education, World Languages, Arts Education, and Health Education, ensuring student mastery of the adopted Florida Standards. The middle school curriculum is structured to also meet the standards in Career and Technical Education (CTE).

Following Palm Beach County's Student Progression Plan for grades K-8, the course content and codes are consistent with the State Course Code Directory. American Academy intends to adopt curriculum materials used by the School District of Palm Beach County, with core textbooks selected from their approved list of Instructional Materials.

This curriculum delivery, outlined in Section 3 and below, incorporates innovative teaching methods, remediation, and opportunities for acceleration, accommodating various student performance levels. To maintain alignment with Florida Standards and grade appropriateness, administrators will review lesson plans quarterly. Regular classroom walk-throughs by administrators ensure instruction aligns with grade-level expectations.

American Academy will adhere to the state-mandated Problem Solving/Response to Intervention (RtI) process, overseeing interventions for students identified through state/district assessments and teacher recommendations. Establishing a School-Based Team (SBT) consisting of administrators, teachers, and specialists is part of the strategy. This team will follow a four-step problem-solving process when assessing progress in whole-group, small-group, or individual settings. These steps involve identifying the problem, analyzing it, designing interventions, and measuring their effectiveness. If an intervention doesn't yield the expected results, the team will review its implementation for possible revisions, intensifications, or consider implementing a new intervention.

Tier 1 involves all K-5 students receiving standards-based, quality instruction, evaluated within the PS/RtI process for effectiveness. If the majority of students encounter difficulties, the curriculum and instruction will be reevaluated and adjusted.

For Tier 2, K-5 students facing persistent challenges will undergo an additional 45-minute daily immediate intensive intervention (iii) beyond the 90-minute reading block. This small group iii intervention will occur during the Intervention/Enrichment block detailed in Attachment B. In compliance with F.S. 1011.62, certified or endorsed reading teachers will conduct these intensive reading interventions. The fidelity and effectiveness of implementation will be continually monitored. The SBT will analyze data from whole groups, small groups, and individual students to assess the need for intervention modifications.

For Tier 3 – K-5 students identified for Tier 3 intervention will undergo personalized interventions extending beyond the 90-minute reading block and iii. This instruction will be intensified by adjusting frequency or duration, reducing group sizes, and/or enhancing academic engagement. To accommodate additional instructional time, schedules for students' art, music, social science, and physical education classes may be revised. As a baseline, students will receive a minimum of 30 minutes of art and music, along with 60 minutes each of social science and physical education per week. Progress monitoring will occur more frequently than in Tier 2.

In compliance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904; 6A-6.0908, English Language Learner (ELL) students are entitled to equitable access to the general curriculum, as outlined by the SDPBC Student Progression Plan. The curriculum for ELLs aligns with General Education standards and benchmarks, tailored to individual needs and eligibility rather than solely focusing on English language proficiency. To ensure parity, the ELL Student Plan delineates the necessary instructional strategies, guaranteeing every ELL student an equal opportunity to master the General Education curriculum.

American Academy teachers will follow the LEP plans to ensure that all ELLs are instructed using ELL strategies. American Academy will utilize the Support Model, Mainstream Instruction for the ELLs ranging from limited English speakers to proficient English speaker. ELL will be provided comprehensible instruction in the mainstream classroom. The ESOL- endorsed classroom teacher will utilize ESOL strategies to meet the language and academic needs of ELLs. For ELL students who have spent more than two years in the ESOL program without satisfactory progress, an ELL committee will convene to explore alternative strategies or consider referral to RtI.

American Academy will employ ESE strategies to ensure every student receives the necessary support to achieve their IEP goals. American Academy's curriculum design acknowledges the diverse intelligences, abilities, and learning styles among students. Hence, the curriculum offers a spectrum of experiences that are coherent, sequential, and subject-oriented, while remaining adaptable to individual student advancement. The curriculum inherently fosters problem-solving, creativity, and the development of global and 21st-century skills, engaging students in multifaceted learning experiences.

The core academic subjects for K-5 will encompass English Language Arts, Mathematics, Science, and Social Studies, while supplemental courses will cover World Language (Spanish), Art, Music, and Physical Education. The instructional framework prioritizes curriculum mastery, aligned with our vision to empower each student to learn, reach their academic potential, and gain the confidence necessary for success in secondary education and beyond.

The core academic subjects for grades 6-8 will encompass English Language Arts, Mathematics, Science and Social Studies, while supplemental courses will cover World Language (Spanish), Arts Education, Career and Technical Education (CTE) and Physical Education. The instructional framework prioritizes curriculum mastery, aligned with our vision to empower each student to learn, reach their academic potential, and gain the confidence necessary for success in high school and beyond.

Teachers will initially introduce new content through direct, whole-group instruction. Following this, students will rotate to Learning Stations within their classrooms. These stations encompass a Textbook Station for traditional paper/pencil tasks, a Computer Station for technology-driven assignments, and Activity Stations

for hands-on learning experiences. Additionally, there's a Teacher Station where students receive personalized or small-group interventions, re-teaching sessions, and enrichment activities.

Through the rotational model, content is differentiated, and students are encouraged to become active participants in discovery and problem-solving. This approach not only forges connections between concepts and real-life experiences but also nurtures crucial skills like consensus-building and conflict resolution through group interactions. Station-based activities enable students to practice self-monitoring, reflect on their learning progress, and evaluate their own growth.

The station-based method offers teachers the flexibility to differentiate instruction to the needs of each student effortlessly. Groupings can be personalized to align with lesson objectives and cater to individual learning styles and paces. Each learning station will feature customized assignments, adapted for different student groups. As students become accustomed to the station routines, they gain the autonomy to select their station order and work at their own speed, fostering intrinsic motivation.

These differentiated activities at the stations cater to students at varying performance levels. This approach accommodates both those who require more time to process information and those who thrive on more challenging tasks due to their accelerated pace. More challenging tasks, often involving higher-order thinking, are offered after each activity, enriching the classroom experience and providing multiple avenues for students to grasp skills or concepts.

During rotations, every student will benefit from additional instruction and assistance at the teacher station. The interventions provided at this station encompass re-teaching, guided skill practice, or adapting instructional methods using appropriate learning tools. For students at or above grade level, teacher-led sessions will delve deeper into standards, employing real-world applications. Student groupings will remain flexible, adjusting based on their evolving needs across different standards. Groups are formed considering pre-tests, diagnostic assessments, unit tests, and teacher observations to ensure homogeneity, enabling teachers to address specific skill gaps effectively.

Utilizing scaffolding techniques, teachers elevate student achievement by building upon their current performance levels. Additionally, teachers have the flexibility to create skill-focused groups, working with students across different levels to refine specific skills. Instruction is driven by data, ensuring alignment between the teacher's understanding of students, the learning environment, instructional planning, and assessment practices. Emphasizing student engagement, the instructional program aims to expose students to real-world concepts and authentic learning experiences. Teachers will facilitate collaborative learning by engaging students in addressing essential questions.

English Language Arts/Reading (K-8)

Instruction across all content areas will be guided by the English Language Arts B.E.S.T. Standards. American Academy teachers will integrate ELA benchmarks into coursework to prepare students for mastering these standards. The Elementary ELA curriculum encompasses the following strands; Foundational Skills, Reading, Communication and Vocabulary. The middle school ELA curriculum encompasses the following strands; Reading Communication and Vocabulary. These strands include but are not limited to, fiction and nonfiction text analysis, writing process application, formal grammar usage, and effective communication skills. These skills are pivotal for success in middle school, high school, and beyond. Each K-5 student will receive 90 minutes of dedicated Reading instruction and an additional 30

minutes of Writing instruction daily. Each 6-8 student will receive 50 minutes of dedicated ELA instruction.

By implementing SDPBC Comprehensive Evidence-based Reading Plan (CERP), American Academy aims to meet the diverse reading needs of our students. Our reading program aligns with the CERP to equip students with critical thinking and content area reading skills. Students will learn to comprehend informational texts, extracting information from various sources like maps and charts. Additionally, content area instructors will undergo training in effective practices to foster content area reading comprehension and maintain diverse and leveled classroom libraries.

American Academy's educational plan emphasizes interdisciplinary learning, where reading and language arts serve as a foundation for integrating other subjects. Through inquiry-driven, project-based learning, language and literacy skills facilitate exploration and expression of new concepts. These skills enable students to engage in comprehensive project planning, information gathering, and effective communication of their findings to the broader community.

For textbook selection, American Academy of Palm Beach will adopt the Reading textbook endorsed by the SDPBC at the time of procurement.

Mathematics

American Academy's Mathematics program will align closely with the Mathematics B.E.S.T. Standards, emphasizing comprehensive skill development across all strands to equip students with the necessary mathematical skills for success in high school, college and beyond. The primary goal is to facilitate students' understanding of mathematical concepts, operations, and their practical application in real-world scenarios. Strands for K-8 students vary, but include Number Sense and Operations, Algebraic Reasoning, Measurement, Fractions, Geometric Reasoning, Data Analysis and Probability with Functions added at the 8th grade level.

In line with research findings in mathematics education, students thrive when they engage with new concepts, grapple with problem-solving, and actively participate in a collaborative mathematical community. American Academy's foundational skill development will intertwine with problem-solving exercises, fostering computational fluency and presenting meaningful opportunities for investigation and problem resolution.

Attaining proficiency in the Mathematics B.E.S.T. standards will serve as the cornerstone of our mathematics program. Using differentiated learning stations, students will engage with concrete materials, gradually internalizing these concepts before delving into abstract mathematical ideas. Accessible hands-on materials enable students to experiment with concepts like sorting, counting, addition, subtraction, multiplication, division, fractions, geometry, algebra and more. This approach fosters independent learning, self-confidence, and problem-solving skills.

As students progress through their mathematical journey, they transition from concrete problems and manipulatives to abstract concepts such as long division, multiplication, and advanced mathematics to include algebra and geometry. Learning through this sequential model makes abstract concepts more relatable by grounding them in real-world scenarios. Mathematics evolves into an interdisciplinary, engaging subject, sparking further inquiry and skill development.

In the K-2 classroom, the integration of mathematics across various subjects occurs through teacher-led connections between reading and math using vocabulary activities like word walls, literature, poems, and songs.

In the 3-8 classroom, the approach will emphasize inquiry-based problem-solving, critical thinking, real-world connections, mathematical reasoning, metacognition, and reflection. Students will extensively analyze data, graphs, and charts, presenting their findings verbally and in written form, describing diverse patterns and relationships. Encouraging students to apply acquired knowledge and tools, they'll assess problems, develop approaches for solving them, set success criteria, implement solutions, and evaluate outcomes.

American Academy will adhere to the new state requirements at time of opening for mathematics education by continuing to differentiate instruction at all grade levels and provide intensive mathematics courses, as needed. American Academy's core math program ensures each K-5 student receives a dedicated 60-minute math block daily. Each 6-8 student will receive a dedicated 50-minute block daily.

American Academy will adopt the Math textbook endorsed by the SDPBC. Supplementary materials will reinforce core instruction, and teachers will utilize diverse manipulatives for both additional and intervention purposes.

Science

Science education should foster an understanding of scientific knowledge's nature, development, and active participation in scientific practice and discourse. American Academy's approach to science learning encompasses engagement, exploration, explanation, elaboration, and evaluation. American Academy's science curriculum aligns with the Next Generation Sunshine State Standards (NGSSS) across four science strands: Earth and Space Science, Life Science, Nature of Science, and Physical Science.

American Academy's science program will offer dynamic and high-quality instruction blending core science curriculum, hands-on activities, and technology. This comprehensive approach enables students to master state and national science standards through interactive classroom experiences and hands-on science labs that relate science to real-world applications. These experiences empower students with critical problem-solving, decision-making, and inquiry skills crucial for their scientific journey.

Differentiated station activities accommodate varying proficiency levels, with additional interventions provided for students working below grade level at the teacher station. American Academy's curriculum will foster a scientific mindset in students through genuine scientific experiences. The curriculum sparks curiosity by introducing engaging natural wonders, encouraging active involvement in scientific investigation. In interactive lessons, students drive their learning journey, posing questions, making observations, analyzing data, and formulating conclusions based on evidence. These activities cultivate critical thinking, data evaluation, and problem-solving skills, guiding students through the scientific method. American Academy's curriculum will emphasize interdisciplinary connections, illustrating the links between science, math, technology, and literacy. This holistic approach showcases how science intertwines with various aspects of daily life.

For textbook selection, American Academy of Palm Beach will adopt the Science instructional materials endorsed by the SDPBC at the time of procurement.

Social Studies

American Academy K-5 students will engage in 30 minutes of Social Studies instruction weekly, allocating 10 minutes for 5 days each week. Grades 6-8 students will engage in 300 minutes of Social Studies instruction weekly, allocating minutes for 50 days each week. Our comprehensive Social Studies curriculum prioritizes the foundational knowledge necessary for social studies literacy. This direct instruction will be complemented with projects, station work, and hands-on activities, fostering a differentiated learning environment. This approach, central to our mission, not only keeps learning active and engaging but serves as its foundation.

The K-8 curriculum at American Academy will incorporate various NGSS strands across different grade levels, encompassing American History, Geography, Economics, Civics and Government, World History, African American History, Holocaust Education, and Financial Literacy. The school's interdisciplinary Social Studies curriculum is designed to ensure students meet NGSSS standards through the application of research-based instructional methods.

Students will leverage their primary tools of observation, inquiry, analysis, and research. Thinking skills will revolve around inquiry, discovery, problem-solving, fostering understanding of principles and rules, nurturing creativity, and enhancing comprehension. Student projects will encompass the vital 4-Cs: Communication, Collaboration, Creativity, and Critical Thinking.

For textbook selection, American Academy of Palm Beach will adopt the Social Studies instructional materials endorsed by the SDPBC at the time of procurement.

B.

- o *If the curriculum is fully developed, summarize curricular choices (e.g., textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence³ for each core subject for each division (elementary, middle, and high school) the school would serve.*
- o *If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.*
- o *Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school's*

reading curriculum as Attachment D.

³ Do not include a course code directory.

The curriculum is fully developed. The curricular choices made to date are as follows:

Course Title	Curricular Choice*	Publisher	Rationale
ELEMENTARY K-5			
Language Arts/Reading	Florida Benchmark Advance	Benchmark	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
Intervention Reading	Passports Reading	Voyager/Lexia	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
Writing	Top Score Writing	Top Score	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
SECONDARY 6-8			
M/J Language Arts 1, Reg & Adv	1 FI StudySync 6 2 Reading and Writing Companion 6 Units 1-6	McGraw Hill	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
M/J Language Arts 2, Reg & Adv	1 FI StudySync 7 2 Reading and Writing Companion 7 Units 1-6	McGraw Hill	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.

M/J Language Arts 3, Reg & Adv	1 FI StudySync 8 2 Reading and Writing Companion 8 Units 1-6	McGraw Hill	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
M/J Intensive Reading 6 - 8	Reading Plus	Educational Endeavors	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
Writing	Top Score Writing	Top Score	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
MATHEMATICS			
ELEMENTARY K-5			
K-5th Math	FL enVision Florida B.E.S.T. Math '23 Vol 1 and Vol 2	SAVVAS	Aligns with he B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
SECONDARY 6-8			
M/J Grade 6 Math, Reg & Adv	1 FL EnVision B.E.S.T. Math '23 Vol 1 6A 2FL EnVision B.E.S.T. Math '23 Vol 2 6A	SAVVAS	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
M/J Grade 7 Math, Reg	1 FL EnVision B.E.S.T. Math '23 Vol 1 7 2FL EnVision B.E.S.T. Math '23 Vol 2 7	SAVVAS	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
M/J Grade 7 Math, Adv	1 FL EnVision B.E.S.T. Math '23 Vol 1 7A 2FL EnVision	SAVVAS	Aligns with the B.E.S.T. standards. Materials provide instructional content

	B.E.S.T. Math '23 Vol 2 7A		and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
M/J Grade 8 Pre-Algebra	1 FL EnVision B.E.S.T. Math '23 Vol 1 7A 2FL EnVision B.E.S.T. Math '23 Vol 2 7A	SAVVAS	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
Algebra I, Reg & Honors	1 Florida's B.E.S.T. Volume 1 Algebra 1 '22 2Florida's B.E.S.T. Volume 2 Algebra 1 '2	Math Nation	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
Geometry	1 Florida's B.E.S.T. Volume 1 2 Florida's B.E.S.T. Volume 2	Math Nation	Aligns with the B.E.S.T. standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
SCIENCE			
ELEMENTARY K-5			
K - 5 Science	STEMscopes 2.0 FL Student Consumable	Accelerate Learning	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
SECONDARY 6-8			
M/J Grade 6 Comprehensive Science, Reg & Adv	STEMscopes 2.0 FL Student Consumable	Accelerate Learning	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
M/J Grade 7 Comprehensive Science, Reg & Adv	STEMscopes 2.0 FL Student Consumable	Accelerate Learning	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format

M/J Grade 8 Comprehensive Science, Reg & Adv	STEMscopes 2.0 FL Student Consumable	Accelerate Learning	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
Biology I	1 Miller & Levine Biology 2 Foundations Workbook 3FL Biology Assessment Workbook	SAVVAS	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
SOCIAL STUDIES			
ELEMENTARY K-5			
K-5 Social Studies	Florida History Makers	Analytic Orange, Inc.	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format.
SECONDARY 6-8			
M/J Grade 6 World History Reg & Adv	Florida World History: myWorld Interactive, 2024	Savvas	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format
M/J Grade 7 Civics Reg & Adv -Career Planning	Civics Alive! Foundations and Functions, 2023. Interactive Student Notebook Civics Alive!	TCI	Aligns with the NGSSS standards. Materials provide instructional content and student learning activities for each of the Florida Standards in the course descriptions. Content provided in an electronic or digital format

*American Academy of Palm Beach plans on adopting the textbook adopted by the SDPBC at the time of purchase of the textbooks.

The selections shown are those currently listed on SDPBC Instructional Materials list.

The principal holds the ultimate responsibility for finalizing the curriculum, ensuring its alignment with the school's mission and vision. The curriculum will be implemented with fidelity. The principal or designee(s), will meet with newly recruited teachers, organize departmental meetings to introduce the curriculum plan, ensure adherence to pacing guides, and facilitate collaborative planning opportunities for each team or

department. Before the school's opening, teachers will engage in extensive professional development sessions, gaining familiarity with the curriculum plan, pacing guides, and selected curricula. They will also receive training in best practices and research-based instructional strategies to proficiently implement the curriculum from the outset.

This curriculum design in core subjects adheres to the B.E.S.T. and NGSSS standards, SDPBC CERP, PBCSD SPP and scope and sequences for ELA, Math, Science, and Social Studies. Academic excellence will be fostered by an exceptional staff utilizing research-based curricula and instructional strategies. Emphasis will be placed on cultivating literacy, reaching, and exceeding grade-level benchmarks, nurturing 21st-century skills, and preparing students for college and careers. Ultimately, the curriculum blueprint charts a course for students to meet promotion criteria, enabling them to transition to high school and future successes confidently.

Reading is the primary focus at American Academy, infused across the interdisciplinary curriculum. American Academy will adopt the SDPBC CERP, aligning it with the Florida Standards. Aligned with the CERP, the school's reading program aims to furnish diverse methods and materials, nurturing students' critical thinking skills and strategies in reading and literacy. The MTSS and RtI frameworks will be implemented in alignment, carefully monitoring student progress to customize instruction. Students with disabilities will receive accommodations specified in their IEPs. Every student, regardless of their performance level, will access the essential tools tailored to propel them toward college-career readiness. Teachers will differentiate their instruction to cater to individual learning needs, emphasizing teaching students to "read to learn." Teachers will immerse students in rich, complex content material, honing their ability to analyze text, thus preparing them for higher education.

All content courses will actively champion reading and literacy via an interdisciplinary approach. Embracing writing across the curriculum will be ingrained in the school's culture. Teachers across all subjects will weave reading and writing into their lesson plans, fostering exploration, research, and a deeper understanding of the subject matter. Reading will be deeply embedded in the school's culture, and teachers will employ research-based strategies. Within the content classes, students will be equipped with reading strategies specifically designed to enhance their comprehension of informative text for acquiring information. Students will master using text elements such as maps and charts to extract valuable insights. As they learn to extract information, students will excel in understanding specialized vocabulary, comprehending complex information, and deciphering unfamiliar concepts.

The school will adhere to specified guidelines outlined in State Board Rule 6A-6.053:

- The principal will select their Literacy Leadership team in line with the State Rule. Necessary training will be provided to core members of the team to include but not limited to evidence-based practices, strategies, science of reading and the B.E.S.T. standards.
- Decision-making processes will be driven by data analysis. Student data from various assessments (including screening, progress monitoring, and diagnostic assessments) will be systematically collected, organized, and reviewed by classroom teachers and Literacy Leadership Team members on a routine basis to identify student needs.
- Professional development will take place throughout the year and tailored to individual teacher requirements based on the analysis of student performance. Mentor teachers, model classrooms

and Professional Learning Community (PLC) meeting will provide time for teachers to practice and transfer their knowledge. Additionally, American Academy will participate in professional development provided by the SDPBC and curriculum providers.

- The use of research-based instructional materials and strategies to address individual student needs will be integral. Research will guide the evaluation and selection of materials and textbooks.

All school-adopted materials will align with the FS and research findings from Just Read! Florida. Students reading above grade level will be challenged through exposure to complex texts, including exemplar selections, close analytical reading, and synthesis across texts. Classroom libraries will feature diverse literary and informational texts focused on content area concepts, promoting independent reading. Students reading above grade level will engage in rich literature and enrichment activities fostering critical thinking and college-career readiness skills.

Students reading below grade level will be identified per CERP specifications, with application of the MTSS framework. Low-performing students, identified through various diagnostics and class assignments, will receive an additional 30 minutes of daily reading support during Immediate, Intensive Intervention (iii). If a student doesn't respond to the strategies and resources for improving their reading level, a Rtl model will be implemented. The overarching aim for students reading below grade level is to clear their path to learning and ensure success.

All differentiation in instruction for students below, at, and above grade levels will apply to students with disabilities and ELL students. Accommodations will be provided to meet their needs and ensure their success.

C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.

No additional academic standards will be adopted.

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

All teaching methods and resources will adhere to the Florida B.E.S.T. Standards and NGSSS where relevant. The instructional materials outlined in section 4B have received approval from FLDOE and SDPBC, meeting the state's criteria for research-based, successful instructional materials aligned with the Florida Standards. FLDOE's CPALMS will serve as a crucial resource in designing the curriculum for both core and supplementary subjects.

One potential method for enhancing student learning involves personalized approaches. In this instructional method, educators tailor their teaching to accommodate individual students' unique needs, talents, and strengths. Personalized learning can be executed using diverse methods, various technological aids, and adaptable curricula. While the available research on personalized learning is limited, proponents suggest that customizing instruction could potentially enhance student engagement, motivation, classroom management, and teacher satisfaction, potentially resulting in improved student achievement.¹

The Florida Center for Reading Research (FCRR), situated at Florida State University, is a comprehensive research center dedicated to exploring various facets of reading research. Its focus extends to the development of proficient readers, aiding struggling readers, preventive measures, intervention techniques, and psychometric work centered on formative assessment. Their wealth of resources offers insights into research-backed best practices for literacy instruction and assessment within K-12 education. These resources cover essential components for successful reading, effective instructional elements, methods for differentiated teaching, guiding questions for instruction, instructional routines, strategies for planning and monitoring progress, assessment tools, and a range of valuable educational resources. Additionally, the Center on Instruction, supported by the U.S. Department of Education, provides an extensive collection of research, resources, evidence-based strategies, interventions, professional development modules, training materials, events, webinars, and online courses. This repository of information and tools serves as an invaluable resource, especially benefiting students with specific needs, including those who struggle academically, require intervention, possess special needs, or are English Language Learners (ELLs).²

¹ <https://www.air.org/sites/default/files/Station-Rotation-Research-Brief-Final-July-2020.pdf>

² <https://www.fldoe.org/academics/standards/just-read-fl/>

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

American Academy's innovative and enriched curriculum is designed to provide a well-rounded education that nurtures students' intellectual, creative, and physical development. Our curriculum includes:

Following the guidelines of the SDPBC Student Progression Plan, American Academy will offer the following courses:

- **Arts Education:** American Academy's arts curriculum will be crafted to engage students in a diverse array of artistic expressions. From visual arts to music, dance, and theater, the program will cultivate a well-rounded appreciation and participation in diverse creative expressions.

Visual Arts: Students will engage in hands-on experiences exploring techniques such as drawing, painting, sculpture, and mixed media.

Music: Through exposure to different musical genres, instrument exploration, and vocal training, students develop an understanding of rhythm, melody, harmony, and musical composition.

Dance: The curriculum will introduce students to various dance styles, emphasizing movement, coordination, expression, and storytelling through dance.

Theater: Students will explore dramatic arts, acting, improvisation, script analysis, stagecraft, and production.

The arts curriculum at the American Academy serves as a platform for students to explore, create, and connect, fostering a lifelong appreciation for the arts and nurturing well-rounded individuals who value creativity and cultural understanding.

- **Health Education (K-5):** American Academy's health education curriculum integrates various vital strands, students embark on a holistic journey towards understanding and nurturing their well-being. Resiliency is a foundational element, teaching students the tools and strategies to bounce back from challenges, manage stress, and cultivate mental and emotional strength.

Personal health concepts form another essential aspect, where children learn about fundamental practices like nutrition, hygiene, physical activity, and emotional well-being. The exploration of community and environmental health educates students about their interconnectedness with the world around them. Consumer health becomes another focal point, teaching children how to make informed decisions regarding products and services that impact their well-being. This could involve understanding advertisements, making healthy choices when purchasing food and other goods, and recognizing the importance of safety measures in products.

The class will incorporate engaging activities, discussions, and age-appropriate materials to impart these lessons. Interactive sessions, group activities, real-life scenarios, and guest speakers might further enhance the learning experience. Overall, the goal is to equip students with the knowledge and skills necessary to make informed decisions, prioritize their health, and become responsible members of their communities.

- **Career and Technical Education (6-8)** American Academy's Career and Technical Education (CTE) curriculum will introduce students to various career pathways while providing them with practical skills and knowledge applicable to the professional world. Students will explore different career options across various industries. The curriculum will emphasize hands-on learning experiences that simulate real-world scenarios. This could involve workshops, projects, or labs relevant to specific career fields, such as robotics, computer programming, culinary arts, healthcare, engineering, or media production.

CTE will be integrated with core academic subjects like math, science, and language arts to demonstrate practical applications and relevance in the professional world. For example, math concepts might be taught through budgeting exercises or science through environmental sustainability projects.

Students engage in extended, project-based assignments that mirror authentic workplace challenges. These projects encourage collaboration, innovation, and problem-solving while applying knowledge gained from the curriculum.

- **Physical Education:** American Academy's physical education and sports programs will be comprehensive, fostering various aspects of students' physical and personal development. With a primary focus on promoting physical fitness, these programs aim to instill values such as teamwork, discipline, and sportsmanship in every student.

The curriculum will be designed to offer a wide array of sports opportunities, ensuring inclusivity by catering to diverse interests. Through this diverse range, students can discover and cultivate their passion while honing essential life skills. Whether through team sports, individual pursuits, or recreational activities, the programs aim to engage students at different skill levels and interests. Movement competency, cognitive abilities, lifetime fitness and responsible behaviors and values will all be included in the curriculum.

Movement Competency: Students will develop fundamental movement skills, coordination, agility, and balance across various activities. This fosters a strong foundation for physical abilities and encourages an active lifestyle.

Cognitive Abilities: The program will integrate cognitive development through sports, challenging students to think strategically, problem-solve, and make decisions in dynamic environments. This promotes mental acuity and adaptability.

Lifetime Fitness: Beyond specific sports, a focus on lifetime fitness promotes the understanding of the importance of maintaining physical health and wellness throughout life. Students learn about various fitness regimens and healthy habits that they can carry into adulthood.

Responsible Behaviors and Values: Sportsmanship, respect for teammates and opponents, leadership, fair play, and ethical conduct are integral components. These values are instilled through coaching, mentorship, and reinforcement within the program.

The curriculum will encourage active participation, skill development, and personal growth in a supportive and inclusive environment. It also emphasizes the importance of regular physical activity and healthy lifestyle choices. Through a balance of skill-building, physical challenges, and character development, the programs at the American Academy aim to shape well-rounded individuals.

- **World Language (Spanish):** American Academy's Spanish language curriculum will be designed to introduce students to Spanish as a foreign language and progressively build their proficiency and cultural understanding over the years. Students will explore Spanish culture, acquire proficiency in understanding and communicating in the language, and potentially apply this skill in their careers or as an additional life skill, contributing to their personal success journey. Cross-curricular connections where Spanish language learning is incorporated into other subjects like science, social studies, and arts. Opportunities for cultural exchange, virtual or in-person connections with Spanish-speaking communities or schools to foster real-world communication may be provided, as well. Overall, this K-8 Spanish language curriculum aims to not only teach the language but also foster an appreciation for the Spanish-speaking world and develop students' communication skills, cultural competence, and global awareness.

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

At American Academy, every student, regardless of disabilities, English language proficiency, or starting grade level, will actively participate in and gain from the curriculum. The school will analyze the most recent state data, teacher assessments, observations, and screenings across core programs to assess students' proficiency levels in reading, writing, math, and science. This information, combined with previous standardized test outcomes and student records, will guide decisions regarding the optimal educational environment and services for each student.

In addition to delivering the designated services outlined in a student's IEP, EP, and/or ELL/LEP plan where relevant, teachers will differentiate instruction when needed and provide tutoring or additional support to help all students thrive academically. Teachers will scaffold instruction by offering contextual aids such as simplified language, teacher demonstrations, visual aids, cooperative learning, and hands-on activities to support comprehension. Learning station activities will be differentiated to accommodate different learning needs.

The American Academy leadership team along with student-specific PS/Rtl teams where applicable, will continually evaluate and assess student performance. Students not meeting Florida Standards will be identified, prompting the implementation of the following actions:

- Students consistently not mastering skills may require daily Immediate, Intensive Intervention (iii)

for 30 minutes.

- Those not meeting standards will be placed on a progress monitoring plan (PMP) unless already covered by an IEP, with specific strategies to address learning gaps.
- Beyond standard reading and language arts classes, additional content-specific reading strategies will be offered.
- Students consistently struggling on quizzes, tests, projects, and showing poor academic progress will receive supplemental and intensive instruction.

As previously detailed in Section 3, the educational plan and identified instructional resources aim to foster a conducive learning environment catering to all needs. Students entering below grade level will receive nurturing and support to enhance their skills and reach their academic potential.

Section 5: Student Performance

Performance Goals

A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.

Florida Statute 1008.22 outlines that the primary goal of the student assessment program is to furnish students, parents, educators, school administrators, and school district personnel with valuable information regarding student academic accomplishments and learning progress. In adherence to this statute, American Academy of Palm Beach will utilize this data for shaping educational goals, enhancing instructional methods, and guaranteeing student success.

As required in section 1008.25(8), Florida Statutes, American Academy will administer the Florida Assessment of Student Thinking (FAST) and follow the administration timeline of the SDPBC. Per statute, K-2 assessments will be administered in the first 30 instructional days of the school year (PM1), midyear (PM2) and within the last 30 days of the school year (PM3).

The anticipated starting point for year 1 (as shown below) was established based on the average performance of students in the SDPBC, using the latest available assessment outcomes from the 2022-23 assessment year. The school's educational objectives aim to enhance student achievement yearly, aligning with district/state achievement benchmarks and steadily improving student performance and learning gains.

The subsequent performance objectives were developed to aim for average proficiency levels in comparison to district averages.

*Source: [2023](#)

As per FLDOE, the 2022-2023 results for the Florida Assessment of Student Thinking (FAST) and Benchmarks for Excellent Student Thinking (B.E.S.T.) End-of-Course (EOC) assessments are based on provisional achievement level cuts that are linked to each assessment's respective 2021-2022 reporting scale, as required by s. [1008.34\(7\)\(d\)](#), Florida Statutes. Therefore, comparisons should not be made between the 2023 data and previous years' data. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement levels in fall of 2023.

The anticipated range of incoming student academic achievement at the school encompasses below, at, and above grade level performance. Based on this expected baseline, the school has established its yearly goals for the first five years of the charter.

The academic goals and objectives for enhancing student learning at the school will be subject to revision if the actual incoming baseline significantly differs from the expected baseline. American Academy of Palm Beach will establish a School Advisory Council (SAC) to aid in reviewing baseline data and learning gains, facilitating the creation of the School Improvement Plan (SIP). The SIP can be used to pinpoint the school's annual objectives, which will be adjusted as necessary to address the school's unique requirements, including any adaptations required in response to changes in the incoming baseline data.

It's essential to recognize that American Academy is cognizant of the obligations outlined in F.S. 1002.33(9) and State Board of Education Rule 6A-1.099827, F.A.C., which mandate low-performing charter schools to develop and execute strategies for elevating student achievement. In the event that a charter school receives a "D" or "F" grade, it must develop and implement a School Improvement Plan, which requires approval from the charter school's sponsor.

The principal will conduct regular meetings with the various departments to assess baseline and progress monitoring data and evaluate the effectiveness of the set goals, objectives, curriculum, instructional delivery, and teaching resources. Suggestions for modifications or enhancements provided by the school's staff will be taken into account and communicated to both the governing board and the School Advisory Council (SAC).

Kindergarten through Grade 2

Reading

- **Baseline:** Baseline scores in Kindergarten- Grade 1 will be determined using the Star Early Literacy assessment administered at the beginning of the school year (Aug./Sept.)
- **Goals:** At least 80% of the students in grades K-1 will make learning gains in early literacy as measured by the results on the Star Early Literacy assessment.
- **Baseline:** Baseline scores in Grades 1 and 2 will be determined using the Star Reading assessment administered at the beginning of the school year (Aug. Sept.)
- **Goals:** At least 80% of the students in grades 1 and 2 will make learning gains in reading as measured by the results on the Star Reading assessment.

Math

- **Baseline:** Baseline scores in Kindergarten- Grade 2 will be determined using the Star Math assessment administered at the beginning of the school year (Aug./Sept.)
- **Goals:** At least 80% of the students in Kindergarten- Grade 2 will make learning gains in math as measured by the results on the Star Math.

English Language Arts

Grades 3-5

- **Baseline:** 54%
- **Goals:** At least 80% of the students in Grades 3-5 will make learning gains in ELA as measured by the results on the F.A.S.T. English Language Arts.

Grades 6-8

- **Baseline:** 47%
- **Goals:** At least 80% of the students in Grades 6-8 will make learning gains in ELA as measured by the results on the F.A.S.T. English Language Arts.

Mathematics

Grades 3-5

- **Baseline:** 55%
- **Goals:** At least 80% of the students in Grades 3-5 will make learning gains in math as measured by the results on the F.A.S.T. Mathematics.

Grades 6-8

- **Baseline:** 52%
- **Goals:** At least 80% of the students in Grades 6-8 will make learning gains in math as measured by the results on the F.A.S.T. Mathematics.

Science

Grade 5

- **Baseline:** 51%
- **Goals:** At least 54% of the students in Grade 5 will score a level 3 or higher as measured by the results on the Statewide Science assessment.

Grade 8

- **Baseline:** 46%
- **Goals:** At least 50% of the students in Grade 8 will score a level 3 or higher as measured by the results on the Statewide Science assessment.

Grade 7 Civics

- **Baseline:** 66%
- **Goals:** At least 68% of the students in Civics will score a level 3 or higher as measured by the results on the End-of-Course Assessment (Civics).

B.E.S.T. Algebra I EOC

- **Baseline: 91%**
- **Goals:** At least 93% of the students in Algebra I will score a level 3 or higher as measured by the results on the B.E.S.T. Algebra I EOC.

B.E.S.T. Geometry EOC

- **Baseline: 97%**
- **Goals:** At least 98% of the students in Geometry will make learning gains in math as measured by the results on the B.E.S.T. Geometry EOC.

-

Biology EOC

- **Baseline: 91%**
- **Goals:** At least 80% of the students in Biology will make learning gains in Biology as measured by the results on the Biology EOC.

Rationale for Goals

Through the use of data-driven differentiation, providing diverse opportunities for remedial assistance and enrichment, and delivering specific small-group instruction, American Academy will ensure personalized teaching tailored to the unique needs of each student. This method results in student achievement that exceeds the local average and maintains competitiveness with other schools in the district.

The school's effectiveness will be assessed based on goal attainment. Emphasis will be placed on meeting and surpassing the benchmarks, including the expectation for students to achieve annual learning progress equivalent to a year's growth for each year enrolled. Through comprehensive analysis of student performance data, the school will continually elevate standards, adapt the curriculum, refine professional development, enhance instructional methods, and assess the efficiency of educational resources. Annually, feedback will be sought from parents, teachers, and students to evaluate school programs, via a comprehensive survey. Their input will serve as vital indicators of America Academy's success.

The school's success will be measure by the following criteria:

- Student performance across assessments under the Florida Statewide Assessment Program, encompassing FAST and B.E.S.T. Standards
- Progress in student learning from one year to the next.
- Consistent advancement in proficiency levels among ELL students.
- Student attendance records.
- Feedback gathered from Student, Parent, and Staff Climate Surveys.
- The level of student interest and applications for the school.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Goal 1: Ensuring quality education through a faculty composed of experienced and knowledgeable teachers.

- Objective 1: Ensuring a minimum of 50% of staff teachers possess two or more years of teaching experience.
- Objective 2: Ensuring all core teachers (100%) hold professional or temporary certificates.

Goal 2: Cultivating strong relationships with students and parents.

- Objective 1: Attaining a minimum of 80% of students expressing high satisfaction with their American Academy experience, as indicated by positive feedback in an annual satisfaction survey.
- Objective 2: Achieving a minimum of 80% of parents expressing high satisfaction with both their and their child's experiences at American Academy, evident through positive feedback in an annual satisfaction survey.

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

Student placement in each grade level will adhere to the requirements outlined in the Palm Beach County School District's Elementary and Middle Schools Student Progression Plan (SPP). In cases where there are no appropriate records available, the principal will assign the student to a temporary grade level until the student's official records are received or an appropriate grade placement is determined. Our school aims to meet students' academic needs in an age-appropriate setting whenever possible. We commit to adopting the plan in effect when the school opens and any amendments made each year.

The school will follow the Sponsor's minimum promotion criteria as required for each year upon opening and annually thereafter. Our grade level and course placement procedures are aligned with the SDPBC Student Progression Plan and all relevant statutory requirements.

In cases where a student transfers from a school or program that is not regionally accredited or provides inadequate or incomplete records, the placement will be determined based on available information, which may include:

- The student's age.
- A review of all existing school records and home education records, such as student portfolios and annual evaluations.

- An assessment of the previous educational program, including the time spent in the program and its curriculum requirements.
- A test on grade-level or individual subject-area objectives or competencies, as determined by the principal.
- An interview with the student and/or the parent(s)/guardian(s) conducted by the principal or designated personnel.
- Teacher judgment based on classroom performance during a probationary period established by the principal.

For students in the ESOL program, placement will follow the guidelines established in Palm Beach County's ESOL District Plan, and students in the ESE program will be placed according to their Individualized Education Plans (IEP).

Placement criteria for specific grade levels are as follows:

Kindergarten Entry Requirements

In accordance with Florida Statute § 1003.21(1)(a)2, entering Kindergarten students must attain the age of five years on or before September 1 of the school year for which entry is sought.

Grade 1 Entry Requirements

In accordance with Florida Statute § 1003.21(1)(b), students entering Grade 1 must attain the age of six years on or before September 1 of the school year for which entry is sought.

- Students who have been enrolled in a public Kindergarten must progress according to the District's Student Progression Plan.
- Students transferring from nonpublic Kindergartens:
 1. must attain the age of six on or before September 1 of the school year for which entry is sought; and
 2. must have written verification of satisfactory completion of Kindergarten requirements from the nonpublic school.

Grades 2nd-5th Placement:

Students must have academic records indicating successful completion and promotion from the previous grade level. Grade placement for students transferring to Palm Beach County from various sources will be determined by the receiving school's principal after a thorough evaluation of the student's records. In accordance with the SPP, students in grades K-5 must meet specific performance levels to progress from one grade to another. Students failing to meet performance criteria on District and State assessments will receive appropriate interventions and progress monitoring through the school's MTSS/RtI process (see Section 4 for Interventions).

Grades 6th-8th Placement:

Students earning a 1 or 2 on the ELA FAST or Math FAST will be placed in Academic Support/Intensive courses designed to provide additional support for accelerating their foundational and developmental skills. For accelerated/advanced courses and high school credit courses, placement is determined based on

FAST scores, teacher recommendations, chapter exams, and other relevant work. Students are encouraged to enroll in the most challenging courses they can succeed in.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

The School intends to utilize the School District of Palm Beach County's Student Progression Plan.

E. 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.

N/A

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

The Parent-Student Handbook will outline promotion and graduation criteria, detailing course prerequisites, testing mandates, attendance obligations, and any other specific requisites. Parents and students will acknowledge receipt by signing a form upon registration or at the school year's commencement, affirming their review and comprehension of the handbook. A digital copy will remain accessible on the School's website for easy reference.

Following the guidelines set forth in the PBCSD Pupil Progression Plan, report cards will be issued three times a year for K-5 and four times a year for 6th-8th grades, accompanied by progress reports distributed midway through grading periods. Additional interim progress reports will be dispatched to parents of students whose performance has declined before marking period closure. American Academy will adhere to PBCSD grading policies as delineated in the Pupil Progression Plan. Pursuant to section 1008.25, F.S., written notification will be provided to parents of any K-3 student displaying significant reading deficiencies.

Meetings between parents, students, and teachers will review promotion prerequisites. Should a student be identified at risk of not meeting expectations or promotion criteria, immediate notification to parents will prompt a comprehensive conference involving the student, parents, administration, and teacher. This meeting will address concerns and establish an actionable plan. If deemed suitable, a Progress Monitoring Plan (PMP) will be implemented.

Assessment and Evaluation

G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.

The primary interim assessments employed by the school to gauge student learning needs and track progress throughout the academic year include, but are not confined to, the following:

Progress Monitoring....

- Grades K–2 FAST Reading
- Grades K–2 FAST Mathematics
- Grades 3–10 FAST ELA Reading
- Grades 3–8 FAST Mathematics

These assessments are aligned with Florida Standards, ensuring correlation with student performance objectives, the school's curriculum, instructional strategies, and other assessment tools. Please refer to Attachment F for the proposed assessment schedule, which aligns with the PBCSD assessment calendar, encompassing district, state, and national assessments. These interim assessments will cover all core subjects and will accommodate ELL students and those with disabilities.

Data derived from these interim assessments will serve as baseline information to identify student learning requirements, monitor progress, and tailor instruction. Teachers will have access to this data, enabling them to make data-driven instructional decisions, cater to individual student needs, and plan classroom strategies. Regular analysis and interpretation of student data during Professional Learning Community (PLC) and team meetings will inform teachers' instructional planning, including whole-class and small-group instruction, and the formation of student learning groups to offer personalized instruction.

Additionally, the school will employ various classroom formative and summative assessment techniques. These include quizzes, end-of-chapter or unit tests, assessments embedded within curricular choices, authentic assessments, rubrics, and teacher observations. Integration of formative assessments within learning centers will complement students' learning experiences without impeding their learning time. Consistent constructive feedback from teachers will aid students as they practice and acquire new skills.

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

The leadership team, led by the principal, ESOL Coordinator, ESE Specialist, and department chairs, will convene regularly to analyze and interpret data. These sessions will occur at the school year's start to assess baseline data (inclusive of the prior year's state assessment data and new baseline data) and after each PM assessment. Their primary role involves managing and interpreting this data. Subsequently, the

team will collaborate with each department to dissect the data alongside teachers. Teachers, in turn, will integrate this data into their data binders.

Student assessment and performance data will serve as the foundation for instructional decisions within classrooms. This information will guide differentiated instruction, address individual learning needs, focus on specific standards and objectives, and tailor challenging coursework for students excelling beyond their grade level. Performance data will inform lesson planning, assess the effectiveness of instructional strategies and curriculum choices, and necessitate adjustments as required.

The principal will spearhead the development of a school-wide professional development plan targeting identified areas for improvement based on analyzed data, with the aim of enhancing student achievement. A designated professional development coordinator will assist in coordinating these sessions. The emphasis of this program will be on enhancing the utilization of data for instructional purposes, differentiating instruction, and effectively implementing research-based teaching strategies in classrooms. Departments will establish and run professional learning communities to refine instructional practices aligned with their specific content areas.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

The principal will collaborate with the leadership team to provide training on analyzing, interpreting, and leveraging performance data to enhance student learning. This team will further extend this training to other teachers within the school. With the backing of the professional development coordinator, the principal will oversee all-encompassing professional development initiatives across the school, specifically focusing on utilizing data to drive and customize instruction. The school will also capitalize on training opportunities offered by assessment companies and provided by the sponsor.

The school's commitment to using data continually informs instructional practices, thereby enhancing student learning outcomes. By regularly assessing student data, faculty can better understand student progress, identifying both strengths and areas for improvement. This ongoing analysis enables more effective instructional interventions, aligning data outcomes with desired instructional objectives. This repetitive process of using data to inform instruction ensures that teaching decisions are rooted in student progress and desired educational outcomes.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

The principal will initiate any necessary corrective measures if there's a shortfall in student academic achievement, whether at the school-wide, classroom, subgroup, or individual level. Any deviations from the school's performance objectives will prompt necessary adjustments. Employing the Florida Continuous Improvement Model will enable the continuous monitoring of school-wide performance, facilitating

corrective actions when warranted. Collaborative efforts among the principal and teachers will ensure comprehensive support for student achievement. These initiatives will be further reinforced through leadership team meetings and departmental collaborations.

Indicators that may trigger corrective actions include students failing to demonstrate learning gains, not meeting established standards or benchmarks, declining performance in diagnostic, progress monitoring, and interim assessments, as well as trends observed in subgroup student performance, among others. Corrective actions might encompass adjustments in resources or curricular choices, provision of targeted professional development, teacher mentoring or observation sessions, enhanced departmental planning and collaboration, potential changes in teacher placement, implementation of schoolwide strategies, and more focused instructional approaches.

Addressing individual student performance will involve tailored interventions such as Intensive Reading and/or Intensive Math courses, differentiated instruction within classrooms, and adherence to the MTSS framework, including RtI practices.

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

Student assessment and performance data will be disseminated to students and parents across various platforms. Parents will receive comprehensive reports from the FLDOE concerning their child's performance in state assessments, quarterly progress updates, report cards, diagnostic and progress monitoring results, and pertinent information related to student achievement. This includes details about the annual testing calendar and notifications of parent meetings and workshops hosted by the school.

Teachers will maintain regular communication with parents regarding their child's progress through emails, phone calls, reports sent home, and scheduled parent conferences. Immediate notification will be provided to parents if a student demonstrates challenges in mastering the Florida Standards, performs below grade level, or requires Tier 3 instruction or intensive courses. A tailored plan of action will promptly be devised for the student, adhering to procedures outlined in the Progress Monitoring Plans according to the Student Progression Plan and MTSS, including RtI.

Furthermore, students will have access to their assessment and performance information. Empowering students with knowledge about their progress toward learning goals is vital to their success. Information pertaining to students' performance in all state assessments will be shared and reviewed with them. Teachers will conduct regular data discussions with students, providing insights into their achievement of standards and progress toward learning objectives and goals. This practice enables students to actively engage in their learning journey by understanding their achievements and areas for improvement.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Student data will be safeguarded within restricted access areas, ensuring continuous security measures such as locking mechanisms or password protection. Adhering to Florida Statutes, Chapter 119, all permanent or archival records will be securely stored in fireproof and waterproof cabinets or rooms,

conveniently accessible for authorized personnel only. Access to these records will be restricted to essential school staff.

The school will uphold compliance with the Family Educational Rights and Privacy Act (FERPA), IDEA, and other pertinent state and federal regulations governing the establishment, maintenance, and disposal of student data. As stipulated by FERPA and state guidelines for public records, student data shall not be disclosed to external entities except under lawful court orders or in alignment with the prescribed FERPA and state protocols. Access to student data by District staff and the FLDOE will be allowed solely for monitoring and oversight purposes.

Additionally, backup copies of all electronic data will be securely stored on servers. Recognized as official and confidential documents, student data records benefit from protection under Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA). Faculty and staff will be informed about privacy procedures concerning student academic performance and other student-related information through the Faculty Handbook. They will also receive guidance emphasizing the critical importance of upholding student data privacy.

Section 6: Exceptional Students

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

American Academy will be serving students from the local community in Palm Beach County, Florida and will serve a student population mirroring that of the School District of Palm Beach County (SDPBC). Therefore, we anticipate 16 percent of the total enrollment of American Academy will be requiring special education services. American Academy expects to open in 2025 with 250 total students and grow to 550 total students in their fifth year. A review of the Florida Department of Education website shows 190,567 total non-charter and charter school students in SDPBC. Based on the FL-DOE LEA Profile Report (www.fldoe.org, 2023) SDPBC has 16% of their students identified as students with disabilities who require special education services. Gifted students are projected to be 5% of the total school enrollment and are a subpopulation of the 16% total students with disabilities student population (Palm Beach Schools-ESE, 2023). Based on this information, American Academy should open with approximately 40 students with disabilities and grow to 88 students with disabilities in its fifth year of operation. Please see the chart below. The IEPs of all students requiring special education services will be reviewed thoroughly to ensure that any required services are properly delivered.

American Academy Projection of ESE Student Enrollment (w/Gifted Students)

	Percentage	Y1	Y2	Y3	Y4	Y5
Total Enrollment		250	350	450	500	550
Total SWD	16%	40	56	72	80	88
Total Gifted (sub population of all SWD)	5%	13	18	23	25	28

- 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.*

American Academy will not discriminate based on race, religion, or national or ethnic origin or exceptionality in any circumstance. The lottery admission process will operate in accordance with the Equity Act, Florida Statute Section 1000.05(2)(a) and will ensure no discrimination against race, national origin, gender, disability, or marital status takes place during the admission process. A lottery selection process will be conducted to accept students unless fewer applications are received than there are seats. If this occurs, all eligible student applications will be accepted and processed for registration pending available space in grade level classes. American Academy will open in year one with a K-3 population and grow to K-8, full capacity, in its fifth year of operation. Open houses, tours, and parent information sessions will be held to provide information about the lottery and enrollment processes. In Section 14 of this application, procedures and timelines for any student wishing to enroll are described.

- C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment.*

American Academy will work closely with the Sponsor to ensure students with disabilities receive a free appropriate education in the least restrictive environment. American Academy will adopt policies and implement the Sponsor's related policies and procedures for serving students with disabilities utilizing the expertise of the SDPBC District ESE Resource Teacher assigned to American Academy to ensure compliance. American Academy will comply with all ESE policies based on the SDPBC policy 5.725 and all ESE policies outlined in the Student Education Policies and Procedures (SP&P) document available from the Exceptional Student Education Department. At all stages of the IEP process, any required notifications to teachers, parents, and school district personnel, and other stakeholders, will be carried out with fidelity according to SP&P guidelines. The IEPs of all students requiring special education services will be reviewed thoroughly to ensure that any required services are properly delivered.

The SDPBC District ESE Resource Teacher will be invited to participate in American Academy IEP meetings as the LEA representative. When a student with an IEP enrolls or is received as a transfer student to American Academy, American Academy ESE/ELL/SBT/504 Teacher Coordinator will review the IEP and inform the SDPBC District ESE Resource Teacher at which time the student's individual needs will be addressed through an IEP meeting. The IEP team will determine special education and related services such as supplemental aids and services, supports for school personnel, least restrictive environment for the most appropriate placement allowing the student to progress in the general education curriculum and meet IEP annual goals.

If a student's documented needs require services not available at American Academy, the IEP team will convene including the District ESE Resource Teacher to either revise the IEP to meet the needs of the student through equally effective, but different services and supports or to discuss appropriate placement. If the student has significant specific needs creating an undue financial hardship on American Academy, an IEP meeting will be convened with the SDPBC appropriate personnel to determine if a more appropriate placement would be deemed allowable by the IDEA. Based on school districts utilizing the economy of scale and their availability of multiple ESE program sites, charter schools operating as a single site would

not have the availability of multiple program offerings. American Academy will work collaboratively with the SDPBC to ensure appropriate placement of all students.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

American Academy will utilize the Multi-Tiered Support System (MTSS) framework for the provision of targeted academic and/or behavioral interventions and instruction. Regular progress monitoring of students based on academic and behavioral measures will be conducted, and problem-solving team (PS/SBT) meetings will convene regularly to analyze effectiveness of instruction and interventions, and review student progress. The PS/SBT will determine whether a student is making adequate growth through the core instruction and evidence-based interventions or if a student needs more intense interventions to make adequate growth. Intervention time will be allotted in the Master Board Schedule for Tier II and Tier III interventions, PS/SBT meetings will be held bi-weekly with at least 4 core team members in attendance. Individual, small group, and large group data will be used for problem solving. Interventions and progress monitoring tools will be evidence based, match the intervention, documented, and presented in graph form. A referral for an ESE evaluation will be made if a student needs more intense interventions. A parent may also request an ESE evaluation at which time a meeting will be scheduled to discuss the parent's concerns and begin the referral process.

SDPBC and American Academy will work together to conduct evaluations as per IDEA, Florida statutes, State Board Rules, and contract language negotiated upon approval of the charter application. Upon completion of the evaluation, a meeting will convene, to determine eligibility, including the evaluator, LEA Representative, ESE/ELL/SBT/504 Teacher Coordinator, parent or guardian, at least one of the student's general education teachers, and an ESE teacher from American Academy. Eligibility criteria will be based on the guidelines in the SDPBC SP&P manual.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

All American Academy faculty and staff will be informed of and adhere closely to student IEPs which determine programs, strategies, and supports necessary for a student with a disability to make progress. The ESE/ELL/SBT/504 Teacher Coordinator and/or ESE teacher(s) will inform and assist all instructional and staff personnel to ensure that student's IEPs are being followed with fidelity and appropriate documentation. American Academy will provide supports and services to students in the regular classroom environment through consultation or support facilitation models. American Academy will also provide pull-out services for instruction and therapies.

- Support Facilitation services will include the general education teacher providing instruction and an ESE teacher providing support to an individual student or small group of students in the general education environment based on the student's needs written in the IEP. The ESE teacher will maintain records of student contact, monitor and implement interventions, record and report quarterly progress towards IEP goals.
- Consultation services will include the general education teacher providing instruction and an ESE teacher providing documented consultation services based on the student's needs written

- in the IEP. The general education teacher and the ESE teacher will meet face-to-face on a regular basis to discuss the student's progress towards their IEP goals. The ESE teacher will maintain records of student contact, monitor and implement interventions, record and report quarterly progress towards IEP goals.
- Pullout ESE services will include the ESE teacher providing support to individual or small groups of students with disabilities outside of the general education classroom. The services will be based on the students' needs written in the IEP. The ESE teacher will maintain records of student contact, monitor and implement interventions, record and report quarterly progress towards IEP goals.
 - Pullout Therapy services- American Academy will contract services for personnel to provide therapies such as SLP, OT, PT, and Counseling based on the student's needs written in the IEP. Contracted personnel will maintain logs and schedules and provide them to the ESE/ELL/SBT/504 Teacher Coordinator who will maintain required evidence of services.

American Academy will provide strategies and supports to ensure students with disabilities will be able to access the curriculum and make growth towards annual IEP goals. Differentiation and Universal Design for Learning will be embedded throughout the school environment and educational curriculum. Support will be put in place for school personnel and staff to attend training in planning and differentiating curriculum, writing IEPs, providing accommodations, and Universal Design for Learning.

American Academy will ensure accommodations and supports are provided according to student IEPs in the categories of presentation, responding, setting, and scheduling as per the Bureau of Exceptional Education & Student Services Accommodations Manual. A sampling of accommodations include:

- Presentation-large print, captioning, screen reader, color overlays, highlighters, study guides, pictures, diagrams, notetaking assistance, visual cues
- Responding-scribe, word processor, pencil grips, handwriting guides, slant board, dictionary, thesaurus.
- Setting-preferential seating, special lighting, reduced distractions, increased/decreased opportunity for movement.
- Scheduling- extended time, breaks, checklists, established timelines,

American Academy will begin year one with a full-time ESE/ELL/SBT/504 Teacher Coordinator and a part-time ESE teacher. As the school grows, there will be adequate adjustments made to ESE Support and staffing. American Academy will also attempt to hire personnel with dual certifications.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

American Academy will work with SDPBC to ensure that all placement decisions for students with disabilities will be carefully considered as mentioned in Item C. The IEP team will consider the student's individual student needs derived from the student's present levels of performance, standardized test scores, other assessments, teacher input, parent input, and student input (if appropriate). The IEP team will use a databased problem-solving process to determine the intensity of services and support for an appropriate placement. For students requiring more intense services than consultation or support facilitation in the regular classroom, American Academy will provide a regular

classroom and a resource room for students needing 40%-80% of instruction occurring with non-disabled peers. The projected size of the facility, 35,000 square feet, will allow for adequate space for additional resource classrooms.

G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

As mentioned in Item C and Item F, American Academy will work with SDPBC to ensure that all placement decisions for students with disabilities and will carefully consider the student's individual needs based on the student's present levels of performance, standardized test scores, other assessment, teacher input, parent input, and student input (if appropriate). American Academy will provide separate classrooms for students requiring less than 40% of instruction with non-disabled peers. The projected size of the facility, 35,000 square feet, will allow for adequate space for separate classrooms.

H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goal as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).

American Academy will monitor the progress and success of students with disabilities based on progress towards their mastery of IEP/504 goals and curriculum content. Quarterly Annual Goal Progress Reports (AGPRs) will be completed by the ESE/ELL/SBT/504 Teacher Coordinator or ESE teacher(s), and ESE service providers documenting progress towards IEP goals. At a minimum, annual IEP and 504 plan meetings will be conducted to review student progress and update goals. Classroom teachers are responsible for implementing IEPs and monitoring student progress towards grade level curriculum goals and Palm Beach County Student Progression Plan requirements. The classroom teacher will work closely with the ESE teacher supporting the student to ensure both parties are aware of the student's present levels, progress, and success. For students with reading and math goals on their IEP, American Academy will utilize Reading and Math Progress Monitoring 1 and 2 to be an additional resource in monitoring student success.

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

American Academy is projected to have 250 students the first year. With the estimate of 16 percent being students with disabilities, there will be approximately 40 students with disabilities the first year. Both the full-time, ESE/ELL/SBT/504 Teacher Coordinator and the part-time ESE teacher will service, and case manage students in a consultation or support facilitation model. As the school grows, the chart below details the growth and positions that are projected to occur over time. All The full-time ESE/ELL/SBT/504 Teacher Coordinator and the ESE teacher will be ESE certified and will be responsible for managing the required compliance components of ESE records, staffings, and meetings. In accordance with the School District of Palm Beach County 5.5(9)(11)(1) American Academy will comply with all SDPBC ESE record

retention, maintenance, and transfer procedures. It is expected that all instructional staff instructing ESE students will have IEP, Accommodations, and Matrix training. The ESE/ELL/SBT/504 Teacher Coordinator will also have 504 training.

American Academy will be contracting for speech and language therapy, occupational therapy, physical therapy, and counseling services.

	Ratio	Y1	Y2	Y3	Y4	Y5
Total SWD		40	56	72	80	88
Total ESE Teachers	1:25	1.6	2.25	3.0	3.0	3.5

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

American Academy's overall effectiveness in serving exceptional education students will be evaluated through the overall measurement of student's meeting their IEP and EP annual goals, pupil progression, report cards, and progress monitoring data. The annual Florida Department of Education ESE Parent Survey will be conducted to gather ratings on the effectiveness of special education practices. American Academy will take into consideration the outcome of all instruments above and take measures to continually deliver and improve effective special education practices.

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

American Academy is committed to meeting the individual needs of all students and providing a variety of programs for student growth. The unique theme of American Academy's blended sports, arts, and classical education lends itself to integrating a rigorous curriculum with critical and creative thinking opportunities. In the event a student is determined eligible for gifted services, an Educational Plan (EP) will be developed to determine the specially designed instruction and services for the student based on their individual needs. The EP will be developed in partnership with SDPBC and American Academy's ESE/ELL/SBT/504 Teacher Coordinator, at least one of the student's general education teachers, a teacher with gifted certification, and a parent/guardian. American Academy will work towards hiring one teacher per grade level who is additionally certified in Gifted Education.

Gifted services will be available in the form of:

- Cluster grouping where the classroom teacher is endorsed in Gifted, and a group of gifted students are assigned to his/her classroom where learning activities can be specially designed to meet their needs. Support facilitation and Consultation, see below for description, are additional delivery options for Gifted students.
- Support Facilitation services will include the general education teacher providing instruction and a teacher of the Gifted providing support to an individual student or small group of students in the general education environment based on the student's needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.
- Consultation services will include the general education teacher providing instruction and a teacher of the Gifted providing documented consultation services based on the student's needs written in the EP. The general education teacher and the teacher of the Gifted will meet

- face-to-face on a regular basis to discuss the student's progress towards their EP goals. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.
- Pullout Gifted services will include the teacher of the Gifted providing support to individual or small groups of gifted students outside of the general education classroom. The services will be based on the students' needs written in the EP. The teacher of the Gifted maintains records of student contact, and records and reports quarterly progress towards EP goals.

Instructional strategies include, but will not be limited to the following:

- Problem Based Learning – Students will improve their critical thinking and problem-solving skills by using a student-centered approach to solving real-world problems.
- Research/Independent Study – Students will learn to explore research topics of interest and create a presentation of their findings.
- Curriculum Compacting – Students will be provided with more challenging or in-depth concepts to replace concepts which they have already mastered.
- Acceleration of Content – Students will be able to move on from mastered skills quickly.
- Learning Centers – Students will be provided with center activities to explore independently without direct instruction.
- Community Involvement and Awareness– Students will have opportunities to complete projects and activities for community involvement and awareness.

American Academy will provide a learning environment for Gifted students where their talents and strengths can be nurtured to reach their fullest potential.

Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.

American Academy's English Language Learners (ELL) plan will adhere to all federal and state laws and will mirror the School District of Palm Beach County's plan with enhancements. American Academy will adhere to the 1990 Consent Decree established in States Court for the Southern District of Florida. American Academy will follow the implementation of the ELL framework from the Consent Decree and ratified in Florida statute 1003.56 and English Language Instruction of Limited English Proficient students in Florida rules 6A-6.0900 to 6.A-6.090.

To ensure equitable access, all American Academy staff will use multi language letters home, informational sheets to inform parents of their rights and the American Academy's obligations to ELL and LEP students. This will also include a home language survey, notification within 30 days about a student's English language proficiency level, programs and services available to meet educational needs. When no transcripts are available or age differs greatly from previously documented school, the age-appropriate placement chart for ELL's will be used.

- B. Describe the specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.

As described in 7(A) above, ELL student's access to core academic and elective programs will be a priority. The procedures in 7(A) describe placement procedures for those below grade level. To help with correct placement, American Academy will utilize access to ELL SIS systems as outlined in 1002.33(20)(c)1, F.S. to access information for incoming, returning to county, and transfer ELL students. ACCESS for ELLs Suite of Assessments will be administered to all American Academy ELL students in accordance with state and Florida laws and adopted rules. The ACCESS checklist (FLDOE State Checklist) will be used as a guide for successful ELL practices (FL-DOE, 2023).

For ELL students, American Academy will employ quality learning practices in generic teaching situations, content development, and language-focused strategies. These will be used in basic subject areas. American Academy teachers will focus on the "General Provisions for Ensuring Comprehensible Instruction" as follows:

1. Alignment of instruction to Florida's standards.
2. Explanation of content objectives and intended outcomes.
3. Use of supplementary materials and meaningful activities.
4. Documentation of the continuous provision of comprehensible instruction.
5. Use of data on ELL students' language proficiency and achievement levels.

American Academy teachers will use SALA Online Learning Series for (FL-DOE, 2023) for at school professional development and will participate in online ESOL training services as outlined in Superintendent Mike Burke's Assurance Letter to the Florida Department of Education (Burke, 2022). American Academy teachers will be encouraged to participate in the FL-DOE WIDA workshops for additional training (FLDOE, 2023).

- C. Provide plans for monitoring and evaluating the progress and success of ELL students, including existing students from ELL services.

Each ELL student will have an English Language Learner (ELL) Student Plan. This plan will contain 12 pieces of student demographic information, and services provided, ELL and standardized test scores, course grades, class schedule, accommodations based on statewide/ district/classroom assessments, meeting dates, and the instructional supports put in place for the ELL student. Core and elective teachers will be encouraged to also use C-Palms English Language Development resources available statewide to teachers. In order to exit their program, American Academy will follow Florida Rule 6A-6.090(1) standards. This will require the ELL student to be English proficient as determined by the ELL student's scores on the Florida Standards Assessment (FSA in ELA) or Florida Standards Alternate Assessment (FSAA) or by ELL Committee determination, in accordance with the State Rule 6A-6.0903.

- D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

In accordance with the 1990 Florida Consent Decree, all American Academy teachers and administrators will take appropriate university or online course offerings in an effort to secure their ESOL endorsement for their Florida professional certificate. An ELL/ESE/SBT teacher coordinator position has been budgeted for American Academy to provide school district liaison services to the School District of Palm Beach County and support American Academy teachers. Filling this position with an ESOL endorsed candidate will be a priority. American Academy administrators and teachers will participate in any ELL/ ESOL classes necessary for recertification. Charter school administrators will conduct ESL classroom fidelity walkthroughs using a specially designed instrument.

Section 8: School Culture and Discipline

- A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Learning necessitates a foundation of positive ethos and a culture grounded in respect and security, which are fostered through shared values and beliefs encompassing the school, its families, and the community. American Academy will exemplify the virtues it seeks to instill within its students. Thus, a positive academic environment will be cultivated, aiming to nurture socially responsible individuals equipped with self-assurance, self-respect, and a genuine regard for others.

American Academy's culture will be centered around the school's mission to cultivate and instruct students within a safe, nurturing, and student-centered educational environment grounded in an enriched curriculum spanning arts, sports, and classical education. With this objective in mind, the process will initiate under the guidance of the principal, who will establish and expect a school atmosphere characterized by civility and responsibility. Simultaneously, they will acknowledge the achievements of both students and adults within the school community. Acknowledged and encouraged individuals tend to perform more effectively, leading to heightened student accomplishment, increased productivity, and the cultivation of an enhanced and positive learning environment. Therefore, adults must exemplify, instruct, and guide students through ethical and social processes.

To foster a constructive school environment, the utilization of Social and Emotional Learning will be integral. The concept of "LIONS paws" will be introduced to applaud positive behavior linked to the character strengths represented by the LIONS acronym: Leadership, Integrity, Optimism, Nobility, and Strength. Furthermore, the school will adopt the Response to Intervention for Behavior/Multi-Tiered System of Support (MTSS) as a comprehensive school-wide model. This approach employs a research-backed, problem-solving methodology to address intervention needs. A reward system for achieving certain levels of "LIONS paws" will be developed with teacher, parent, student, and staff input during the planning stages of the charter school and fully communicated to students and parents through letters home and on the school website.

Working alongside families, our administrators, educators, and staff will guide all students, paying careful attention to the unique needs of at-risk students, on their quest to realize their individual American Dream. This expedition will be facilitated by weaving Leadership, Integrity, Optimism, Nobility, and Strength into every facet of their undertakings.

B. State whether the applicant intends to use the local school district's code of conduct policy. If the applicant does not intend to use the local school district's code of conduct policy, describe in detail the school's approach to student discipline. If already developed, provide the proposed discipline policy or student code of conduct as Attachment G. Taken together, the narrative and code of conduct (if provided) should:

American Academy will adopt the School District of Palm Beach County (SDPBC) Code of Student Conduct, Elementary and Secondary, each year, in their entirety. The roles and responsibilities of the administration and staff will be as defined in the SDPBC Code of Conduct. The American Academy governing board will receive training on their roles and responsibilities as they pertain to the SDPBC Code of Conduct requirements.

C. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;

This is outlined in Part "A" of this section. At the start of each school year, American Academy will provide readable access to the most recently approved SDPBC student Code of Conduct. Both parents and students will be expected to sign and return an acknowledgement form provided in their Family and Student Handbook. American Academy charter school administrators will be available to discuss the SDPBC Student Code of Conduct, if there are any questions.

D List and define the offenses for which students must (non-discretionary) and may (discretionary) be suspended or recommended to the local school district for expulsion;

If American Academy charter administrators feel that a student's actions reach the level of an expellable offense as outlined in the SDPBC Elementary and Secondary Student Code of Conduct and in accordance with the requirements outlines in Florida Statutes 1006.07, 790.162, and 790.163, then they will immediately seek an approval from their governing board to proceed with a recommendation for expulsion and contact the SDPBC Charter Schools and Legal Departments for guidance as outlined in their "Charter School Expulsion Checklist". American Academy understands that they can only recommend an expulsion to the SDPBC and that the Palm Beach County School Board are the only entity authorized to expel a student.

E Describe the roles of administrators, teachers, staff, and the governing board regarding the discipline policy;

These roles are outlined in the current SDPBC Elementary (pages 3-5) and Secondary (pages 3-5) Student Codes of Conduct and these guidelines will be followed by American Academy administrators and staff.

F Provide an explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;

Actions or procedures related to students with disabilities and 504 students are clearly outlined in the current SDPBC Elementary (pages 16, 30, and 36) and Secondary (pages 14, 31, and 37)) Student Codes of Conduct. American Academy administrators and staff will follow all guidance presented in any current and adopted SDPBC Student Codes of Conduct and with guidance from the SDPBC ESE staff, if necessary.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

American Academy's supplemental program is designed to enhance the innovative, comprehensive K-8 education offered at our charter school. By integrating arts, sports, and classical education, American Academy aims to provide a well-rounded and engaging learning experience that fosters creativity, physical well-being, and intellectual growth. American Academy's supplemental program seeks to create a vibrant and holistic educational environment that nurtures well-rounded individuals equipped with artistic expression, physical ability and strength, and intellectual depth. By embracing arts, sports, and classical education, American Academy aims to provide an innovative and enriching educational journey for each student at our K-8 charter school. Extra- and co-curricular activities will be funded through fee-based programs in accordance with federal, state and district guidelines.

Extra-Curricular Offerings:

Before and Aftercare Programs intend to offer the following:

- Basketball
- Baseball
- Financial Literacy
- Technology and Coding
- Cadet Program
- Chess
- Flag Football
- Volleyball
- Lacrosse
- Soccer
- Golf
- Tennis
- Theater
- Painting
- Homework assistance
- Tutoring

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax- exempt status.

Answer: The American Academy of Palm Beach has identified five members for their governing board. These members, their biographies, and resumes are included in Attachment L of this section. The governing board has also filed Articles of Incorporation as a not-for-profit corporation with the Florida Secretary of State. This is included in Attachment H. On 12/10/2023, American Academy of Palm Beach also filed for 501 (C)3 status with the U.S. Department of the Treasury. This filing document is shown in Attachment I. Attachment J details the American Academy of Palm Beach's by-laws that have been developed and adopted in DRAFT form, and which will be ratified upon approval of the charter school application. Lastly, the American Academy of Palm Beach has developed governing board code of ethics and conflict of interest policies. These are detailed in Attachment K.

Provide the following documents, if available: (See Attachments H, I, J, K)

- o The articles of incorporation for the applicant organization (or copies of the filing form) – **Attachment H**
- o 501(c)(3) tax exempt status determination letter (or copy of the filing form) –**Attachment I**
- o Governing board by-laws – **Attachment J**
- o Governing board code of ethics and conflict of interest policy – **Attachment K**

B. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

Answer: Florida Statute 1002.33, part 9, shall be part of the guidance on governance which the American Academy of Palm Beach governing board follows on a regular basis. Florida Statute 1002.33, part 9 details numerous responsibilities for the American Academy of Palm Beach governing board. The governing board understands their responsibility to be trained to operate under Florida's laws including; participating in governance approved trainings which must include government in the sunshine, freedom of information, ethical standards and conflicts of interest, and financial responsibility. American Academy of Palm Beach governing board intends to become a member of the Florida Charter School Alliance (FCSA), who can provide a variety of required trainings for governing board members.

The proposed governing board also recognizes its responsibility to provide an annual report to its sponsor which details student achievement data, financial status of the charter school, documentation of the facilities in current use and any planned facilities for use by the charter school, descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. The charter school will actively participate in sponsor annual reviews.

In accordance with Florida Statute 1002.33 the governing board of the charter school shall:

- Annually adopt and maintain an operating budget.
- The governing body of the charter school shall exercise continuing oversight over charter school operations. In addition, The governing body of the charter school shall be responsible for:
- Establishing and maintaining internal controls designed to:
- Prevent and detect fraud, waste, and abuse as defined in s. [11.45\(1\)](#).
- Promote and encourage compliance with applicable laws, rules, contracts, grant agreements, and best practices.
- Support economical and efficient operations.
- Ensure reliability of financial records and reports.
- Safeguard assets.
- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. [1002.345\(2\)](#), who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Performing the duties in s. [1002.345](#), including monitoring any corrective action plans.

The American Academy of Palm Beach K-8 Charter School governing board members also understand their responsibility to maintain a Florida statutorily compliant website , in accordance with 1002.33 , that enables the public to obtain information regarding the school; the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. [1008.34](#); and, on a quarterly basis, the minutes of governing board meetings.

The American Academy of Palm Beach Charter School governing board also understands its responsibilities to appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The parent representative will reside in Palm Beach County and the school district in which their charter school is located.

If the American Academy of Palm Beach governing board determines the need exists after the first year, the board may form committees that will operate in the sunshine in accordance with Florida's laws for appointed committees. Governing board appointed committees will be given succinct directions on their expected responsibilities which may include input on school curriculum, events and activities, or serving in an ad-hoc function on specific requests such as input on school colors, logos, or mascot designs. Appointed committees will be expected to elect a chair and vice-chair and will be given training on how to run effective meetings, agenda development, and taking and maintaining meeting minutes, and how to report back to the American Academy of Palm Beach governing board on the progress of their goals. Members of the governing board or any members of a committee formed or designated by the American Academy of Palm Beach governing board may attend in person or by means of communications media technology used in accordance with rules adopted by the Administration Commission under s. [120.54\(5\)](#).

Also, in accordance with Florida Statute 1002.33, the American Academy of Palm Beach governing board will publish its annual meeting schedule, agendas and minutes on its charter school website and/or as additionally required by state law and as a way to effectively communicate information to students, parents,

community members, and business partners. While American Academy of Palm Beach recognizes its responsibility to hold a minimum of two meetings a year, the governing board expects to actually hold approximately five (5) to seven (7) governing board meetings a year.

Lastly, the governing board will seek to build a healthy, productive, and communicative relationship with the school's principal. Annual goals and objectives will be adopted for the charter school's principal to carry out. A standardized agenda will be adopted for use by the governing board that will allow the principal to submit and receive governing board input and action on consent agenda and special items, budget requests, approval of expenditures, human resource actions, charter school updates, report on current initiatives, academic progress and allow for governing board open discussion and parent and community open input. The principal will be expected to submit items for placement on meeting agendas at least seven calendar days in advance of governing board meetings for publicly noticing and publishing on the charter school's website. The governing board recognizes the separation of powers between the principal and the governing board, in that the principal is administrative and the governing board is a legislative body. The governing board recognizes that it functions as a whole board, rather than as individuals, as a decision-making and direction giving body to the principal and charter school. The governing board will route all directions, decisions for action, and actions to complete or respond to the principal or anyone appointed as the principal's designee in their absence.

C. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

Answer: The American Academy of Palm Beach founders have identified and conferred with potential governing board members and are proposing to hold five (5) to seven (7) governing board meetings each year. The founders feel that this is the minimum number of meetings necessary to effectively carry out the charter school's official business, involve the public and parents, and to keep the governing board members informed of the charter school's progress on key matters such as academic performance, enrollment, parent involvement, activities and events, and community support among sharing other items of importance. The founders and potential governing board members intend to operate under Florida's Open Record and Sunshine Laws, as outlined in F.S. Ch. 286. All meetings will be open to the public, reasonably and properly noticed with meeting agendas minutes posted on the school website and/or other means required by law. Meetings will be held in an accessible location for any parties who wish to attend with ADA access available. Governing Board members will be expected to conduct all business in the "Sunshine" with public discussion and votes on all items requiring action.

D. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

Answer: The proposed American Academy of Palm Beach founding governing board is expected to be composed of five outstanding and diverse individuals with background experiences ranging from community involvement, business leadership, CEO, director, management experiences, significant financial experiences, and a variety of other high-quality leadership experiences. Sections F, G, and H provide an in-depth look at the backgrounds of the five proposed founding governing board

members, their biographies, and their extensive leadership experiences. The proposed American Academy of Palm Beach governing board represent a variety of community constituencies and have been active in the advisement, community support building, and fundraising efforts for the proposed charter school. We expect these extensive background experiences to translate into the formation of a quality leadership team working with the charter school's principal to achieve the goals set for the American Academy of Palm Beach charter school.

E. Describe how board members have been and will be selected including term limits and selection of officers.

Answer: The American Academy of Palm Beach founders have recruited proposed governing board members who are dedicated, community oriented, and want to be involved. The founders recognize that governing board members who bring different professional and life experiences to the board will be a key to the charter school's success. The founders have sought to recruit a diverse team of governing board members who can function as a governing board leadership team who works with the principal and who will be focused on operating a safe, financially stable, and academically successful charter for all students who attend. The selection of the proposed governing board members was made through personal recruitment by the founders, meetings, interviews and a review of their leadership and background experiences. This is discussed more extensively in part G. After discussions and recognition that it will require future official actions, the team has identified in part H who will serve as the Chair, Vice-Chair and Secretary of the founding governing board. Additionally, governing board members will be expected to serve a maximum of two three-year terms. The terms will be staggered from the beginning to avoid potential full board losses every three years and will be outlined in the charter school's governing by-laws. This schedule of board member terms will be developed and approved as part of the governing board's initial start-up and planning year following the official approval of the charter by the Palm Beach County School Board Members.

F. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

Answer: The proposed American Academy of Palm Beach governing board will be diverse and comprised of five individuals who are committed to student success. Attachment "L" details their biographies, resumes, and assurances that support their selection as the founding American Academy of Palm Beach charter school governing board. These five individuals, Mark Roseme, Stacy Harris, Thad Rutherford, Teri Ferguson, and David Van Camp bring a wide variety of experiences to their roles on the governing board. These individuals have shown a strong commitment in Florida through their community involvement, their roles in business for profit and non-profit leadership, entrepreneurship, and adaptability to change in their occupations. They have served as CEO's, directors of businesses, business leaders, and teachers, all while giving back to their community. All of the founding governing board members have bachelor's or master's degrees from high quality post-secondary institutions as well as high expectations for the proposed American Academy of Palm Beach charter school. As part of their commitment to ensure progress towards success, the founders intend to ensure that the American Academy of Palm Beach charter school operates with complete transparency and a high degree of accountability. Operational goals related to business operations, academic results, and parent and community support will be adopted through a governing board approved strategic plan. The school administration will be required to give periodic and annual updates on the charter school's annual and long-term goals and strategic plan with an objective of making continuous progress.

G. Complete the Table below (add lines as necessary) and for each individual identified here and provide: 1. A completed and signed Board Member sheet (template provided) and 2. biography and resume.

Answer: Please see below and Attachment L, which provides the detailed documents requested.

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
David Van Camp	Current/Prospective	Vice -Chair	X Information Sheet _X_ Resume
Thad Rutherford	Current/Prospective	Chair	_X_ Information Sheet _X_ Resume
Teri Ferguson	Current/Prospective	Secretary	_X_ Information Sheet _X_ Resume
Mark Roseme	Current/Prospective	Board Member	X Information Sheet _X_ Resume
Stacy Harris	Current/Prospective	Board Member	X Information Sheet _X_ Resume

H. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

Answer: American Academy of Palm Beach founders and proposed governing board members intend to evaluate their operations after the first year of opening to determine the need for any community or parent advisory committees. American Academy of Palm Beach founders recognize that if the board and administration agree, a School Advisory Committee (SAC) or PTO/PTA, as well as any governing board advisory committees can serve as opportunities to observe and build relationships with parents and volunteers during school events. The SAC will be comprised of teacher representatives, community representatives, the parent liaison, and a school administrator in an odd number configuration. The SAC will be fully trained as a governing board appointed committee with a defined term, on the Sunshine Law and Freedom of Information Act and given specific duties. The American Academy of Palm Beach founders and governing board will utilize these mechanisms as a way to identify and recruit potential governing board members for replacement or expansion of the founding governing board. Additionally, business partners, community leaders, and supporters of the school will be evaluated for possible recruitment into governing board service. When the governing board becomes officially seated or if required by a certain date, an orientation and training process will be developed for new members which can include governing board member expectations, reviews of school policies, procedures, governing board legal responsibilities, Florida Open Records and Sunshine Laws, budget development, and governing board meeting rules, such as Roberts Rules of Order, for holding meetings.

I. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest.

Answer: After reviewing the sample on the FI-DOE website of the ethical standards policy, the American Academy of Palm Beach has adopted a DRAFT policy which will be formally ratified by the governing board when the charter application and contract are approved. See Attachment K – Governing board code of ethics and conflict of interest policy.

J. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school’s governing board and leadership.

Answer: The American Academy of Palm Beach founding governing board’s objective is to open in the first year and then meet to determine what board appointed or administratively appointed school advisory boards or committees may be needed. A School Advisory Council (SAC) will be formed and expected to conduct business in a highly professional and team approach manner while being supportive of the charter school’s goals and objectives they have been assigned. As noted, any advisory boards or committees will be given prescribed goals and objectives, operate in a professional and legally compliant manner, and report back on their progress on a schedule outlined by the governing board.

K. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. This includes the process for developing procedures for complaint resolution of parental concerns involving student welfare, including the student welfare provisions described in section 1001.42(8)(c)1.-6., F.S. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

Answer: The American Academy of Palm Beach founders recognize that there may be disagreements for a variety of reasons and in the essence of fairness, processes will be developed which give all parties in a dispute the opportunity to discuss their concern or objection to governing board policies, decisions, administrative procedures, or practices at the charter school. The objective from the opening of the charter school is to create policies, procedures, and practices which are fair and non-discriminatory to all parties or stakeholders, including parents and students. All policies, procedures, and practices will be developed with Florida statutes as their basis, if necessary, and applied consistently throughout the school’s operations. Compliance with school district authorized and adopted plans, Florida laws, required safety practices, discipline reporting requirements, academic, operational and testing procedures will be adhered to, creating a strong position for the school when questioned on a matter. If the matter is related to student discipline, any required SDPBC adopted Code of Conduct procedures for appealing decisions will be utilized.

In the event that there is a dispute, it is hoped that it can initially be handled in meeting with the school administrators and any involved parties, with a hope of bringing the matter to a mutually agreeable position. Alternatively, if the parent facilitator appointed in accordance with Florida statute 1002.33(9)p(2) can assist with resolution of a dispute, they will be engaged in the dispute resolution process. If a matter is resolved the progress will be reported back to the governing board members, in accordance with student privacy laws.

If the dispute cannot be resolved at the administrative or parent facilitator level, an open or closed hearing, if allowable, based on student privacy laws, will be held with the governing board, so that they can render a formal recommendation. American Academy of Palm Beach founders recognize that student welfare as outlined in Florida statute 1001.42(8)c(1-6) is critical to maintain. American Academy of Palm Beach founders, administrators, governing boards agree to adhere to, review, and take any actions as needed related to F.S. 1001.42(8)c(1-6) and educate teachers, staff, and parents of their obligations and rights of this section, which includes the following information, which has been modified to reflect a single school::

1. In accordance with the rights of parents enumerated in ss. [1002.20](#) and [1014.04](#), adopt procedures for notifying a student's parent if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The procedures must reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children by requiring school (district) personnel to encourage a student to discuss issues relating to his or her well-being with his or her parent or to facilitate discussion of the issue with the parent. The procedures may not prohibit parents from accessing any of their student's education and health records created, maintained, or used by the school (district), as required by s. [1002.22\(2\)](#).
2. A school (district) may not adopt procedures or student support forms that prohibit school (district) personnel from notifying a parent about his or her student's mental, emotional, or physical health or well-being, or a change in related services or monitoring, or that encourage or have the effect of encouraging a student to withhold from a parent such information. School (district) personnel may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being. This subparagraph does not prohibit a school (district) from adopting procedures that permit school personnel to withhold such information from a parent if a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect, as those terms are defined in s. [39.01](#).
3. Classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in prekindergarten through grade 8, except when required by ss. [1003.42\(2\)\(n\)3.](#) and 1003.46. If such instruction is provided in grades 9 through 12, the instruction must be age-appropriate or developmentally appropriate for students in accordance with state standards. This subparagraph applies to charter schools.
4. Student support services training developed or provided by a school (district) to school (district) personnel must adhere to student services guidelines, standards, and frameworks established by the Department of Education.
5. At the beginning of the school year, each school (district) shall notify parents of each health care service offered at their student's school and the option to withhold consent or decline any specific service in accordance with s. [1014.06](#). Parental consent to a health care service does not waive the parent's right to access his or her student's educational or health records or to be notified about a change in his or her student's services or monitoring as provided by this paragraph.
6. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the school (district) must provide the questionnaire or health screening form to the parent and obtain the permission of the parent.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information:

Answer: Please note that this section is non-applicable (N/A)

M. Name of the partner organization.

N. Name of the contact person at the partner organization and that person's full contact information.

O. A description of the nature and purpose of the school's partnership with the organization.

P. An explanation of how the partner organization will be involved in the governance of the school.

Section 11: Management and Staffing

- A. *Submit as Attachment M organization charts that show the school governance, management, and staffing structure in o The pre-operational year; o The first year of school operations; o At the end of the charter term; and o When the school reaches full capacity, if in a year beyond the first charter term. Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.***
- B. *Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual. --OR-- If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader and provide as Attachment O the position's qualification***

requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

The principal position has yet to be filled. Please refer to Attachment N for a detailed job description outlining the desired qualification and responsibilities of the principal, who will ensure that the school's operations align with its mission and vision.

The recruitment, selection, and hiring process for the school leader follows these steps: governing board will adhere to industry best practices and guidelines while searching for a principal. This involves researching leadership recruitment strategies and board expectations for the role. Highly qualified candidates will be identified who not only meet the minimum qualifications outlined in the job description but also demonstrate exceptional leadership qualities to guide American Academy of Palm Beach K-8 school.

Utilizing diverse recruitment methods, the board will seek individuals suited to lead the academy effectively through advertising in trade journals and local media outlets.

A Principal Hiring Committee, comprised of governing board members and community members, will assess and rank the submitted resumes based on the charter school's specified qualifications (see Attachment O). Following this, the governing board will engage with the top candidates and make the final selection for the principal position. The selected candidate will undergo fingerprinting and a background check. Upon successful clearance, the candidate will officially be offered the position by the governing board and provided with an annual contract.

Regarding the timeline for recruitment and hiring, the school will post principal applications and commence the recruitment process upon receiving notification from the Sponsor that the application has been approved. The Principal Hiring Committee will review and rank all applications, conducting interviews with the most promising candidates. The board will then assess the recommended applications and conduct meetings with the candidates. The selected principal is expected to be hired by August of the planning year and will assume the position immediately afterward.

The essential skills and competencies sought in the school leader encompass decision-making skills, critical thinking, effective communication, strong leadership abilities, proficiency in computer skills, curriculum development expertise, successful collaboration with teaching staff, adeptness in addressing student-related issues, fostering positive relationships with parents and the community, and prudent resource management. See job description Attachment N and Attachment O for the desired qualifications and job description for the principal.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The governing board, in accordance with Florida laws and their charter school contract exercises direct oversight of the principal, who is responsible for the day-to-day operations and supervision of all staff. The Director of Operations, reporting directly to the principal, handles financial and bookkeeping functions such as financial reporting, purchasing, and contract management. State-certified (or certifiable) teachers, paraprofessionals, and substitutes will be employed and report directly to the principal.

American Academy of Palm Beach is dedicated to independently recruiting and selecting its staff. Employment practices will be impartial and comply with the anti-discrimination provisions outlined in the Florida Educational Equity Act.

The principal is tasked with supervising the school's daily functions, overseeing all faculty and staff, including the Director of Operations. The Director of Operations, in turn, supervises the administrative assistant and clerical staff. Staff evaluations will be conducted by the principal.

For detailed information regarding the roles, responsibilities, and accountability of each administrative or leadership position, please refer to Attachment P. This document outlines the proposed job descriptions for these roles.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

Please see Attachments M-1, M-2, M-3 for the charter school's staffing plan and Attachment Q for the proposed job description and qualification requirements for the school's teachers.

E. Explain the school's plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school's design.

The school's strategy for recruiting highly qualified and certified instructional staff is outlined below:

- The selection and support of exceptional staff members is a top priority for the principal and governing board. Priorities for the principal upon hiring include student recruitment followed by the recruitment of highly qualified and certified instructional staff.
- The governing board will back the principal in this endeavor by reviewing and voting on the recommended instructional appointments.
- All instructional staff must possess a Florida teaching certificate and meet the standards to be considered Highly Qualified.

Recruitment methods for qualified staff members may include:

- Advertising on the School's website, trade journals, and local media.
- Use of the Florida Department of Education website "Teach in Florida" for outreach to Highly Qualified teachers.
- Maintaining a competitive salary, benefits and supplements, structure with performance incentives to attract top-performing teachers.

- Utilizing local media channels for job posting.
- Collaborating with local universities to place interns who may be considered for future positions based on their performance.
- Hosting job fairs and engaging in college recruiting.

The process for selecting highly qualified instructional staff involves reviewing and ranking applications, followed by inviting higher-ranking applicants for interviews. An interview committee, potentially comprising existing staff or volunteers associated with the school, will participate in the interviews. Candidates will be ranked based on their interviews, and the top-ranking applicants will receive employment offers, contingent on meeting the Sponsor's requirements for fingerprinting, drug screening, and background checks. The principal will be responsible for recommending all instructional and non-instructional hires to the governing board for their review and a vote for appointment.

The governing board will emphasize hiring policies that prioritize reflecting the diverse racial and ethnic backgrounds of the students served by the school.

The charter school's plan for the development of highly qualified instructional staff includes an emphasis on professional development. This development aims to enhance student achievement, refine classroom instructional strategies, and prepare students for further education and careers. The school will adhere to FLDOE recommended protocols for professional development, as outlined in Florida Statute 1012.98.

Professional Learning Communities (PLCs) will be established to foster collaboration among teachers and support their professional growth. Professional Learning Communities will concentrate on student learning, promoting a culture of collaboration, and striving for improved student achievement. American Academy of Palm Beach will be opting to participate in the SDPBC professional development program.

Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.***

The charter school, as a publicly funded private employer, will consider its school staff as private employees. All certified teacher hires will undergo a probationary period during their initial year of employment, as outlined in Florida statute 1012.33. The school may opt for progressive discipline measures as deemed appropriate, when necessary. Termination will be a recourse for severe violations or in the best interests of the students and due process will be used for any termination. Additionally, any misconduct as required will be reported to the FL-DOE, in accordance with F.S. 1012.796(5). Administrators will endeavor to collaborate with employees, extending support and aid when necessary and suitable.

Annual and probationary contracts will be utilized by the charter school, delineating the salary, position, title, term, duties, and expectations for each employee. These contracts will aim to ensure mutual

understanding between the school and its employees regarding the anticipated obligations. In case of any uncertainties or disagreements concerning the agreed-upon expectations, both parties can refer to the contract for clarification and mediation or arbitration will be used, if necessary.

B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included ins. 1012.34, FS. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.

The principal will oversee the evaluation of all instructional personnel and support staff. The principal is responsible for communicating the evaluation process, setting deadlines for required documentation, outlining professional duties, scheduling evaluation-related meetings, providing ongoing performance feedback, assigning summative ratings, and submitting necessary documentation to the school district department. However, the principal has the ultimate authority in determining ratings and recommending the continuation of employment for instructional and non-instructional personnel. Principal evaluations will be conducted by the governing board. All administrative, support staff, and contracted personnel evaluations will be conducted by the principal. The board is responsible for deciding on the continued employment of all school site administrators and employees as recommended by the principal.

American Academy of Palm Beach plans to purchase the state-approved Florida Charter School Alliance Principal & Teacher Evaluation Tool pursuant to state statute 1012.34 F.S., as amended in 2011 under the Student Success Act. The FCSA Evaluation System, offered to charter schools, facilitates the examination and retention of high-quality educators. This system ensures an equitable and thorough assessment of each educator's impact on both student learning and their professional development. It categorizes professionals into four performance levels: Highly Effective, Effective, Needs Improvement (0-3 Years – Developing), and Unsatisfactory, based on their overall performance rating.

Recognizing the intricacies of the profession, a fair evaluation system for educators necessitates multiple data sources to offer a comprehensive and authentic representation of their work. This evaluation system includes student performance metrics mandated by state statute to measure learner progress, observable indicators of effective instructional practice, and other valuable data sources related to teaching and learning. The Evaluation System consists of two main components: 1. Instructional Practice & Professional Job Responsibilities and 2. Student Growth Measures.

Educators will integrate their observations, assessment data, and self-reflection to advance their ongoing professional development in accordance with Standard 5 of the Florida Educator Accomplished Practices (FEAPs).

Standard 5. Ongoing Professional Development

The proficient educator consistently:

5.a. Develops deliberate professional objectives to enhance instructional effectiveness, aligning with students' specific needs.

5.b. Analyzes and applies data-driven research to enhance both instruction and student progress.

5.c. Utilizes diverse data sources, both independently and in cooperation with peers, to assess learning outcomes, adapt planning, and continuously enhance lesson effectiveness.

5.d. Collaborates with the home, school, and broader communities to encourage communication and bolster student learning and ongoing improvement.

5.e. Participates in targeted opportunities for professional growth and engages in reflective practices.

5.f. Integrates acquired knowledge and skills from professional development into the teaching and learning process.

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

Retaining a high-quality staff is crucial for the school's success. A comprehensive retention plan will be developed after the principal's hiring. The primary components of this plan will encompass:

- Providing salaries, benefits, and supplements for all employees that are competitive with the sponsor district, local charters, and private schools.
- Fostering teachers' ownership of the curriculum, and the school as a whole.
- Recognizing the significance of teachers leveraging their distinct abilities and talents to advance American Academy of Palm Beach K-8 charter school's mission and vision.
- Providing relevant and necessary avenues for professional growth while enabling teachers to assess their development needs.
- Employing highly qualified professionals who will be trusted and respected as capable and committed individuals.
- Understanding the significance of providing adequate support to teachers.
- Recognizing the importance of uninterrupted teaching and planning time, essential for effective student learning and teacher productivity.
- Offering compensation for teachers taking on added responsibilities.
- Fostering a positive environment for teachers to create a similar culture for the students.
- Soliciting and Responding to Teacher Feedback from Administration.
- Creating a healthy, safe, collaborative work environment for all employees.

- Recognizing staff accomplishments and achievements for their efforts at work.

American Academy Salary Schedules – Proposed Pending Governing Board Approval

Principal Salary Range

Minimum	Midpoint	Maximum
\$60,000	\$80,000	\$100,000

Director of Operations Salary Range

Minimum	Midpoint	Maximum
\$60,000	\$80,000	\$100,000

Teacher Salary Range

Minimum	Midpoint	Maximum
\$49,133	\$56,133	\$63,133

ESE/ELL/SBT/504 Teacher Salary Range *

Minimum	Midpoint	Maximum
\$49,133	\$56,133	\$63,133

Reading/ Math Coach Salary Range – Instructional **

Minimum	Midpoint	Maximum
49,133	\$56,133	\$63,133

School Registrar/ Administrative Secretary Salary Range

Minimum	Midpoint	Maximum
\$36,000	\$46,000	\$56,000

Clerical Support Staff Salary Range

Minimum	Midpoint	Maximum
\$24,000	\$30,000	\$36,000

Custodial Foreperson Salary Range

Minimum	Midpoint	Maximum
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\$32,000	\$40,000	\$48,000
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ESE Paraprofessional /Teacher Aide

Minimum	Midpoint	Maximum
\$19,000	\$23,000	\$27,000

School Custodian Salary Range

Minimum	Midpoint	Maximum
\$26,000	\$32,000	\$38,000

Employee Supplements – Pending Governing Board Approval

Master’s Degree - \$4,000 Specialist’s Degree - \$5,000

Doctorate Degree - \$6,000

* ESE/ELL/SBT/504 Supplement - \$4,000

** Reading/ Math Coach Supplement - \$4,000

Grade Level Chair / Dept. Head - \$2,000

Athletic Coach - \$2,000

Academic/School Club Sponsor - \$2,000

Employee Benefits

Sick Leave (10-month employees) – Eight days per year

Medical Insurance – Available with cost shared by employer and employee

Life Insurance – Employer provided 10,000

403(b) Retirement – Employer matched at 3% of salary

529 College Fund – Available to employee through provider

Vision Insurance – Available to employee through provider

Dental Insurance – Available to employee through provider

Health Savings Account (HSA) – Available to employee through provider

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The principal assumes direct responsibility for all staff hiring and recommendations for their approval will be submitted to the governing board.. The school is committed to a nondiscrimination policy across educational programs, activities, and employment practices. The governing board will adopt hiring policies that prioritize reflecting the diverse racial and ethnic backgrounds of the student body.

The procedure for hiring school personnel will mirror that of recruiting high-quality teachers. Applications will be accepted, reviewed, and ranked by the principal. Top-ranking applicants will be invited for interviews. The principal will assemble an interview committee, potentially including current staff or affiliated volunteers, to contribute multiple perspectives during the interview process. Candidates will be interviewed and ranked, and the highest-ranking individuals for each position will receive employment offers. Upon acceptance, candidates must comply with the Sponsor's requirements for fingerprinting, drug screening, and background checks before starting employment in accordance with F.S. 1012.465 and 1002.421.

The school will maintain comprehensive employee personnel files containing evaluations, commendations, disciplinary actions, certifications, resumes, and offer of employment records. The principal holds authority over employee dismissals in accordance with their employment contracts, Florida statutes and state rules for employee dismissals and due process will be carried out if necessary for termination prior to an employee's contract ending, and an employee may challenge this decision by appealing to the board. As the school's highest legislative body, the governing board will decide whether to affirm the original judgment or direct the principal to reassess the termination.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

The governing board plans to purchase personnel policies and procedures from an outside experienced vendor. These policies will be adopted to fit American Academy of Palm Beach's goals and expectations and any Florida statutes specific to public school employees.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The governing board and administration will manage unsatisfactory leadership, staff, or teacher performance and turnover in line with forthcoming policies. These policies will encompass components crucial to the employee retention plan, emphasizing support and professional development, corrective action plans and progress discipline for all employees, up to including termination if necessary.

The primary aim of the retention plan is to curtail turnover, especially due to unsatisfactory performance. While recognizing that not all employees may be retained, the board acknowledges the necessity of providing employees with clear employee expectations, necessary support, professional training, guidance, empowerment, trust, and respect to foster their success. The governing board's policies will outline a proactive course for employees under probationary status, integrating support, mentoring, and professional development to aid those struggling. However, the plan will not hinder the principal or board from taking immediate and decisive action to terminate employment in circumstances warranting swift intervention.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrator and instructional personnel, including the following:

1. Identify the person or position responsible for overseeing professional development activities.

The primary accountability for supervising professional development at the school rests with the principal. The School's principal will designate a Professional Development(PD) Coordinator to head the PD Team . The PD Team will comprise of the PD Coordinator, the principal, and at minimum, two additional teacher leaders. The primary mission of the PD Team is to facilitate the creation, execution, and assessment of a site-specific professional development plan aimed at fostering a school environment conducive to professional growth, ultimately leading to enhanced student achievement.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. Describe how the effectiveness of the professional development will be evaluated.

All professional development initiatives will be intricately aligned with the School's overarching vision and mission focus. The primary objective of these professional development endeavors is to bolster the School's commitment to nurturing and educating students through an arts, sports, and classical education curriculum. This curriculum is designed to equip students with the essential skills vital for their educational and social success. The core components of the professional development plan encompass various facets aimed at fortifying the curriculum and enhancing the effectiveness of both teachers and principals in advancing student achievement.

Furthermore, it is important to note that all school staff members will actively partake in professional learning sessions devoted to Social Emotional Learning (SEL).

This professional development approach encompasses academic domains, including but not limited to:

- Alignment with Standards
- Integration of Technology
- Differentiated Instruction in all subjects with a focus on ELA and Math

- Integration of the Arts
- Integration of a Foreign Language (Spanish)
- Data-Driven Instruction
- Effective Instructional Practices
- Assessment/Data Chats
- Project-Based Learning
- Interdisciplinary Lesson Planning
- Response to Intervention/Multi-Tiered System of Supports (RtI/MTSS)
- Learning Stations and the Rotational Model

These components are intricately designed to bolster the effective implementation of the art, sports, and classical curriculum program. Through these professional development initiatives, we aim to inspire students to evolve into confident and independent learners. The core professional development activities will be launched during the preschool phase. Furthermore, sustained follow-up and support will be readily available throughout the school year, integrating sessions during Professional Learning Communities (PLCs), common planning periods, designated PD days, and Mini PD sessions held within Faculty meetings. During the inaugural year, the bulk of professional development will be standardized to ensure that all teachers and administrators are working cohesively toward realizing the School's shared vision and focus.

Starting from the second year onward, our approach to professional development will be informed by a comprehensive needs assessment conducted at the conclusion of the preceding academic year. This assessment will be complemented by the analysis of current student performance data, Classroom Walkthrough data and teacher evaluations from the previous year. The administration will review the needs assessment findings and then work with each teacher to create their individualized plan for professional growth, with a primary focus on enhancing student achievement. Each teacher will have their unique targets, which will identify specific areas requiring improvement and set forth specific, measurable, achievable, realistic, and time-bound (SMART) growth targets.

The principal will be responsible for devising their own professional growth plan with input from their school climate survey and school assessment data. The principal's commitment to professional growth extends to attendance at the annual Florida Charter School Conference, as well as active participation in all principal meetings and relevant professional development opportunities offered through the Sponsor. This includes training in leadership, communication, safety and emergency procedures, excellence in hiring practices, and data evaluation.

Our professional development program will encompass both internal and external components, in alignment with Florida Statute 1012.98. All internal and external professional development initiatives will be meticulously designed based on current research findings and will incorporate an evaluation mechanism to gauge the effectiveness of the learning experiences. These plans will be intricately tied to specific performance data relevant to the students assigned to the respective teacher or administrator. Measurable improvements in student performance will be the anticipated outcome of this professional learning.

External professional development opportunities will be sourced from assessment companies and publishers responsible for the materials we utilize, as well as training programs offered by our Sponsor and other professional development teams and educational consultants.

The evaluation of professional development effectiveness will occur through one or more of the following means:

- Analysis of student data both before and after the implementation of professional learning to measure student progress.
- Teacher reflections on the purpose of their instruction, incorporating input from students and presentation of evidence such as student work samples, demonstrating alignment with prescribed instructional practices.
- Assessment and evaluation of assignments to gauge complexity of thinking, differentiation, and adherence to standards-based expectations, all as a direct result of the professional learning.
- Classroom observations, which will aid the administrative team in assessing whether teachers can effectively integrate professional learning into their daily routines.
- Professional development feedback will be collected at the conclusion of the program.

These components are strategically chosen to ensure the effective implementation of our educational program. Specifically, professional development in literacy instruction will be a crucial part of our strategy for both English Language Arts (ELA) teachers, Math teachers, content and special area teachers. These educators must be well-equipped with the necessary instructional practice, primarily differentiation instruction to enhance reading, math, and writing within their respective content areas and specializations.

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

All instructional personnel, specifically teachers, will be required to report to the school five days prior to the commencement of the students' academic year. During this period, they will engage in a diverse array of professional learning activities tailored to equip faculty and staff with the necessary preparation for the upcoming school year. Importantly, these professional learning opportunities will continue throughout the academic year, as previously indicated. The following types of professional development may be made available:

- **Curriculum:** All teachers will participate in department-specific training sessions that pertain to curriculum implementation, Florida Standards, and F.A.S.T. implementation.
- **Social Emotional Learning (SEL):** All teachers will partake in an overview of a curriculum designed for integration into their classrooms.
- **Data-Driven Instruction:** Administrators and instructional personnel will collaborate in the analysis, interpretation, and dissection of school data derived from various sources. This data analysis will inform the creation of effective plans to enhance student achievement.
- **Safety and Security:** Safety and security training will encompass the entire staff and cover

daily safety procedures, preventive measures to safeguard the school and students, procedures for handling emergency situations, and recognition of potential threats. This training aligns with the school safety plan as mandated by SB 7030.

- **Response to Instruction/Multi-Tiered System of Support (RtI/MTSS) Framework:** Teachers will learn to initiate and implement the RtI Model to address the academic and behavioral needs of all students.
- **English Language Learners (ELL):** Teachers will be equipped with strategies and resources to address the needs of their ELL students.
- **Exceptional Student Education (ESE):** Teachers will review the IEP (Individualized Education Program) process and review their students' IEPs. Assistance will be extended as necessary to ensure accommodations are provided and individual learners' needs are met.
- **School-wide Behavior Management Plan:** The school-wide behavior management plan will be introduced, and teachers will receive input and assistance in creating their own classroom plans.
- **Evaluation System:** Administrators will provide an overview of the state-approved evaluation model to be utilized at their school.
- **Identifying and Reporting Child Abuse and Neglect:** All teachers and administrators will participate in continuing education training sessions offered by the Department of Children and Families.

For other support personnel, they will engage in Sponsor-led training, workshops, and professional development tailored to their job descriptions and roles within the school. Additionally, new teachers, whether new to the profession or new to the school, will partake in an additional intensive professional learning program facilitated by the PD contact and select mentor teachers. This specialized state-approved program provided by the Sponsor will focus on elements that are instrumental in supporting the effective implementation of the educational program. Furthermore, first-year teachers and teachers with temporary certifications will receive training specific to the Florida Educator Accomplished Practices and other state-mandated activities, as stipulated by F.S. 1012.56.

1. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school's calendar, daily schedule and staffing structure accommodate this plan. Include time schedule for common planning or collaboration and how such time will typically be used.

The School will adhere to the Palm Beach County Schools academic calendar. It has devised a comprehensive plan for professional development throughout the school year. Here is a breakdown of the professional development offerings:

- **Pre-Opening Professional Development (5 days):** This segment covers a wide spectrum of topics, including Preschool Educational Program and Curriculum, Student Support, Data Analysis, Literacy Strategies, Differentiated Math Strategies, Safety and Security Protocols, Social Emotional Learning (SEL), Discipline Procedures, and Florida Educator Accomplished Practices. This robust training is designed for all instructional staff and administration.
- **Preschool Educator Support Program (3 days):** This focused program is tailored for new

educators and those who are new to the school. It delves into the intricacies of the Professional Educator Competency Program and the Florida Educator Accomplished Practices.

- **Professional Development Days (3 days- Elementary and 2 days- Secondary):** These days provide an opportunity for relevant professional development, which may be led by the Sponsor or continue and deepen the topics introduced during the preschool phase. This is open to all instructional staff and administration.
- **Professional Learning Communities (Bi-weekly, 1 hour):** Regular meetings held every two weeks for all instructional staff and administration. These sessions are dedicated to refining instructional practices in subject areas, engaging in data chats, and exploring individualized teaching strategies.
- **Faculty Meetings and Ongoing Professional Development (Monthly, 1 hour):** Monthly sessions held during faculty meetings, providing ongoing professional development to all instructional staff and administration.

The School is committed to aligning its professional development with the academic calendar of Palm Beach County School District. Before the school opens, five days of intensive professional development are planned, covering a broad range of crucial topics. Additionally, the school expects to allocate around three full days(Elementary) and three full days(Secondary) for scheduled professional development sessions throughout the academic year, along with monthly mini professional development sessions during faculty meetings.

In terms of scheduling, while teachers may have additional duties before and after school, every teacher will be afforded no less than one hour of scheduled planning time daily. Common planning time with departmental colleagues is ensured. Professional Learning Communities (PLCs) will convene every two weeks to facilitate collaboration, examination of student work, and shared planning among teachers. Additionally, staff informational and training meetings will be held after school on a monthly basis. These meetings may serve to disseminate information, promote collaboration, or deliver supplementary professional development. To ensure clarity, teachers will receive a professional development schedule at the commencement of the academic year, providing a detailed overview of the scheduled professional development days.

Section 14: Student Recruitment and Enrollment

- 4. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.***

American Academy's plan for recruiting students will involve a comprehensive effort to reach the target population reflective of the demographics of the county. The comprehensive plan will include a variety of printed materials, online media, and presentations to create a community awareness plan that will target students from preschools, elementary schools, community centers, local youth organizations and churches. Presentations will include information about charter schools, the school's curriculum, and the application procedure.

American Academy expects to have successful recruiting efforts from parents throughout the community. A survey conducted by the founders showed a support level of 93% among parents and residents for a sports, arts and classical education charter school. Having such strong community support is often a positive sign for the success of a charter school. This support can translate into various benefits, including higher enrollment numbers, potential fundraising opportunities, and positive word-of-mouth marketing. The complete survey information is provided in Section 15.

American Academy's comprehensive marketing materials will be distributed via direct mail, online and posted in a variety of neighborhood facilities, to ensure the school reaches all possible audiences, including, but not limited to harder-to-reach families; families living in poverty, academically low-achieving students, students with disabilities and ELL students. Neighborhood facilities will include but are not limited to community centers, libraries, post office, and other public locations. Digital advertising through Facebook, Instagram and the school website, with email options will be utilized as well.

To reach the community's diverse population, American Academy will provide informational materials about the school and enrollment procedures in multiple languages to the extent required by law.

American Academy's comprehensive plan to meet the projected enrollment of 288 (K-3) students in year one and 728 total (K-8) students in their fifth year of operation will take place in the following manner:

Phase 1: Identifying Eligible Students

American Academy will identify eligible students as identified in the Charter. The Board and Administration will identify the targeted population after a detailed and thorough analysis of the area.

Some of the indicators to identify a target recruitment area include, but are not limited to:

- Community Demographics
- Local school capacity
- Local school academic performance

Phase 2: Community Awareness

Upon approval of the charter application, American Academy will begin a comprehensive, targeted marketing plan to educate the community about charter schools and the specific opportunities available at the school. Publications, media, digital advertising, and presentations will address the community's demographics (including various languages, as needed). These endeavors will include, but not be limited to:

- Development of a school website
- Distribution of brochures/flyers at local daycare/preschool centers, community centers, libraries, churches, post office, and local youth organizations
- Direct mailings to the targeted population'
- Presentations at various community organization

Phase 3: Active Recruitment

American Academy will continue enrollment until their enrollment projections are met.

A more extensive hands-on marketing strategy may include, but not be limited:

- Targeted Direct Mail, Newspaper Ads
- Continued distribution of brochures/flyers about the school
- Information Session/Presentations at various locations throughout the community
- Open houses, information sessions at the school site, and possibly at local schools at or above capacity

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

American Academy expects to achieve racial/ethnic balance reflective of other public schools in the community it serves by providing materials in other languages, as needed, school representatives attending community, church and sporting events, social media blasts, and a user-friendly website with application and enrollment information. Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level in accordance with section 1002.33(7)(a)8., F.S. and Florida Educational Equity Act, Section 1000.05(2)(a).

American Academy will not discriminate on the basis of race, religion, national or ethnic origin or exceptionality in the admission of students, in accordance with federal and state anti-discrimination laws. The school will be open to any eligible students of the targeted population.

American Academy's promotional efforts will reach students throughout the targeted community to ensure a reflective balance in the school. Informational meetings will be held in a variety of community forums to ensure that a diverse set of families are reached. The American Academy governing board and staff will work with diverse community groups to seek assistance in disseminating information. The Governing Board and/or Administration will contact the arts, cultural and sports organizations within the county to promote the school's arts, sports, and classical curriculum. Local elected officials and community leaders will be invited to visit the school site and attend informational meetings.

In addition, American Academy will contact social service agencies in the area that typically serve 'harder to reach' families. Information brochures and applications (available in multiple languages to reflect the community) will be distributed to these agencies to facilitate the school's desire to inform these groups about this opportunity. The Board and Administration will be available to meet with families served by these agencies for an opportunity to share information about the new school.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

American Academy will be a community-based school and pursuant to Florida Statute Section 1002.33 10 (e)(4), will limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school if the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district. If

projected enrollment or racial/ethnic balance is not met, enrollment will be open to students outside the two-mile radius within a defined reasonable distance. Supplemental registration sessions may be necessary for the purpose of reaching projected enrollment.

American Academy is committed to upholding principles of non-discrimination, ensuring that race, religion, national or ethnic origin, and exceptionality are never factors in any circumstance. The process for admitting students through a lottery system will strictly adhere to the mandates of the Equity Act, as outlined in Florida Statute Section 1000.05(2)(a). This process will guarantee that there is no room for discrimination based on race, national origin, gender, disability, or marital status throughout the admissions process.

The admission process will involve a lottery selection, unless the number of applications fall below the available number of seats. To ensure an equitable and just lottery selection, the American Academy has opted to utilize the Lottrease online registration program. Should the situation arise where the number of applications is below the seat availability, all eligible student applications will be accepted and processed for registration, subject to the availability of space within the respective grade level classes.

In its inaugural year, the American Academy plans to accommodate a K-3 population of 288 students. Over the following years, it will progressively expand to include grades K-8, eventually reaching full capacity in its fifth year of operation.

American Academy will give enrollment preference to the following populations:

- 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.
- Students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

Enrollment Timeline (approximate dates)

Activity	Timeline
Year 1	
Open Enrollment	January- March
Application verification	April
Notification of Lottery	April
Lottery	May
Admission/waitlist notice sent	May
Registration	June-ongoing
Year 2	
Recommit letters to current students	January
Open Enrollment	January-February
Application verification	March
Notification of Lottery	March

Lottery	April
Registration	May- ongoing

Early Registration

1. An open enrollment period is established.
2. At the end of the enrollment period, parents will be notified of acceptance or assigned a lottery number, if applications exceed capacity.
3. Additional applications will be accepted on a first-come, first-serve basis until year one capacity is reached.

Subsequent Years

1. Applications will be accepted during open enrollment and continuously to maintain capacity in each grade level.
2. Applications will be date/time stamped as they are received.
3. If applications received exceed the capacity of the grade level, a public lottery will be held.
4. The number of seats available will be determined by the number of recommitted students minus the capacity.
5. A wait list will be generated by grade level in the order in which they were received.
6. The Lottery system will be generated.
7. A parent will be notified of their child's acceptance no later than 21 days past the acceptance period deadline.
8. Parents will have a specific timeline to respond in writing of their decision to attend.
9. If an accepted applicant declines, the slot will be given to the first person on the waiting list.
10. At any time, the number of applicants exceeds the capacity of the grade level, a public lottery will be held to determine which applicants are admitted.

Section 15: Parent and Community Involvement

- A. **Briefly explained the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family school partnerships to strengthen support for learning,**

volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s.1002.33(7)(d)1., F.S.

American Academy will fully encourage parents to be actively involved in the school's community and their child's education by providing meaningful volunteer opportunities and maintaining open and consistent communication. The general plan will include the following events, volunteer opportunities, and communications:

- Provide Volunteer Orientation where volunteer responsibilities and expectations will be reviewed, and a parent agreement signed.
- Conduct background checks on all volunteers.
- Circulate school newsletters informing all stakeholders of important information will be a priority.
- Maintain a current school website in both English and Spanish.
- Provide a school calendar communicating upcoming events.
- Create a PTO/PTA and SAC consisting of school personnel, parents, local businesses, and community members.
- Invite parents and families to attend and volunteer at school open houses, community involvement nights, Kindergarten Roundups, and awards events.
- Provide notice to invite parents and families to participate in American Academy PTO/PTA and SAC meetings.
- Invite parents and families to attend and volunteer at Science Fair Exhibits, Book Fairs, Wax Museums, Painting Nights, Field Days, Theatrical Productions, Holiday events, and Cooking Demonstrations.
- Provide workshops with learning opportunities for parents and families regarding school curriculum, data reviews and chats, and homework completion strategies.
- Encourage parents to chaperone field trips and assist teachers with the production of classroom materials and bulletin boards.
- Participate in organizing community service projects such as Backpack Drives, Uniform Recycling, and Toy Drives.

As part of an adopted strategic plan, American Academy will provide at least four activities a year in which parents, and business and community partners can participate at the charter school. All of American Academy employees will be involved in at least two community events each year to promote school and community partnerships, recruit volunteers, and promote the charter school's programs and achievements. Employees will be expected to actively communicate with and welcome the support of all parents, community members, and business partners on a regular basis.

The governing board will appoint a parent liaison representative to coordinate parental and business partner involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes. The parent liaison may be a governing board member, charter school employee, or an individual contracted to represent the governing board. The parent liaison will reside in Palm Beach County. This will be done in full compliance and accordance with Florida statute 1002.33(p)2.

- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purpose, terms, and scope of services of any such partnerships including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning.**

The innovative Sports, Arts, and Classical Education concept of American Academy lends itself to establishing partnerships and utilizing community resources available to students and parents. This will be in the form of providing opportunities for community organizations to attend governing board meetings, quarterly school meetings, extracurricular events, and fundraising events. Parents and community members will be invited to school-wide events showcasing student talent and community partners will collaborate with American Academy to provide enrichment activities and academic and social growth opportunities.

- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g., letters of intent/commitment, memoranda of understanding, or contracts).**

As part of their planning process, American Academy sought to gauge the level of communitywide support for a Sports, Arts, and Classical education charter school. A one-page four question “**Community Input Survey**” was developed by the founders and charter application team (See Attachment T). This survey outlined American Academy’s goals for a “K-8 Sports, Arts, and Classical Education charter school in Palm Beach County” with a goal of opening in Fall 2025. The survey posed three hypothetical questions to community members, business owners, parents or family members, centered around a desire to see a K-8 Sports, Arts, and Classical Education open in Palm Beach County. The fourth question asked respondents if they were a resident of Palm Beach County.

The survey was administered to groups at eight different community events or gatherings in Palm Beach County by the American Academy founders. Since the charter school’s location is still being determined, the survey was administered in the north, central, and southern portions of the county. Qualtrics (Qualtrics, 2023) online calculator was used to calculate the ideal minimum sample size of 384 respondents. The sample is based on an N = 190,000 which represents the approximate number of all public-school students and nearly 13% of the 1,496,770 total countywide population, which residency numbers would far exceed a five square mile service area based on Palm Beach County’s population density of 762 people per square mile.

The administration of the survey began on June 24, 2023 and was completed on September 9, 2023, at eight different locations in Palm Beach County. A total of 402 partially or fully completed surveys were collected. The denominator for each question exceeded the 384 minimum respondents calculated to be a valid sample.

The "Community Input Survey" questions, results, and respondent ratios are presented below with percentages rounded to the nearest whole number:

Question 1: Community Member - Would you like to see a quality K-8 Sports, Arts, and Classical Education Charter School open in Palm Beach County?
YES – 93 % (374/400) **NO - 7 %** (26/400)

Question 2: Business Owner - Do you believe a quality K-8 Sports, Arts, and Classical Education Charter School will enhance your community?
YES -91 % (353/389) **NO - 9 %** (36/389)

Question 3: Parent or Family Member - If you are the parent of a future K-8 student, would you consider sending your child to a quality K-8 Sports, Arts, and Classical Education Charter School?
YES - 90 % (363/ 402) **NO -10 %** (39/402)

Question 4: Residency - Are you a Palm Beach County resident?
YES -96% (384/401) **NO - 4 %** (17/401)

Based on the results of the Community Input Survey, the American Academy founders believes that there is a broad countywide base of support for a unique Sports, Arts, and Classical Education charter school in Palm Beach County among parents, business owners, community members, and residents. As noted in the results, a minimum of 90% of the respondents answered "YES" to each of the four questions.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Including description of how the dispute resolution procedures are designed to resolve and protect the rights of parents as enumerated in ss. 1001. 42(8) (c) 1.-6., 1002.20 and 1014.04,F.S.

The American Academy Founding team recognizes the value of parental rights, parent input, and involvement in their child's education and the extensive nature of Florida statutes 1014. 04 (Parental Rights), 1001. 42 (Powers and duties of district school board, and 1002.20 (K-12 student and parent rights). As such, the American Academy governing board and staff agreed to comply with all requirements within the referenced statutes, including notifications to parents, exemptions from any curriculum, health examinations based on parental requests, and giving parents the right to a dispute resolution process. American Academy will post Florida statutes 1002.20, 1014.04, and 1001.42 on their Florida statutory compliant website and make every attempt via e-mails, letters home, open houses, and phone dialers to advise parents to review these important statutes.

American Academy recognizes that parents have the right to dispute certain school decisions. In the case of student discipline, a parent will be given the right to a hearing with the school's principal in accordance with the SDPBC Code of Conduct. Students with disabilities rights will also be recognized in accordance with the SDPBC Code of Conduct proper hearings will be given based on IDEA and SDPBC policies. Students who are recommended for expulsion will be given an opportunity to explain their case at the Governing Board level, and the School District hearing offices, Expulsion Review Committee, or School Board level.

In accordance with Florida Statute 1001.42(7) a-b (I, II), parents with a concern will be given the opportunity to resolve the concern within seven days. At a minimum, procedures will be required that within 30 days after notification by the parent, if unresolved, the school must either resolve the concern or provide a statement of the reasons in writing for not resolving in concern. Further, if a concern is not resolved by the school, the parent may request the Commissioner of Education to appoint a special magistrate who meets the qualifications in 1001.42 Florida statute or bring to obtain a declaratory judgment that the school's procedure or practice violates the paragraph in the statute.

The parent liaison appointed by American Academy charter school will have the ability to interact with parents and resolve issues on their behalf in accordance with Florida statute 1002. (9)p(2). Student information privacy in accordance with the U.S. Code for Family Educational Rights and Privacy Act (FERPA) laws will be maintained at all levels of discussion and communications regarding a student.

American Academy Charter School

Section 16 – Facilities

American Academy will be in full compliance with Florida statute 1002.33 in regards to its facility planning. Florida statute section 1002.33(18) specifies a number of requirements and the American Academy founding team, including the founders, educational and facility development consultants have all reviewed the requirements, such as compliance with portions of Florida Building Code pursuant to chapter 553, working within a municipality's requirements which do not exceed Florida State Requirements for Educational Facilities (SREF) of the Florida Building Code, compliance with issuance of a certificate of occupancy or use by the local municipality, and compliance with the Florida Fire Prevention Code, pursuant to Florida statute 633.208 adopted by the local authority. The American Academy team has also reviewed the related statutes, 1002.33(18) a-g.

American Academy is also aware that a 5-year Facility Works Plan must be in compliance with Florida statute 1002.33(18) g. This plan will be presented to the American Academy Governing Board for annual review and approval and presented to the sponsor, the School District of Palm Beach County, during the required time frame. American Academy understands the annual review requirements of the sponsor and will secure an initial Certificate of Occupancy, Florida Statute 1006.07(4) required fire drill schedule, complete an annual fire inspection, acquire required property insurances, complete an annual health inspection, and maintain a hazardous materials plan with Material Safety Data Sheet (MSDS) files at the charter school site.

As noted in Florida Statute 1002.33(6)(c)3(c) 5, a charter school a charter school may defer the opening of the school's operations for up to 3 years to provide time for adequate facility planning. Thus, in this new charter school application section 16, parts A to E are noted as "Not Applicable".

Therefore, American Academy will address the section titled "If the site is not yet acquired", parts F to I. Please see the responses to parts F, G, H, and I below.

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

American Academy is leaving its location options open and will conduct a feasibility study as it narrows their decision on a desired location for its charter school. In order to gauge interest and community

need, American Academy has conducted community and parent input surveys in multiple locations around Palm Beach County. The results are detailed in the American Academy Charter Application, Parent Community and Involvement, section 15. The school expects to operate in a three to four story building of approximately 35,000 sq. ft. In keeping with one of the school's theme of sports, American Academy expects to have a two-story gymnasium, which may also be multi-purposed for classical education or arts related activities, such as performances, displays, foreign language events and history fairs.

Additionally, there will be first floor administrative offices, classrooms, and a warming kitchen. The second floor will be split by the clear-story of the gymnasium and classrooms. The third and fourth floors will be comprised of classrooms, media/computer room(s), a teacher workroom and lounge, additional administrative offices, storage, and ancillary maintenance classrooms. Restrooms will be on each floor and the building shall be American with Disabilities Act (ADA) compliant.

Part G – Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derives. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities related costs and include evidence of such (e.g. letter, MOU) as attached.

The cost estimates for the anticipated facility have been calculated based on a per square foot basis with a potential cost range of \$250-275 per square foot constructed. The estimate has been derived based on industry standard costs of similar and like-kind school structures built in comparable markets within the last 12-18 months. The land cost estimate is based on a three to five acre urban charter school site at \$600,000 -\$750,000 per acre. The F.P. Dino Development team of Boca Raton, FL. is advising American Academy on the building and development process and has engaged Municipal Capital Markets of Denver, Co. as an underwriting agency for the school. They intend to provide a leadership role for the inception of an Industrial Revenue Bond. This will be done in concert with a state of Florida or local municipal IDA, in order to issue Tax Exempt Bonds for the mortgage of the projected costs remaining. Attachment U includes information about Municipal Capital Markets and a signed letter showing willingness to work with American Academy of Palm Beach Charter School.

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

Concurrent with submittal of the American Academy Charter School application to the School District of Palm Beach County, the F.P. Dino team will be conducting site identification and evaluation for a potential school site. Upon receipt of a letter of approval for the charter school application from the Palm Beach County School Board, the F.P. Dino team will assist American Academy with acquisition of the desired school site. Following zoning qualification, planning will commence to produce engineering and plans required to qualify for government approvals and entitlements. This process is expected to require 6-9 months. During site plan review, in advance of completion but following a receipt of compliance from the municipality, prior to a DRC letter or site plan ratification by Commission, design will commence to fast track the project towards building permits. Construction shall ensue immediately upon receipt of building permits and require 8-10 months to obtain a certificate of use for occupancy.

Part I - Describe the back-up facilities plan.

While the development team sees no reason that the ground up construction project would not be a success, a back-up facilities plan would include identifying an adequate use temporary location to house appropriate student stations, food service, and administrative support spaces until the proposed charter school building is complete. Throughout site identification and selection, entitlement process, building permit review and lastly construction of the physical plant, time will be of the essence to complete each phase expeditiously. In the event the structure becomes available in the middle of a school calendar year, an option would be to utilize a deferral year and open the following school calendar year.

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

American Academy will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school in accordance with F.S. 1002.33(20)(c). The transportation plan, including any plans for contracting services will be in accordance with all district, state, and federal rules and regulations.

American Academy will be a community-based school, it will be expected that parents will provide transportation. Charter Schools are permitted under State Statute 1002.33 10 (E)(4), to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school if the resulting racial/ethnic balance is reflective of the community served by the school or within the racial/ethnic range of other public schools in the same district.

If the school is required to provide transportation services to students outside of the two-mile radius, due to lack of enrollment or racial/ethnic balance, the school will provide transportation within a defined reasonable distance.

American Academy will contract with a Florida Department of Transportation (FDOT) approved transportation service to provide specialized transportation for students living within reasonable distance with disabilities based on their needs as specified in their IEP.

American Academy will ensure that bus transportation for any school sponsored event, such as field trips or sports will be carried out in accordance with the statutory requirements on FDOT-approved buses with approved drivers.

The buses used to transport students shall meet the requirements of F.S. 1006.25 and FAC 6A-3.003, Federal Motor Vehicle Safety Standards, National Standards for School buses, and the Florida School Bus Specifications. In addition, the transportation provider will ensure that all buses undergo the required maintenance inspections,

upkeep and safety precautions as required by FAC 6A-3.0171. The contract will also require all bus drivers meet all statutory requirements. Specifically, 1012.45 will be followed which requires that "Each school bus driver must be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education..." Consistent with FAC 6A-3.0141, prior to transporting students the transportation provider must provide evidence that the driver has five(5) years of licensed driving experience, a valid commercial driver license with both passenger and school bus endorsements. In addition, the driver must have a valid certificate indicating the completion of the 40-hour pre-service requirements consisting of at least 20-classroom hours and 8-behind the wheel hours.

If it is determined in the future that transportation services will be necessary, the American Academy will provide free school bus transportation by contracting the service through a FDOT-approved vendor. American Academy recognizes that state funding provided for transportation is typically less than the cost of providing that service. American Academy will adjust its budget as necessary to adhere to this policy.

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

American Academy understands the critical role that nutrition plays in supporting the academic success, physical well-being, and overall development of our students. Our Food Service Program is designed to provide wholesome, balanced meals that nourish their minds and bodies, fostering an environment where learning and growth can flourish.

American Academy will provide breakfast and lunch daily under the National School Lunch Program guidelines. The school intends to contract with Maschio's Food Service provider who has experience with charter and private schools. The school's facility developer provided a kitchen floor plan to the food service provider with a square footage estimate that is compatible with the expected student enrollment and staff food service needs based on their past experiences. The food service provider has worked with American Academy to identify a compatible equipment plan and has supplied estimated competitive equipment pricing from one of their providers. This pricing is reflected in the American Academy charter school's application budget. The objective of the food service provider will be to provide prepared meals for distribution to students

and staff with a fee-based program. American Academy intends to participate in the National School Lunch program. American Academy will work within expected nutritional requirements for all meals.

American Academy also expects to operate an afterschool program and will build in high quality nutritional snacks and drinks for aftercare students. American Academy will work with the food service provider to identify and provide these snacks.

We are committed to offering free and reduced-price meals for eligible children who qualify for the NSLP Free and Reduced Lunch program. At the start of the school year, we will distribute free and reduced-price lunch applications to every student. Each classroom teacher will be responsible for documenting each child's receipt of the free/reduced lunch application. Our administrative staff will be readily available to address any questions or concerns.

Our aim is to encourage as many families as possible to complete the necessary forms. All free/reduced lunch applications and related records will be meticulously logged and maintained, available for review by state or federal auditors. A designated staff member will verify students' eligibility for the free/reduced lunch program while adhering to all federal regulations and guidelines.

Upon processing the applications, responses will be sent to both the child and their parents/guardians. Following the guidelines of the National School Lunch Act (42 U.S.C 1745(b)(2)(c)), a confidential list will be compiled and shared with the designated staff member. Meal benefits will commence on the day the application is approved within the school. We are dedicated to ensuring that every eligible child has access to nourishing meals to support their growth and well-being.

American Academy K-8 Charter School

Section 19- School Safety and Security

The American Academy founders recognize that school safety is a daily priority. The founding charter school team members, including the educational and facility development consultants, have extensive experience working with students, staff, parents, volunteers, and school supervision, as well as designing and building quality charter school facilities. All policies and procedures recommended to the American Academy Governing Board for approval will be made with the safety of students, staff, volunteers, and campus visitors in mind.

The American Academy founding team has reviewed all of the School District of Palm Beach County's policies which have safety requirements and will adhere to the recently adopted May 3, 2023 SDPBC policy 2.3818. American Academy will adhere to the charter school requirements and guidelines in SDPBC policy 2.3818 and any future adopted safety policies for charter schools based on Florida state laws or state

adopted rules. The American Academy Governing Board and Staff will work closely with the SDPBC Safety Specialist, per Florida statute 1006.07(6)a and comply with annual reviews of the charter school's policies and procedures.

Per Florida statute 2.3818, American Academy Governing Board and Staff will also comply with the requirements each year for the SDPBC School Safety Specialist to complete a security risk assessment on or before October 1 at each charter school using the Florida School Safety Assessment Tool (FSSAT), as provided in Florida statutes, sections 1006.07(6)(a)4 and 1006.1493. All required safety drills, recording of drills, and monitoring of the effectiveness of drills will be conducted in accordance with any laws, state or local rules, and SDPBC charter school policy requirements.

American Academy recognizes Florida Statute 1006.12(1)(4) requiring a charter school to have a school resource officer, a school safety officer, a school guardian, or a school security guard. American Academy will be utilizing a school safety officer or school security guard which will be reflected in the annual charter school budget. American Academy intends to hire a school safety officer or school security guard from a reputable and Florida licensed agency and monitor that the person meets the training requirements and is present during instructional time as required on the school calendar. In the event that summer school is offered, a safe school officer or security guard will be present and utilized in accordance with all SDPBC policies or Florida statutes. All required reporting to the SDPBC Safety Specialist, Safe Schools, law enforcement agencies, and private security firms of any safe school or school security guard discipline will be done in accordance with SDPBC policies and Florida laws. American Academy will also comply with the new 2023 requirements for composition of a Threat Management Team and any necessary threat management systems.

All necessary staff at American Academy Charter School will complete any necessary safety systems or related threat assessment and management training, all of which will be documented. Any required safety meetings will be conducted and documented with records in a designated location. At the most basic level, all staff, volunteers, and visitors, will be required to wear an identification badge, schoolwide anti-bullying requirements will be met, and an effective staff supervision plan for drop-offs and dismissals will be developed. Student health records will be available in the event of an emergency and student /home contact records will be kept up to date. The school will maintain a Florida statute compliant website with all required school contact information on it.

The American Academy Governing Board and Staff will ensure that best practices are utilized when working with the facility development team in designing and preparing the facility for students, staff, parents, volunteer, and community use. The goal is to create a building with a single point of entry access managed with a controlled entrance system, effective management of resources, a well-protected school perimeter with "territorial integrity" and a building interior monitored with a camera surveillance system, effective safety communication systems, doors with keypad entry and one-way locks, windows with limited openings, and adequate lighting systems for early and late day arrivals and dismissals, and for special events. The American Academy founding team will review best practices such as Florida Safe School Design Guidelines (FL-DOE, 2003) when designing the facility and its safety systems.

American Academy has also completed an historical review of the Florida school safety statutes and Florida Department of Education Safe Schools Department memos sent to school districts and charter schools. Any requirements established by the following laws, rules, or procedures in effect at the time of the charter school's opening will be adhered to with fidelity. This historical review consisted of the following:

- A. District and Charter School Policies and Procedures Pertaining to the Health, Safety, and Welfare of Students (2023 Safe Schools Memo).
- B. Review of 2023 Florida Statute HB543 – Public Safety.
- C. Changes to the Coach Aaron Feis Guardian Program (2023 Safe Schools Memo).
- D. Florida's New Threat Management Operational Process (2023 Safe Schools Memo).
- E. Required Reporting of SESIR Incidents to Law Enforcement (2023 Emergency Rule).
- F. Changes to School Environmental Safety Incident Reporting Requirements and Monitoring (2022 Safe Schools Memo).
- G. House Bill 1421 – School Safety (2022).
- H. House Bill 899 – Mental Health of Students, School District Responsibilities (2022).
- I. Florida Safe Schools Assessment Tool (FSSAT) (2022 Safe Schools Memo).
- J. Memo Regarding Safet Drills (2021 Safe Schools Memo)
- K. House Bill 590 – modifications to Provisions Related to School Safety (2021).
- L. Alyssa's Alert Law for Charters, August 6, 2021 (Safe Schools Memo, 2021).
- M. School District and Charter School Requirements for Active Assailants Plans (Safe Schools Memo, 2019).
- N. FortifyFL School Safety Awareness Program (2018 Safe Schools Memo).
- O. New School District Requirements as a Result of Florida House Bill 7055.
- P. Marjory Stoneman Douglas High School Public Safet Act (MSDHSPSA) (Related Senate Bills 7026 (2018) and 7030 (2019)).

In addition, a review of reporting requirements from the Florida Department of Childrens and Families outlines the mandatory responsibilities for all school personnel to report specific forms of child abuse. American Academy will operate and train all employees with the understanding that in accordance with Florida Statute 39.201(2)d all school personnel will be required to report to the Florida Department of Childrens and Families, if he or she knows, or has reasonable cause to suspect, that any child abuse has occurred in accordance with Florida statutes 39.201(1)a, b, or 39.201(2).

Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

Our comprehensive planning year and five-year budget was developed using the Florida Charter School

Support Unit's Budget Template provided by the Budget Department of the School District of Palm Beach County. Please see Attachments W, X, Y, and Z for a full compilation of the expected charter school revenue and expense estimates for the planning year and first five years of charter school operations.

Please see in the attachment section, Attachment W-Florida Charter School Revenue Estimating Worksheet and Attachment X, Proposed Operating Budget for American Academy of Palm Beach K-8 Charter School. The budget for each year is based on the proposed student enrollment shown in section 2 of the charter school application. Our initial year enrollment is projected at 288 and our year 5 build out enrollment is projected at 728 students.

Our proposed budget also includes a 3 percent reserve fund for every year of operation and still maintains a positive balance each year. These budgets are based on the minimum of what we believe we will need with regard to schoolwide staff, operations, and materials. The governing board will evaluate the budget on an annual basis and if additional revenues or revenue sources are identified the board will determine the best use of these funds. Once the school is up and running the governing board will have a more educated understanding of the enrollment, facility and the overall needs of the school as well as actual revenues from year to year.

B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including sources of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Please see Attachment Y. This start-up budget contains a summary of revenue sources, expenses and an anticipated fund balance. American Academy of Palm Beach understands that the pre-planning year period is independent of the period prior to the FTE payments. Included in the budget are estimates for oversight of a principal during the planning year. The funds are comprised of salary, benefits and anticipated operating costs.

As the planning year budget indicates, we have obtained confirmation of funding through a contribution for the planning year in the amount of \$25,000. Attachment Z contains a commitment letter for \$25,000 in unencumbered and dedicated private donor planning year funds. Below is a snapshot of the planning year budget. The expected expenses are described below.

Principal's Salary – We intend to hire the principal of the School in March 2024, with the person operating on a part-time basis. The principal salary is anticipated to be an annual salary of \$78,000, including benefits. For the planning year the part-time salary along with administrative costs is pro-rated to be \$20,350.

Services and contracts – In the planning year, \$3,500 is expected for certain professional and legal fees, including governing board related fees.

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

Please see Attachment Z which details a commitment letter for \$25,000 to fund the planning year part-time position and other expenses. The five-year operating budget is not contingent upon sources of funding beyond those typically provided by local, state, and federal governments with the exception of the planning year as noted and possible facility development debt issuance. Attachment Z also contains letters of support for American Academy of Palm Beach from a Florida university, consultant, law firm, and police chief.

- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

The complete five-year comprehensive budget is included as Attachment X. The budget was developed utilizing the budget tool developed by the Florida Charter Support Unit and acquired from the School District of Palm Beach County. This tool assisted in the development of the budget and provides a step-by-step analysis of each year included in the budget.

Revenue

Attachment W highlights the revenue we are anticipating over the first five years of operation. This revenue is based on a starting enrollment in year one of 288 students and a fifth-year enrollment of 728 students with any calculated pro-rations by the template. The following is a summary of the significant revenue assumptions made by American Academy of Palm Beach Charter School as part of the budget development.

- As noted, we anticipate enrollment-based revenues to increase each year with increased students and the addition of class grades during the first five years.
- We do not believe we will be eligible for Title 1 funds and have not included them in the budget.
- We do not believe we will be eligible for Capital Outlay Funds until the fourth year of operation.
- We believe we will be able to obtain various grants and donations to assist the growth and development of the school; however, we have not included these funds in our budget.
- We have included a letter detailing a \$25,000 donation to American Academy of Palm Beach with proceeds in the planning year to balance the start-up year budget.

Most of the expenses in our budget are based on the number of enrolled students. We believe our student numbers are reasonably estimated. If we happen to experience fluctuations in our enrollment, the expenses will adjust accordingly based on the revenue from the number of students. This will allow the governing board to adjust accordingly and as necessary in order to balance the budget.

Expenses

The budgeted salaries, benefits and expenses related to schoolwide staff makes up a significant portion of our projected budget. We are assuming certain necessary core positions in year 1 with an enrollment of

288 students and scaling up to 728 students in year 5. In order to be competitive with salaries and attract quality personnel, our salary ranges and benefit packages will be \$78,000 for the principal position to \$49,000 for teacher salaries. Additional information is available below in regards to staffing and compensation for the Academy. Section 11 and 12 and Attachments M, N, O, P, and Q detail salaries, organizational charts, and specific job descriptions for schoolwide positions. The following is a summary of our significant line items:

Staff Salaries: We have assumed an average base professional salary of \$49,133 salary plus benefits for full-time teachers and instructional staff members. We have allotted \$78,000 (\$60,000 plus benefits) for the principal position starting full-time in year 1 along with a similar salary for a School Operations Director in that same year. Included in the salaries and benefits we have included 7.65% for FICA and Medicare, an unemployment rate of 2.7% for the first \$8,000 per employee and 1.25% for Worker's Compensation. Retirement is also included in the budget at a 3% matching cap. The charter school's organizational charts, job descriptions, and salary ranges for administrators, teachers, and support staff are fully detailed in Sections 11 and 12 and Attachments M,N,O, P, and Q of this application.

Substitute Teachers: We are assuming that each full-time teacher will be allowed ten days of paid time off and that substitute teachers will be paid to cover for the teachers absent. We have included a \$125 per day cost in our budget.

Academic Supplies: We have based school supplies needed based on anticipated enrollment at a per student cost. These costs we have allowed for increases in each year based on expected costs. These costs will fluctuate based on enrollment from school year to school year.

Textbooks, Curriculum Software and Computers: These items have been addressed in our attached budget. Textbooks are calculated at an average cost per student times anticipated enrollment. Textbooks cost per student is expected to be \$80 in year 1 increasing to \$83.25 in year 5. Software and Computers are based on needs including the needs of the teachers and students.

Furniture: A quote has been secured from a state approved vendor based on a 5-year purchase program. This program will include furniture, fixtures and equipment necessary for all classrooms, administrative, and support staff areas. We anticipate the total to be \$759,000 and the vendor has built in annual price increases.

ESE Professional Services: As described in this application, we anticipate contracting with outside services to provide certain special education services such as Speech and Language. To calculate this estimate we assumed 3% of total revenue.

District Fees: We have accounted for 5 percent of the FEFP amounts as the school district's holdback fees are capped at an enrollment of the first 250 students.

Insurance: To cover the cost of insurance we have included estimates for general insurance policies to cover general liability, employees and officers, and other required insurance policies.

Food Services: We anticipate that our school lunch program will generally be a revenue neutral program. We budgeted a slightly higher food revenue in order to cover the cost of providing food service.

Electricity: We have assumed a per square foot for electricity usage ranging from \$1.05 to \$1.14 per square foot.

Facility: The expectation is that there will be an issuance of debt with an approved agent during the planning year and a deferment of interest and principal will take place for the planning year, year 1, and 2 of operations, allowing the school to accumulate adequate reserves while maintaining positive cash flow for their operations. At this time a site has not been determined but the founders have been advised by FPDino Development a highly experienced Palm Beach based developer of charter schools and assisted living facilities. For budgeting purposes, we expect to begin construction during the planning year with adequate facilities for year 1 and 2 student enrollments. Our expectation is that we will continue completing construction of the interior of the facility and be ready for student enrollment in year 3 and forward.

Costs related to the facility are expected to reach \$12,875,000, which includes construction, land and furnishings (FFE). The issued debt is anticipated at a total of \$17,215,000 which includes construction, land, furnishings, capitalized interest, issuance costs, and a debt service reserve fund. We amortized the debt over 30 years at 6.5% less capitalized interest in the first 4 years, resulting in a debt service requirement of approximately \$836,475 net annual payment in year 4 and \$1,110,000 thereafter.

Reserve Fund: We have included a 3% reserve fund in our budget. We assume at times that there will be expenses that were not planned for, and if necessary, the governing board will be able to allocate the reserve funds as necessary. It is always the intent to fund and maintain an adequate 3% level of reserves. If reserve funds are not spent and they exceed the 3% threshold set by the charter school, then the governing board may decide to use the funds for purposes such as teacher and staff bonuses, building maintenance needs, or expand ongoing cash reserves for long-term projects or needs. The governing board will determine the use of reserve funds and establish a liquidity policy to assure adequate cash reserves for unanticipated expenses.

E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.

In the event the school does not meet its enrollment objectives it must operate at reduced staffing and facility capacity levels. American Academy's founders recognize they will need to scale back operations and expenses. The various organizational charts provided in attachment M show base level staffing for the core cost of administration, instructional, support staff and security functions at the school. Additionally, the school has designed an instructional program based on a specific multiple of four teachers per grade level. In the event that 50% or 75% of the students are enrolled, the charter school can scale back one or two teachers per grade level, resulting in effective economies of scale, while still meeting its mission of a quality education for all students. Accordingly, the American Academy founding governing board will work closely with FPDino Development to monitor first and second year enrollments and accordingly scale back or design the facility construction to phase in as needed for years 2-5.

With regards to a minimum student enrollment percentage level to operate the school, the American

Academy governing board feels that an enrollment level of 259 students or 90% of its projected 288 first year students would be the operating floor enrollment resulting in proportional reductions to administrative, instructional, and support staff as a way to cover any revenue shortfall.

An important side note is American Academy's fundraising history. The American Academy of Palm Beach Charter School founding team has held successful fundraisers during the pre-planning process and its American Academy non-profit will continue to do so as the schools develops and grows during the first five years. This financial and volunteer support system will work closely with the American Academy of Palm Beach Charter school to provide financial support.

F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not timely).

The Founders are committed to the success of American Academy of Palm Beach Charter School. In the event that the year one cash flow is not as planned, the founders are prepared to scale back expenses based on revenue from actual enrollment numbers while also factoring the levels and continuance of other entitlements provided as cash flow from local, state, and federal sources. A decrease in revenue will also include timely budget adjustments and a proportional scale back of human resource expenses. In addition, the founding governing board will explore outside donations as well as other undertaking outside fundraising and financing opportunities to increase opportunities in the event of a shortfall.

American Academy						
Five Year Budget Summary						
	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment:		272 (of 288)	438 (of 464)	521 (of 552)	604 (of 640)	687 (of 728)
Income						
Florida Educational Finance Program (FEFP)		\$2,434,269	\$3,819,676	\$4,556,634	\$5,312,478	\$6,088,930
Capital Outlay				\$336,711	\$405,264	\$478,563
School Lunch Program		\$88,200	\$142,020	\$169,020	\$195,840	\$222,840
Other Income Sources	\$25,000					
Total Revenue	\$25,000	\$2,522,469	\$3,961,696	\$5,062,365	\$5,913,582	\$6,790,333
Expenses						
Employee Salaries	\$16,535	\$1,290,863	\$1,785,298	\$2,143,810	\$2,405,593	\$2,699,153
Employee Benefits	\$248	\$135,821	\$189,660	\$233,272	\$257,797	\$292,400
Employer Costs	\$1,688	\$119,313	\$164,506	\$197,447	\$222,464	\$249,409
Total Employee Costs	\$18,470	\$1,545,998	\$2,139,463	\$2,574,528	\$2,885,854	\$3,240,962
Academic Supplies		\$97,178	\$80,189	\$68,334	\$129,679	\$142,816
Services and Contracts	\$3,750	\$140,316	\$195,840	\$233,850	\$266,200	\$482,744
Rentals, Leases and Subscriptions						
Facilities Costs		\$9,300	\$13,719	\$16,152	\$18,677	\$21,297
Insurance		\$24,704	\$41,782	\$53,846	\$63,530	\$75,877
Utilities		\$36,536	\$52,556	\$63,458	\$70,585	\$80,109
Furniture		\$60,100	\$28,828	\$15,029	\$15,245	\$15,263
AV / Computer Equipment	\$250	\$38,108	\$18,184	\$11,684	\$12,250	\$21,943
Travel Costs		\$350	\$368	\$386	\$405	\$425
Food		\$72,405	\$116,586	\$138,726	\$160,767	\$182,907
Transportation		\$4,500	\$9,180	\$14,045	\$19,102	\$24,355
Other Expenses	\$500	\$10,292	\$15,994	\$19,305	\$859,187	\$1,112,695
Undefined Expenses	\$0	\$76,028	\$118,100	\$140,219	\$162,905	\$187,209
District Administrative Fees		\$107,356	\$104,607	\$104,905	\$105,495	\$106,303
Debt Services		\$500	\$510	\$520	\$531	\$541
Reserve Fund	\$1,000	\$32,000	\$41,000	\$48,000	\$54,000	\$59,000
Total Expenses	\$24,030	\$2,279,414	\$3,011,636	\$3,543,445	\$4,861,626	\$5,802,057
Net Revenue	\$970	\$243,055	\$950,060	\$1,518,920	\$1,051,956	\$988,276

Expenses	
7000 Functions - Administrative Services	
Employee Salaries	\$16,535
Employer Cost	\$1,935
Other Contracted Services	\$1,500
Computer	\$500
Other costs	\$60
Total 7000 Functions - Administrative Services	\$20,530

7100 Board	
Professional and Technical Services	\$3,000
Board Supplies	\$500
Total Expenses	\$24,030
Net Revenue	\$970

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment		272 (of 200)	430 (of 464)	521 (of 572)	604 (of 640)	607 (of 720)
Income						
Florida Educational Finance Program (FEFP)		\$2,434,269	\$3,319,676	\$4,556,634	\$5,312,478	\$6,088,030
Capital Outlay				\$326,711	\$405,264	\$478,563
School Lunch Program		\$88,200	\$142,020	\$169,020	\$195,840	\$222,340
Other Income Sources	\$25,000					
Total Revenue	\$25,000	\$2,522,469	\$3,961,696	\$5,062,365	\$5,913,582	\$6,790,333

Section 21- Financial Management and Oversight

- A. Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.

The governing board has the ultimate responsibility to ensure that the school's finances are managed properly. The governing board will contract with an Education Service and Support Provider (ESP), which will assist the governing board and the school principal with the preparation and reporting of the school's finances. The school will establish sound financial policies and accounting procedures to safeguard its finances. The governing board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant to perform an annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The governing board of the school will also review and monitor the financial statements of the school on at

least a quarterly basis during regularly scheduled Board Meetings.

Controls - The governing board is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the governing board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts; Expenditures, accounts payable, and cash disbursements; Budgeting and financial reporting; Risk management; school inventory & capital assets; Student records; Employment records standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the *Financial and Program Cost Accounting and Reporting for Florida Schools* in all transactions pertaining to its operations. Accounting procedures for the school pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs.

Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement packages will be prepared at the school site, must be authorized by the school principal, and include appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$10,000 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the governing board chair. Authorized signatures on checks are limited to the chair of the governing board, the school principal/ designee, ESP representative, and others, as approved by the governing board.

Bank statements will be reconciled on a monthly basis and reviewed and approved by the school principal for internal accounts evidenced with signoff (initialed).

Operating account bank statements are reviewed and approved by ESP Manager of Accounting and the charter school's director of operations. The person reconciling the bank statement shall not be the same person that manages the ledger.

The school will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles, as well as GASB standards. These will be provided on the dates required by the SDPBC School Board in the

charter school contractual agreement between the School and the SDPBC Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds, along with supporting documents, are submitted to the director of operations /school treasurer whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained on record.

Capital Expenditures - Purchase orders are required for all capital expenditures and are pre-approved by the principal, director of operations, or a designee. Limits are set by the governing board and may change as necessary. These purchase orders are entered into an enterprise-level accounting software by the director of operations/school treasurer (for operating and lunch accounts) and approved electronically by the school principal. Any purchase order totaling more than the limit as set by the governing board policy requires governing board action.

Operational Checking Accounts - All expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. Operating bank accounts are reconciled on a monthly basis and reviewed and approved by the ESP's Manager of Accounting and/or the director of operations. Bank accounts shall not be reconciled by the same person managing the charter school's ledger.

Authorized Check Signers - Authorized signers on school accounts are limited to certain specified individuals as approved by the governing board.

Segregation of Duties relating to financial controls - The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the governing board. The ESP, contracted by the governing board, will provide bookkeeping, and financial forecasting services to the governing board for its oversight and approval. The governing board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year.
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each

- public board meeting.
3. annually adopting and maintaining operating budget for the school.
 4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit. (performed by the Audit Selection Committee)
 5. reviewing and approving the audit report, including audit findings and recommendations. (performed in conjunction with the Audit Selection Committee)
 6. reporting to all applicable legal agencies including the charter School's Sponsor.
 7. overseeing the school's principal and all financial matters delegated to the principal.
 8. reviewing and approving the monthly financial statements submitted to the school's governing board. The governing board may review/approve all monthly financial statements for the months between two successive board meetings. The governing board will record the review/ approval of these statements (month/year indicated) in its minutes.

The school will provide the authorizing sponsor, the SDPBC, with annual audited financial reports as of June 30 of each year.

These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the governing board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the SDPBC sponsor's timelines.

The school will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district sponsor, the SDPBC.

B. Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.

The governing board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The school principal, along with the ESP's Budget Director and the charter school's director of operations, will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The governing board will adopt a policy whereby the principal will need to seek approval from the Board for expenditures over a pre-approved amount. The principal will report at least quarterly to the governing board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The governing board will oversee the principal and remain responsible for all financial matters delegated to the principal.

C. Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.

The American Academy of Palm Beach governing board will select an external independent audit firm through a formal RFP process. An Audit Selection Committee will be established by the governing board to assist the RFP process along with provide oversight of the performance of the audit, including a review of any findings, recommendation and corrective action plan (if applicable). The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

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

The school will utilize the standard state codification of accounts as contained in the *Financial and Program Cost Accounting and Reporting for Florida Schools*, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the Sponsor, the SDPBC.

Additionally, these policies, will be identified in the governing board's Policies and Procedures Manual, to ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities. Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account, lunch bank account (if applicable), and a school fundraising account with an FDIC insured institution.
- Record transactions managed by these accounts in a QuickBooks or MRI accounting software program.
- Reconcile monthly reports and bank statements and maintain these records in hard copy form and/ or electronically.
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$10,000 disbursed from the operating account, and dual signatures for all checks regardless of amount, disbursed from fundraising accounts, as established by the Board.
- Prepare disbursement packages at School site for internal and special accounts as authorized by the principal.
- Maintain supporting documentation electronically within MRI software for all disbursements made from the operating account, as authorized by the principal.
- Make disbursements only to authorized/ approved vendors. *A W9 must be*

obtained for any and all vendors before payment may be released.

- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log, and/or in a fixed asset management software such as Real Asset Manager, which is updated throughout the school year as items are purchased and disposed. School administration must ensure it is following both district and funding source inventory requirements.
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual.
- Retain documents for a specified amount of time (refer to state and federal guidelines).

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the charter school's governing board, for review and approval and its compliance. Budgets are also prepared and presented to the governing board for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the sponsor, the SDPBC. Annual Audited Financial Statements are presented to the governing board upon completion and submitted to the sponsor, the SDPBC, and Auditor General per reporting requirements.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

The ESP provides services to the school per the Educational Service and Support agreement, including but not limited to educational services,, staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. The ESP is selected through a competitive process, where cost and scope of services of the various providers in this field are compared.

In addition, the governing board publishes an RFP in a local newspaper soliciting proposals from qualified firms of certified public accountants to annually audit their financial statements. An Audit Selection Committee will be established to assist with the RFP and audit performance process. After receipt and review of proposals, the Board ranks the top three firms, and subsequently selects the highest ranked firm with which to enter into an Engagement. Costs for audit and tax services are provided within the formal proposals, and within the Engagement Letter.

All anticipated costs are outlined in the charter school's planning year and annual year 1-5 budget projections.

G. Describe how the school will store financial records

Financial records, including personnel files, will be maintained and kept for the periods required by law. Most contracts, personnel records, and other sensitive financial records will be copied and stored off-site in electronic form. The school will utilize the standard state codification of accounts, as specified in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local district.

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

The school will comply with requirements for insurance coverages as described within the negotiated charter contract. The school understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance (as applicable). The school intends to use an insurance company that has an AM Best rating of an "A" or better. Evidence of insurance will be provided by the School to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement, the following is what we assume the requirements will be:

- Health Insurance – will be offered as part of the employee benefit package
- School Leaders Errors and Omissions - \$1M per claim/annual aggregate.
- General Liability – \$1M per occurrence/\$3M annual aggregate
- Hired and Non-owned Automobile Liability Coverage - \$1M per occurrence/\$3M annual aggregate
- Worker's Compensation – as required by Florida Statutes
- Property Coverage - \$17,500,000 replacement cost
- Abuse and Molestation – to be determined
- Other considerations/additional coverages – to be determined
 - Crime
 - Cyber Liability
 - Student accident

Note: The School District of Palm Beach County (SDPBC) will be listed as a secondary insured in all required policies as requested.

Section 22- American Academy K-8 Charter School Start-Up Plan

MONTH	ACTIVITY
March, 2024	<ul style="list-style-type: none"> ● Submittal of charter school application to the SDPBC completed. ● School’s fundraising for capital and planning year expenses continues. ● Founding Governing Board and developer begin due diligence on site selection and conceptual school design.
March/April, 2024	<ul style="list-style-type: none"> ● Developer and founding Governing Board begin school site location determination and identify potential sites. ● The founding Governing Board develops and adopts a working schedule of meetings.
April, 2024	<ul style="list-style-type: none"> ● Developer and founding Governing Board begin site feasibility studies and initiate contact with municipalities. ● The Governing Board develops and approves a set of school policies necessary to begin operations. ● The Governing Board reviews and approves the charter school employee manual with academic enhancements. ● The Governing Board opens all necessary bank accounts.
May/June, 2024	<ul style="list-style-type: none"> ● The SDPBC completes their application review and interview of founding Governing Board occurs. ● Developer continues work with the founding Governing Board on finalizing site acquisition and facility design work begins.
June, 2024	<ul style="list-style-type: none"> ● The founding Governing Board works with the developer and the facility designer on a regular basis to complete school design. ● Site planning and permitting is completed.
July, 2024	<ul style="list-style-type: none"> ● SDPBC completes charter contract negotiations ● The charter school’s Principal and Operations Director positions are posted and applications are accepted. ● The founding Governing Board conducts interviews and makes administrative position offers.
August, 2024	<ul style="list-style-type: none"> ● The Principal and Operations Director begin work in their positions at a temporary location. ● Accounts are set up by the school administration and Governing Board and a payroll schedule and benefits program is adopted by the Governing Board.
September, 2024	<ul style="list-style-type: none"> ● The school administration initiates contact with all utility and service providers, such as technology systems, payroll, human resource, and benefits providers and establish them at the school and the Governing Board approves the purchases.

	<ul style="list-style-type: none"> ● The Governing Board reviews and approves any necessary service provider contracts. ● The school administration initiates and receives quotes for relevant supplies, materials, and equipment and the Governing Board reviews and approves the purchases.
October, 2024	<ul style="list-style-type: none"> ● The school administration initiates contact with vendors and begin to receive and finalize quotes for the necessary Furniture, Fixtures, and Equipment (FFE) needed to open and operate the charter school.
November, 2024	<ul style="list-style-type: none"> ● A charter school marketing program is established and contracted by the Governing Board with a provider who begins a three-month marketing campaign.
December, 2024	<ul style="list-style-type: none"> ● The school administration receives approval from the Governing Board for the purchase of FFE for the opening year. ● The Custodial Foreperson position is posted and the Principal hires the person for the job. ● Classroom materials and curriculum material quotes are secured and the Governing Board approves the purchases recommended by the school administration.
January, 2025	<ul style="list-style-type: none"> ● The American Academy begins to accept K-3 charter school student applications. ● The Governing Board members complete all required state trainings.
February, 2025	<ul style="list-style-type: none"> ● The school administration and Governing Board post all Teacher and Support Staff positions necessary for a fall 2025 opening. ● The school administration begins interviewing and offering pending contracts to new Teachers and Support Staff.
March, 2025	<ul style="list-style-type: none"> ● The school administration conducts an initial lottery using and notifies students of their application status. ● The school administration receives training from the SDPBC on any necessary SIS or technology systems.
April, 2025	<ul style="list-style-type: none"> ● The school administration continues Teacher and Support Staff hiring. ● The school administration and Governing Board work with the developer and local municipal governing body to identify areas of the building which can receive a Temporary Certificate of Occupancy (TCO) to be used for receiving and inventorying the charter school equipment and materials.

<p>May, 2025</p>	<ul style="list-style-type: none"> ● The school administration conducts a second student lottery and begins open enrollment if necessary. Parents are notified of their child’s registration status. ● The school administration finalizes all Teacher and Support Staff hirings and receives Governing Board approval. ● Any service or license requirement contracts are presented to the Governing Board for their review and approval by the school administration.
<p>June, 2025</p>	<ul style="list-style-type: none"> ● The Governing Board, developer, and local municipality work together to finalize construction, secure all inspections, licenses and permits, necessary to open for the fall 2025. ● All Health Dept., Fire Dept., and Insurance inspections are scheduled and take place. ● Arrangements are made for all FFE to be delivered and in place for the fall 2025 opening.
<p>July, 2025</p>	<ul style="list-style-type: none"> ● The final move-in of Teachers and Support Staff begins and is scheduled by the school administration. ● Final shipments of all necessary school materials, curriculum materials, and classroom supplies are received and placed in appropriate areas. ● All new employee fingerprints, background checks, and SDPBC clearances are on-going or fully completed. ● Any parent and/or volunteer organizations are created and appropriate bank accounts are established. ● Curriculum mapping and scope and sequences for schoolwide classes and programs are prepared. ● Any food service contracts, plant maintenance contracts, or other necessary contracts for school operations are finalized and presented to the Governing Board for approval.
<p>August, 2025</p>	<ul style="list-style-type: none"> ● The school administration conducts pre-school training, policy and procedure orientations. ● The school administration and Teachers conduct parent and volunteer open houses. ● American Academy K-8 Charter School opens the school year in accordance with the adopted SDPBC/American Academy calendar.

American Academy Charter School Application – References

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Exhibit A

A.A. Attachment B- Annual Calendar And Sample School Schedules

Please note the following items in Attachment B

- 1. American Academy of Palm Beach K-8 Charter School will be adopting the School District of Palm Beach County's annual calendar.**
- 2. Attachment B – 1 is the sample elementary class schedules**
- 3. Attachment B – 2 is the sample secondary class schedules**
- 4. Attachment B – 3 is the sample specials schedule**

Sch Name:
Admin Name/PX:

Revised Date:

Initial Enrollment 288
18:01
Classrooms per grade 16
4

RR = Extra Reading/Remedial Rdg
PE = Tchr PE
FA = Specials - Art/Music...

Grd	Tchr Name	Sec #	Bldg Rm	Required fields																										
KG	4 teachers	001 - 004		8:10	8:40	9:10	9:40	9:10	9:40	10:10	10:40	10:10	10:40	11:10	11:40	11:10	11:40	12:10	12:40	12:10	12:40	13:10	13:40	13:10	13:40	14:10	14:40	14:10	14:40	15:00
1st	4 teachers	101 - 104		8:10	8:40	9:10	9:40	9:10	9:40	10:10	10:40	10:10	10:40	11:10	11:40	11:10	11:40	12:10	12:40	12:10	12:40	13:10	13:40	13:10	13:40	14:10	14:40	14:10	14:40	15:00
2nd	4 teachers	201 - 204		8:10	8:40	9:10	9:40	9:10	9:40	10:10	10:40	10:10	10:40	11:10	11:40	11:10	11:40	12:10	12:40	12:10	12:40	13:10	13:40	13:10	13:40	14:10	14:40	14:10	14:40	15:00
3rd	4 teachers	301 - 304		8:10	8:40	9:10	9:40	9:10	9:40	10:10	10:40	10:10	10:40	11:10	11:40	11:10	11:40	12:10	12:40	12:10	12:40	13:10	13:40	13:10	13:40	14:10	14:40	14:10	14:40	15:00

Instruction Day	Min Week
405	2025
405	2025
405	2025
405	2025

Yr 1	Grade 6	8:05 - 8:55 50	Period 1 LA 6	8:55 - 9:45 50	Period 2 Math 6	9:47 - 10:37 50	Period 3 Lit WL/IR*	10:37 - 11:27 50	Period 4 Sci 1	11:30 - 12:20 50	Period 5 USH	12:22 - 12:47 25	Lunch	12:49 - 13:14 25	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Various/PE	14:10 - 15:00 50	Period 8 Spanish 1
		Group 601																	
Yr 2	Grade 6	8:05 - 8:55 50	Period 1 LA 6	8:55 - 9:45 50	Period 2 Math 6	9:47 - 10:37 50	Period 3 Lit WL/IR*	10:37 - 11:27 50	Period 4 Sci 1	11:30 - 12:20 50	Period 5 USH	12:22 - 12:47 25	Lunch	12:49 - 13:14 50	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Various/PE	14:10 - 15:00	Period 8 Spanish 1
		Group 601																	
Yr 3	Grade 6	8:05 - 8:55 50	Period 1 LA 6	8:55 - 9:45 50	Period 2 Math 6	9:47 - 10:37 50	Period 3 Lit WL/IR*	10:37 - 11:27 50	Period 4 Sci 1	11:30 - 12:20 50	Period 5 USH	12:22 - 12:47 25	Lunch	12:49 - 13:14 50	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Various/PE	14:10 - 15:00	Period 8 Spanish 1
		Group 601																	
Yr 3	Grade 7	8:05 - 8:55 50	Period 1 Math 7	8:55 - 9:45 50	Period 2 LA 7	9:47 - 10:37 50	Period 3 Sci 2	10:37 - 11:27 50	Period 4 Lit WL/IR*	11:30 - 12:20 50	Period 5 Various/PE	12:22 - 12:47 25	Lunch	12:49 - 13:14 50	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Spanish 2	14:10 - 15:00	Period 8 Civics
		Group 701																	
Yr 3	Grade 7	8:05 - 8:55 50	Period 1 LA 6	8:55 - 9:45 50	Period 2 Math 6	9:47 - 10:37 50	Period 3 Lit WL/IR*	10:37 - 11:27 50	Period 4 Sci 1	11:30 - 12:20 50	Period 5 USH	12:22 - 12:47 25	Lunch	12:49 - 13:14 50	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Various/PE	14:10 - 15:00	Period 8 Spanish 1
		Group 701																	
Yr 3	Grade 8	8:05 - 8:55 50	Period 1 Sci 3	8:55 - 9:45 50	Period 2 Wild His/Geog	9:47 - 10:37 50	Period 3 Spanish 3	10:37 - 11:27 50	Period 4 Pre-Alg	11:30 - 12:20 50	Period 5 LA 8	12:22 - 12:47 25	Lunch	12:49 - 13:14 50	Period 6 Peer Coun	13:17 - 14:07 50	Period 7 Creat Wr/IR*	14:10 - 15:00	Period 8 Various/PE
		Group 801																	

Notes: Periods 1/2 & 3/4 are set up to be either alternating days, 100 minutes, or two 50 minute stand alone periods

Periods 5, 7, & 8 are stand alone, 50 minute periods

For Various/PE, students will have 1 sem PE & other sem elective

Assumes enrollment by grade to be approx. 22-25

Intensive Rdg can be mixed grade levels

If the enrollment grows for a particular grade level, an additional rotation will be added

It is assumed that the LA teacher will also be the Intensive Reading teacher

Specials in the Rotation

	Art	Music	PE	Computer	Spanish	Math Lab	STEM (Sci) Lab	Rdg Lab
K	50010100	50130600	50150200	50020100	50070200	50120200	50200700	50100410
1	50010200	50130700	50150300	50020100	50070200	50120300	50200800	50100420
2	50010300	50130800	50150400	50020100	50070200	50120400	50200900	50100430
3	50010400	50130900	50150500	50020100	50070200	50120500	50201000	50100440
4	50010500	50131000	50150600	50020100	50070200	50120600	50201100	50100450
5	50010600	50131100	50150700	50020100	50070200	50120700	50201200	50100460

Required fields

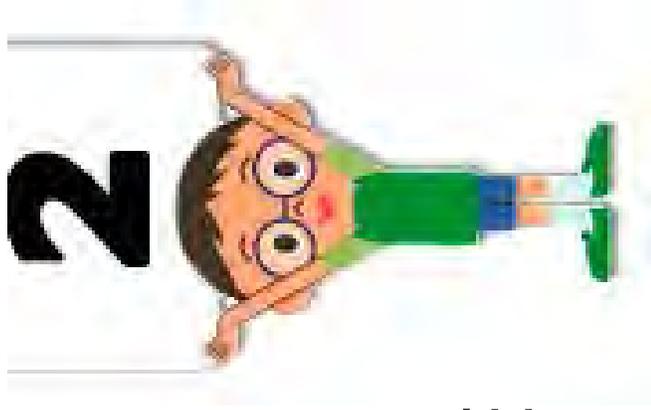
Grd	Name	Sec #	Bldg Rm	Period	Days
KG	Smith	001	01-101	03	M
KG	Washington	002	01-102	03	T
KG	Johnson	003	01-103	03	W
KG	Brown	004	01-104	03	R
01	Jones	101	01-201	08	M
01	Wilson	102	01-202	08	T
01	Jackson	103	01-203	08	W
01	Williams	104	01-204	08	R
02	A		01-301	02	M
02	B		01-302	02	T
02	C		01-303	02	W
02	D		01-304	02	R
03	1	301	01-401	04	M
03	2	302	01-402	04	T
03	3	303	01-403	04	W
03	4	304	01-404	04	R
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Attachment C

American Academy of Palm Beach K-8 Charter School

Sample Curriculum Scope and Sequence

Grade 2 and Grade 6



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY

2023 - 2024

SCIENCE SCOPE &

SEQUENCE

Grade 2

2023 - 2024 Year at a Glance

Unit	Title	Dates
SEL	Skills for Learning and Life	8/10/23 - 8/14/23 (3 days)

**2023 – 2024 Scope and Sequence 1st Trimester
2nd Grade Social Studies**

Unit 1 - American History Part 1: Chronological Thinking	Suggested Time Frame: 08/10/2023 – 09/15/2023
Unit 1 Lesson Plans and Resources Document (live link to a separate document)	Blender Resources

<p>Foundational Content (live link to a separate document)</p> <p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards and benchmarks. The linked document contains supporting resources.</p> <p>SS.1.A.3.1 SS.1.A.3.2</p>
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Access Point Standards
N/A

September Legislative Requirements, Special Events & Holidays	Legislative Requirements: 683.1455 - American's Founder's Month (9/1-9/30) 100.32 (b) Constitution Day (9/17) 1003.421 Recitation of the Declaration of Independence 1003.42 (p) Hispanic Heritage Month (9/15-10/15) 1003.42 (a) Celebrate Freedom Week (9/25-9/29)	September Special Events & Holidays: American Founders' Month (09/01-09/30) Labor Day (09/04) Patriot Day (09/11) Hispanic Heritage Month (9/15-10/15) Constitution Day (09/17) Celebrate Freedom Week (09/25 – 09/29)
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Instructional Pacing & Resource Guide

Grade 6 | FY24

Cycle 1: August 10th- October 12th

Cycle 1 ELA Instruction

The **ELA Expectations** are interconnected overarching skills that should be developed over time and used throughout the strands

ELA.6.R.1.1- Analyze how the interaction between characters contributes to the development of a plot in a literary text.

ELA.6.R.1.2- Analyze the development of stated or implied theme(s) throughout a literary text.

- Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See [Theme in Glossary](#).
- Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

ELA.6.R.1.3- Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

- Clarification 1: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

ELA.6.R.3.1- Explain how figurative language contributes to tone and meaning in text(s).

- Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.
- Clarification 2: See [Secondary Figurative Language](#) (pg. 176 of BEST standards document)

Cycle 1 ELA Application: ELA.6.R.2.1, ELA.6.R.2.2, ELA.6.R.3.2

Cycle 1 Assessed Benchmarks: [HERE](#)

Cycle 1 Overview

This [FY24 Year-at-a-Glance](#) Grade 6 benchmark coverage chart serves as a suggested model for standards-based core ELA instruction.

Quarter 1: August 10–October 12

- **Cycle 1:** Overcoming Obstacles
 - **Essential Question:** How can difficult situations allow us to change for the better?
- **Literary/Genre Focus:** Literature/Fiction

Please note: The resources referenced in our Scope and Sequence have been reviewed and approved by Teaching and Learning. That approval does not extend to any additional content that may be found within the StudySync platform.

*Optional Novel Units for Quarter 1:

Hatchet by Gary Paulsen, *A Wrinkle in Time* by Madeleine L'Engle, and *A Long Walk to Water* by Linda Sue Park.

**Note: The novel studies include a wide variety of Comparative Reading and Writing lessons from which teachers should incorporate to enhance and diversify their students' exploration of the text. Novel studies in lieu of instructional scope are always a school based decision.*

Suggested Weekly Lesson Plans

Week 1: 8/10-8/11

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
*Review Syllabus, Classroom Procedures, Welcoming and Icebreakers Activities			
ELA Instruction: This will also cover: Expository Writing Vocabulary	Blast: Blast Away (Unit 1) ○ Blast Away	<ul style="list-style-type: none"> ● Create Your Blast 	Skill Lessons <ul style="list-style-type: none"> ● Skill: Annotation ● Skill: Reading Comprehension ● Skill: Context and Connotation-Context Clues

Week 2: 8/14-8/18

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
<p>ELA Instruction: ELA.6.R.3.1</p> <p>This will also cover: Improving Writing Multimedia Vocabulary</p>	<p><i>Eleven</i> by Sandra Cisneros [F.S.1003.42(q)]</p> <ul style="list-style-type: none"> ● First Read: <i>Eleven</i> ● Skill: Interpreting Figurative Language ● Close Read: <i>Eleven</i> 	<p><i>Eleven</i> by Sandra Cisneros</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write ● Skill: Textual Evidence 	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Skill: Annotation ● Skill: Context and Connotation-Context Clues ● Skill: Reading Comprehension ● Skill: Short-Constructed Responses <p>Additional Texts for Enrichment/Extension</p> <ul style="list-style-type: none"> ● Blast: Emotional Intelligence (non-fiction) <p>ELL Resource Guide</p>
Week 3: 8/21-8/25			
Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
<p>ELA.6.R.1.1 ELA.6.R.1.2 ELA.6.R.3.1</p> <p>This will also cover: Improving Writing Multimedia Vocabulary Paraphrasing and Summarizing</p>	<p><i>Hatchet</i> by Gary Paulsen</p> <ul style="list-style-type: none"> ● First Read: <i>Hatchet</i> ● Skill: Theme ● Close Read: <i>Hatchet</i> 	<p><i>Hatchet</i> by Gary Paulsen</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write 	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Skill: Paraphrasing and Summarizing <p>Additional Texts for Enrichment/Extension</p> <ul style="list-style-type: none"> ● Skill: Personal Response ● Independent Read: <i>Red Scarf Girl</i> ● Blast: Survivors (non-fiction) ● Blast: Unchartered Waters (non-fiction) <p>ELL Resource Guide</p>

Week 4: 8/28-9/1

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.1.1 ELA.6.R.1.2 ELA.6.R.1.3 This will also cover: Improving Writing Multimedia Vocabulary	“All Summer in a Day” by Ray Bradbury <ul style="list-style-type: none"> • First Read: All Summer in a Day • Skill: Literary Elements • Skill: Theme • Close Read: All Summer in a Day 	“All Summer in a Day” by Ray Bradbury <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write 	ELL Resource Guide Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Independent Read: Priscilla and the Wimps • Independent Read: Letter to Xavier High School • Blast: Written in the Stars (non-fiction) • Blast: Planetary Neighbors (non-fiction)

Week 5: 9/5-9/8 (No School 9/4) | Suggested FSQ Window: 9/5-9/15

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.1.1 ELA.6.R.1.2 ELA.6.R.1.3 This will also cover: Improving Writing Multimedia Vocabulary	“All Summer in a Day” by Ray Bradbury (continued) <ul style="list-style-type: none"> • First Read: All Summer in a Day • Skill: Literary Elements • Skill: Theme • Close Read: All Summer in a Day 	“All Summer in a Day” by Ray Bradbury <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write 	ELL Resource Guide Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Independent Read: Priscilla and the Wimps • Independent Read: Letter to Xavier High School • Blast: Written in the Stars (non-fiction) • Blast: Planetary Neighbors (non-fiction)

Week 6: 9/11-9/15 Suggested FSQ Window: 9/5-9/15

Optional: Text-based Expository Writing Project

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.1.1 ELA.6.R.1.3 ELA.6.R.3.1 This will also cover: Improving Writing Multimedia Vocabulary	“How Malcolm Learned to Read” by Clint Smith [F.S.1003.42(h)] <ul style="list-style-type: none"> ● First Read: How Malcolm Learned to Read ● Skill: Perspective and Point of View ● Close Read: How Malcolm Learned to Read 	“How Malcolm Learned to Read” by Clint Smith <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write 	ELL Resource Guide Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> ● Blast: The New School (non-fiction)

Week 7: 9/18-9/22

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.3.1 This will also cover: Central Idea Text Structure Improving Writing Vocabulary	“Everybody Jump” by Randall Munroe <ul style="list-style-type: none"> ● First Read: Everybody Jump (from ‘What If?’) ● Skill: Interpreting Figurative Language ● Close Read: Everybody Jump (from ‘What If?’) 	“Everybody Jump” by Randall Munroe <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write <p>Write: Analyzing Genre- Informational Text</p>	Skill Lessons <ul style="list-style-type: none"> ● Skill: Active Listening ● Skill: Informational Text Structure Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> ● Blast: Emojis Speak Louder Than Words ELL Resource Guide

Week 8: 9/26-9/29 (No School 9/25)

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.1.2 ELA.6.R.1.3 This will also cover: Improving Writing Multimedia Vocabulary Poetry	“Bronx Masquerade” by Nikki Grimes [F.S.1003.42(h)] <ul style="list-style-type: none"> • First Read: Bronx Masquerade • Skill: Perspective and Point of View • Close Read: Bronx Masquerade 	“Bronx Masquerade” by Nikki Grimes <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write 	Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Blast: Be Who You Are • Blast: Hollywood in the Heights • ELL Resource Guide
Week 9: 10/2-10/6 Suggested USA Window: 10/2-10/10			
Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
This will also cover: Improving Writing Multimedia Vocabulary Text Structure Central Idea Paraphrasing	Shree Bose: Never Too Young to Change the World by Amanda Sperber (Informational) [F.S.1003.42(q)] <ul style="list-style-type: none"> • First Read: Shree Bose: Never Too Young to Change the World • Close Read: Shree Bose: Never Too Young to Change the World 	Shree Bose: Never Too Young to Change the World by Amanda Sperber (Informational) <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write 	Skill Lessons <ul style="list-style-type: none"> • Skill: Synthesizing • Skill: Context and Connotation- Reference Materials • Skill: Structure- Print and Graphic Features Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Independent Read: A BEACON of Hope: The Story of Hannah Herbst [F.S.1003.42(h)] • ELL Resource Guide
			<ul style="list-style-type: none"> • Hispanic Heritage Month 9/15-10/15

Week 10: 10/9-10/12 (Duty/PDD Day 10/13) | Suggested USA Window: 10/2-10/10

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
<p>This will also cover: Improving Writing Multimedia Vocabulary Text Structure Central Idea Paraphrasing</p>	<p>Shree Bose: Never Too Young to Change the World by Amanda Sperber (Informational) [F.S.1003.42(q)]</p> <ul style="list-style-type: none"> ● First Read: Shree Bose: Never Too Young to Change the World ● Close Read: Shree Bose: Never Too Young to Change the World 	<p>Shree Bose: Never Too Young to Change the World by Amanda Sperber (Informational)</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write 	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Skill: Synthesizing ● Skill: Context and Connotation- Reference Materials ● Skill: Structure- Print and Graphic Features <p>Additional Texts for Enrichment/Extension</p> <ul style="list-style-type: none"> ● Independent Read: A BEACON of Hope: The Story of Hannah Herbst [F.S.1003.42(h)] ● ELL Resource Guide ● Hispanic Heritage Month 9/15-10/15

* FS1003.42(2) subsections g, h, p, q, and s are addressed within the cycle pacing and resources guides.

Cycle 1 Assessment Calendar- FY24 Grade 6 ELA Reg/Adv Assessment Alignment

F.A.S.T. Progress Monitoring #1 Administration Window: 8/14-9/22

PBPA #1 Window- 8/10-11/17 (EDW Entry Date: 11/17)

[FY24 PBPA Best Practices](#)

**Florida Standards Quiz
Administration Window: 9/5-9/15**

**Unit Standards Assessment
Administration Window: 10/2-10/12**

ELA.6.R.1.1, ELA.6.R.1.2, ELA.6.R.1.3,
ELA.6.R.3.1

ELA.6.R.1.1, ELA.6.R.1.2, ELA.6.R.1.3, ELA.6.R.3.1

Additional Resources and Tools			
Resources for B.E.S.T. Standards	StudySync Resources	ELL Resources	Extended Writing Project
<ul style="list-style-type: none"> ● BEST ELA Standards ● CPALMS Grade 6 ● B.E.S.T. ELA Question Stems (New!) ● B.E.S.T. ELA Reteach Menu (New!) 	<ul style="list-style-type: none"> ● Grade 6 Skills Map ● Scope and Sequence 6th Grade ● StudySync Google Classroom Integration ● WritePrecise Video Link 	<ul style="list-style-type: none"> ● The GO TO Strategies (Scaffolding Options for Teachers for English Language Learners, K-12) ● ELL Writing Organizers ● ELL Blender Page 	<ul style="list-style-type: none"> ● Extended Writing Project Prompt ● Skills (Unit 4) <ul style="list-style-type: none"> ○ Organizing Expository Writing ○ Writing Central Ideas ○ Evidence and Analysis ○ Transitions ○ Sources and Citation

Additional Resources and Tools		
Resources for B.E.S.T. Standards	StudySync Resources	ELL Resources
<ul style="list-style-type: none"> • BEST ELA Standards • CPALMS Grade 6 • B.E.S.T. ELA Question Stems • B.E.S.T. ELA Reteach Menu 	<ul style="list-style-type: none"> • Grade 6 Skills Map • Scope and Sequence 6th Grade • StudySync Google Classroom Integration • WritePrecise Video Link 	<ul style="list-style-type: none"> • The GO TO Strategies (Scaffolding Options for Teachers for English Language Learners, K-12) • ELL Writing Organizers • ELL Blender Page

Writing Resources	
Resources for B.E.S.T. Writing	Extended Writing Project
<ul style="list-style-type: none"> • Writing Toolkit (coming soon) • B.E.S.T. Writing Rubric-Expository (Grades 4-6 Grades 7-10) • B.E.S.T. Writing Rubric-Argumentative (Grades 4-6 Grades 7-10) • B.E.S.T. Writing Samples 	<ul style="list-style-type: none"> • Extended Writing Prompt • Skill Lessons-Unit 3 (differentiate as needed) <ul style="list-style-type: none"> ○ Plan ○ Organizing Expository Writing ○ Writing Central Ideas ○ Evidence and Analysis ○ Draft ○ Improving Writing ○ Transitions ○ Revise ○ Sources & Citations ○ Edit and Publish



Instructional Pacing & Resource Guide

Grade 6 | FY24

Cycle 3: January 9- March 15

Cycle 3 ELA Instruction: The **ELA Expectations** are interconnected overarching skills that should be developed over time and used throughout the strands

ELA.6.R.2.3- Analyze authors' purpose(s) in multiple accounts of the same event or topic.

ELA.6.R.2.4- Track the development of an argument, identifying the types of reasoning used.

- Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).
- Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus.

[See Fallacies in Reasoning \(Informal\)](#).

ELA.6.R.3.4- Identify rhetorical appeals in a text.

- Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
- Clarification 2: See [Rhetorical Appeals](#).

ELA.6.V.1.2- Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

- Clarification 1: See [Common Greek and Latin Roots 6-8](#) and [Affixes](#).

ELA.6.V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See [Context Clues](#) and [Word Relationships](#).
- Clarification 3: See [ELA.6.R.3.1](#) and [Secondary Figurative Language](#).

Cycle 3 Assessed Benchmarks: [HERE](#)

Cycle 3 Overview

This [FY24 Year-at-a-Glance](#) Grade 6 benchmark coverage chart serves as a suggested model for standards-based core ELA instruction.

- **Cycle 3:** Personal Best

- **Essential Question:** Which Qualities of Character Matter Most?

- **Instructional Focus:** Rhetoric/ Argument

Please note: The resources referenced in our Scope and Sequence have been reviewed and approved by Teaching and Learning. That approval does not extend to any additional content that may be found within the StudySync platform.

***Optional Novel Units for Quarter 3:** *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (Featured in B.E.S.T. Sample Text by Grade Level), *Little Women* by Louisa May Alcott (Featured in B.E.S.T. Sample Text by Grade Level), and *I am Malala* by Malala Yousafzai (Featured in B.E.S.T. Sample Text by Grade Level).

**Note: The novel studies include a wide variety of Comparative Reading and Writing lessons from which teachers should incorporate to enhance and diversify their students' exploration of the text. Novel studies in lieu of instructional scope are always a school-based decision.*

Suggested Weekly Lesson Plans

Week 1: 1/9-1/12 *PDD Day- 1/8/24*

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
<p>ELA Instruction: ELA.6.V.1.3 ELA.6.R.3.4</p> <p>This will also cover: Figurative Language</p>	<p>Week 1: “The Magic Marker Mystery” by Rene Saldana Jr. (Unit 1) F.s.1003.42(p)</p> <ul style="list-style-type: none"> ● First Read: The Magic Marker Mystery ● Skill: Context and Connotation- Word Relationships ● Skill: Understanding Rhetoric ● Close Read: The Magic Marker Mystery 	<p>“The Magic Marker Mystery” by Rene Saldana Jr. (Unit 1)</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write <p>Grammar Practice: Gerunds and Infinitives</p> <ul style="list-style-type: none"> ● NoRedInk Module: Verbals 	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Making and Confirming Predictions <p>Additional Texts for Enrichment/Extension:</p> <ul style="list-style-type: none"> ● Blast: Life’s Great Mysteries ● Blast: In the Spotlight <p>ELL Resource Guide Additional NoRedInk Resources</p>

Week 2: 1/16-1/19 *Holiday 1/15/24*

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
<p>ELA Instruction: ELA.6.V.1.2 ELA.6.V.1.3 ELA.6.R.3.4</p> <p>This will also cover: Figurative Language</p>	<p>Week 2: “The Magic Marker Mystery” by Rene Saldana Jr. (Unit 1) F.s.1003.42(p)</p> <ul style="list-style-type: none"> ● First Read: The Magic Marker Mystery ● Skill: Context and Connotation- Word Relationships ● Skill: Understanding Rhetoric ● Close Read: The Magic Marker Mystery <p>The Big Idea (Unit 3)</p> <ul style="list-style-type: none"> ● Academic Vocabulary 	<p>“The Magic Marker Mystery” by Rene Saldana Jr. (Unit 1)</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write <p>Grammar Practice: Gerunds and Infinitives</p> <p>NoRedInk - Continue Module from Week 1</p>	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Making and Confirming Predictions <p>Additional Texts for Enrichment/Extension:</p> <ul style="list-style-type: none"> ● Blast: Life’s Great Mysteries ● Blast: In the Spotlight <p>ELL Resource Guide Additional NoRedInk Resources</p>

Week 3: 1/22-1/26

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.R.2.3 ELA.6.R.3.4 This will also cover: Central Idea	“We’re on the Same Team” by Jacki Jing (Unit 2) <ul style="list-style-type: none"> • Independent Read: The Voice in my Head by Holly Warlick • First Read: We’re on the Same Team • Skill: Purpose and Perspective (refers to “The Voice in My Head” in this skill lesson) • Skill: Understanding Rhetoric • Close Read: We’re on the Same Team 	“We’re on the Same Team” by Jacki Jing (Unit 2) <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write Grammar Practice: Participial Phrases <ul style="list-style-type: none"> • NoRedInk Module: Identifying Phrases 	Skill Lessons <ul style="list-style-type: none"> • Skill: Active Listening Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Blast: A Level Playing Field ELL Resource Guide Additional NoRedInk Resources

Week 4: 1/29-2/2

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.V.1.3 ELA.6.R.2.4	Celebrities as Heroes (Unit 4) <ul style="list-style-type: none"> • First Read: “Celebrities as Heroes” • Skill: Argument- Arguments and Claims • Skill: Argument- Reasoning • Close Read: “Celebrities as Heroes” 	Celebrities as Heroes (Unit 4) <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write • Write: Analyzing Genre- Argumentative Text Grammar Practice: Participial Phrases NoRedInk: Continue Module from Week 3	Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Blast: Man Among Gods ELL Resource Guide Additional NoRedInk Resources Black History Month Resources

Week 5: 2/5 -2/9 | Suggested FSQ Window: 2/5-2/16

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.V.1.3 ELA.6.R.2.3 ELA.6.R.2.4 This will also cover: Central Idea	Rosa Parks: My Story (Unit 6) <ul style="list-style-type: none"> • Sensitive Topics • First Read: Rosa Parks: My Story F.S.1003.42(h) • Skill: Context and Connotation- Context and Denotation • Skill: Purpose and Perspective • Close Read: Rosa Parks: My Story 	Rosa Parks: My Story (Unit 6) <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write Grammar Practice: Comparative and Superlative Form of Adjectives <ul style="list-style-type: none"> • NoRedInk Module: Comparative and Superlative Adjectives and Adverbs 	Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Independent Read: The Story Behind the Bus (Sensitive Topics) ELL Resource Guide Additional NoRedInk Resources Black History Month Resources

Week 6: 2/12-2/16 | Suggested FSQ Window: 2/5-2/16

Optional: Text-based Argumentative or Informative Writing Project

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA.6.V.1.2 ELA.6.V.1.3 ELA.6.R.2.3 This will also cover: Literary Elements Structure Comparative Reading	Harriet Tubman: Conductor on the Underground Railroad (Unit 4) F.S.1003.42(h)(q) <ul style="list-style-type: none"> • Sensitive Topics • First Read: Harriet Tubman: Conductor on the Underground Railroad • Skill: Purpose and Perspective • Close Read: Harriet Tubman: Conductor on the Underground Railroad 	Harriet Tubman: Conductor on the Underground Railroad (Unit 4) <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write Grammar Practice: Comparative and Superlative Form of Adjectives NoRedInk: Continue Module from Week 5	Additional Texts for Enrichment/Extension <ul style="list-style-type: none"> • Blast: Undaunted, Underground • Independent Read: Incidents in the life of a Slave Girl ELL Resource Guide Additional NoRedInk Resources Black History Month Resources

Week 7: 2/19-2/23 *PDD Day 2/19/23*

Assessed Benchmarks	Suggested Texts	Suggested Writing	Suggested Resources
ELA Instruction: ELA.6.V.1.2 ELA.6.V.1.3 ELA.6.R.2.4 ELA.6.R.3.4	Malala Yousafzai- Nobel Lecture <ul style="list-style-type: none"> ● First Read: Malala Yousafzai- Nobel Lecture ● Skill: Argument and Claims ● Skill: Understanding Rhetoric ● Close Read: Malala Yousafzai- Nobel Lecture 	Malala Yousafzai- Nobel Lecture <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write Grammar Practice: Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. (Divide over 3 weeks) <ul style="list-style-type: none"> ● NoRedInk Module: Identifying Pronouns and Their Antecedents ● NoRedInk Module: Pronoun Case ● NoRedInk Module: Vague Pronouns 	Additional Texts for Enrichment/Extension: <ul style="list-style-type: none"> ● Blast: It Started with a Story ELL Resource Guide Additional NoRedInk Resources Black History Month Resources

Week 8: 2/26-3/1

Suggested Texts	Suggested Writing	Suggested Resources

<p>ELA Instruction: ELA.6.V.1.2 ELA.6.V.1.3 ELA.6.R.2.4 ELA.6.R.2.3 ELA.6.R.3.4</p>	<p>“Bullying in Schools” (Unit 4)</p> <ul style="list-style-type: none"> ● First Read: Bullying in Schools ● Skill: Argument- Reasoning ● Close Read: Bullying in Schools 	<p>“Bullying in Schools” (Unit 4)</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write <p>Grammar Practice: Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. (Continued)</p> <p>NoRedInk: Continue Modules from Week 7</p>	<p>Skill Lessons</p> <ul style="list-style-type: none"> ● Skill: Evaluating Details <p>Additional Texts for Enrichment/Extension:</p> <ul style="list-style-type: none"> ● Blast: Art with Heart <p>ELL Resource Guide Additional NoRedInk Resources Black History Month Resources</p>
<p>Week 9: 3/4 -3/8 Suggested USA Window: 3/4-3/15</p>			
<p>Assessed Benchmarks</p>	<p>Suggested Texts</p>	<p>Suggested Writing</p>	<p>Suggested Resources</p>
<p>ELA Instruction: ELA.6.R.3.4 ELA.6.V.1.3</p> <p>This will also cover: Literary Elements Theme</p>	<p>Week 1: Damon and Pythias (Unit 5)</p> <ul style="list-style-type: none"> ● First Read: Damon and Pythias ● Skill: Understanding Rhetoric ● Close Read: Damon and Pythias 	<p>Damon and Pythias (Unit 5)</p> <ul style="list-style-type: none"> ● First Read-Think Questions ● Close Read-Write <p>Grammar Practice: Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. (Continued)</p> <p>NoRedInk: Continue Modules from Week 7</p>	<p>Additional Texts for Enrichment/Extension:</p> <ul style="list-style-type: none"> ● Blast: From Warrior to Word ● Blast: It's all Greek ● Blast: Ancient Realms <p>ELL Resource Guide Additional NoRedInk Resources</p>
<p>Week 10: 3/11 -3/15 Suggested USA Window: 3/14-3/15</p>			
<p>Assessed Benchmarks</p>	<p>Suggested Texts</p>	<p>Suggested Writing</p>	<p>Suggested Resources</p>

<p>ELA Instruction: ELA.6.R.3.4 ELA.6.V.1.3</p> <p>This will also cover: Literary Elements Theme</p>	<p>Week 2: Damon and Pythias (Unit 5)</p> <ul style="list-style-type: none"> • First Read: Damon and Pythias • Skill: Understanding Rhetoric • Close Read: Damon and Pythias 	<p>Damon and Pythias (Unit 5)</p> <ul style="list-style-type: none"> • First Read-Think Questions • Close Read-Write <p>Grammar Practice: Assign remediation and/or extension work from any of the Modules covered this cycle</p>	<p>Additional Texts for Enrichment/Extension:</p> <ul style="list-style-type: none"> • Blast: From Warrior to Word • Blast: It's all Greek • Blast: Ancient Realms <p>ELL Resource Guide Additional NoRedInk Resources</p>
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* FS1003.42(2) subsections g, h, p, q, and s are addressed within the cycle pacing and resources guides.

<p>Cycle 3 Assessment Calendar- FY24 Grade 6 ELA Reg/Adv Assessment Alignment</p>	
<p>F.A.S.T. Progress Monitoring #2 Administration Window: 12/11-1/19</p>	
<p>PBPA#2 Window- 11/27-3/15 (EDW Entry Date: 3/25)</p>	<p>FY24 PBPA Best Practices</p>
<p>Florida Standards Quiz Administration Window: 2/5-2/16</p>	<p>Unit Standards Assessment Administration Window: 3/4 - 3/15</p>
<p>ELA.6.R.2.3, ELA.6.R.2.4, ELA.6.R.3.4, ELA.6.V.1.2, ELA.6.V.1.3</p>	<p>ELA.6.R.2.3, ELA.6.R.2.4, ELA.6.R.3.4, ELA.6.V.1.2, ELA.6.V.1.3</p>

<p>Additional Resources and Tools</p>			
<p>Resources for B.E.S.T. Standards</p>	<p>StudySync Resources</p>	<p>ELL Resources</p>	<p>NoRedInk Resources</p>
<ul style="list-style-type: none"> • BEST ELA Standards • CPALMS Grade 6 • B.E.S.T. ELA Question Stems • B.E.S.T. ELA Reteach Menu 	<ul style="list-style-type: none"> • Grade 6 Skills Map • Scope and Sequence 6th Grade • StudySync Google Classroom Integration 	<ul style="list-style-type: none"> • The GO TO Strategies (Scaffolding Options for Teachers for English Language Learners, K-12) • ELL Writing Organizers 	<ul style="list-style-type: none"> • Standards-aligned reading & communication practice • NoRedInk Quick Writes (lightweight writing opportunities)

<ul style="list-style-type: none"> ● B.E.S.T. Resources (coming January 2024) 	<ul style="list-style-type: none"> ● Write Precise Video Link 	<ul style="list-style-type: none"> ● ELL Blender Page 	<ul style="list-style-type: none"> ● NoRedInk Guided Draft (scaffolded essay support)
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Writing Resources

Resources for B.E.S.T. Writing		Extended Writing Project	
<ul style="list-style-type: none"> ● B.E.S.T. Writing Rubric-Expository (Grades 4-6 Grades 7-10) ● B.E.S.T. Writing Rubric-Argumentative (Grades 4-6 Grades 7-10) ● B.E.S.T. Writing Samples 	<ul style="list-style-type: none"> ● Extended Writing Prompt ● NoRedInk Extended Writing Project Guided Draft (Argumentative Option) ● NoRedInk Extended Writing Project Guided Draft (Expository Option) ● NoRedInk Pre-Writing Materials (Graphic Organizers) ● NoRedInk Writing Skills Modules <ul style="list-style-type: none"> ○ Thesis Statements ○ Introductory Paragraphs ○ Claim, Evidence, and Reasoning ○ Transition Words and Phrases ○ Counterargument Paragraphs ○ Conclusion Paragraphs 		



SCOPE & SEQUENCE

M/J GRADE 6 MATHEMATICS Course #1205010 2023-2024

KEY COMPONENTS OF THE SCOPE & SEQUENCE

Topic: Unit # and Title	
Topic Goal: The overarching learning goal for the unit; the desired results	Suggested Time Frame: The recommended time frame to teach the unit
Text Resources: The portions of the student text related to the unit	Unit Plans: Unit Plans provided in Blender, Link to the FLDOE B1G-M
Benchmark (B.E.S.T. Standards for Mathematics)	Student Target
Lesson: The recommended chunking of the content within the unit	
The required B.E.S.T. Benchmark(s) according to the course description posted on CPALMS by the FLDOE.	Horizontal alignment is the intentional progression of content within a course linking skills within and across strands.
Foundational Content [link to separate document]	
Foundational content includes skills & knowledge that are essential for understanding the current grade-level benchmarks. The linked document contains supporting resources.	
Content/Academic Language	
Content-specific vocabulary and/or academic language to help achieve mastery of the benchmarks.	
Common Misconceptions (this is not a complete list, just suggestions)	
Predictable misconceptions commonly held by students that could undermine their efforts to learn. These erroneous ideas should be addressed to achieve conceptual change.	Teacher Notes (this is not a complete list, just suggestions) Things to consider when planning instruction. This is not a complete list, just suggestions. For suggested Instructional Task and Instructional Items, please refer to the FLDOE B1G-M.
Mathematical Thinking and Reasoning Standards (MTRs)	
<p>MA.K12.MTR.1.1: Actively participate in effortful learning both individually and collectively.</p> <p>MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.</p> <p>MA.K12.MTR.3.1: Complete tasks with mathematical fluency.</p> <p>MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.</p> <p>MA.K12.MTR.6.1: Assess the reasonableness of solutions.</p> <p>MA.K12.MTR.7.1: Apply mathematics to real-world contexts.</p>	

Literacy and English Language Development Standards

The following literacy and English language development benchmarks are also included in the Grade 6 Mathematics course description and should be implemented on a routine basis.

ENGLISH LANGUAGE ARTS EXPECTATIONS	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning. Clarifications: 6-8 Students continue with previous skills and use a style guide to create a proper citation.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently. Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work. Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing. Clarifications: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ENGLISH LANGUAGE DEVELOPMENT/PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS	
ELD.K12.ELL.MA.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.

ACCESS POINTS: Click here for [Grade 6 Mathematics Related Access Points](#). Choose ESE Access M/J Mathematics in Blender for resources.

SCOPE & SEQUENCE - QUARTER 1

Topic 1: Use Positive Rational Numbers	
Topic Goal: Students will be able to perform operations and solve problems with positive rational numbers.	Suggested Time Frame: 16 days, 8/11/2023 to 9/1/2023
Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 2 to 65	Unit Plans: Unit Plans provided in Blender, Link to the FLDOE B1G-M

Benchmark (B.E.S.T. Standards for Mathematics)	Student Target	Possible Horizontal Alignment
Let's Investigate! Play-ing with Decimals/ Lesson 1: Fluently Add, Subtract, and Multiply Decimals		
<p>MA.6.NSO.2.1 Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. Clarification 1: Multi-digit decimals are limited to no more than 5 total digits.</p> <p>MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.</p>	<ul style="list-style-type: none"> Add and subtract decimals with precision Multiply decimals. Add, subtract, and multiply decimals to solve real-world problems. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p> <p>MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3.2, MA.6.AR.3.3, MA.6.AR.3.4, MA.6.AR.3.5, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4, MA.6.DP.1.6</p>
Lesson 2: Fluently Divide Whole Numbers and Decimals		
<p>MA.6.NSO.2.1 Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency. Clarification 1: Multi-digit decimals are limited to no more than 5 total digits.</p>	<ul style="list-style-type: none"> Use place-value structure to divide whole numbers and decimals. Divide whole numbers and decimals to solve real-world problems. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p>
Lesson 3: Multiply Fractions		
<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Clarification 1: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms.</p>	<ul style="list-style-type: none"> Use models to multiply fractions. Multiply the numerators and then the denominators to find the product of two fractions. Multiply mixed numbers. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p>
Let's Investigate: Cuánto Queso?/ Lesson 4: Understand Division with Fractions		
<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p>	<ul style="list-style-type: none"> Use models to divide with fractions. Use equations to divide with fractions. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p>

<p>Clarification 1: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms.</p>	<p>MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.</p>		<p>MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3.2, MA.6.AR.3.3, MA.6.AR.3.4, MA.6.AR.3.5, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4, MA.6.DP.1.6</p>
<p>Lesson 5: Divide Fractions by Fractions</p>			
<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Clarification 1: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms.</p>	<p>MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.</p>	<ul style="list-style-type: none"> ● Use models to divide fractions by fractions. ● Use an algorithm to divide fractions by fractions. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p> <p>MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3.2, MA.6.AR.3.3, MA.6.AR.3.4, MA.6.AR.3.5, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4, MA.6.DP.1.6</p>
<p>Lesson 6: Divide Mixed Numbers</p>			
<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Clarification 1: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms.</p>	<p>MA.6.NSO.2.3 Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers. Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.</p>	<ul style="list-style-type: none"> ● Divide with mixed numbers. ● Estimate the quotient of mixed numbers. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p> <p>MA.6.AR.1.1, MA.6.AR.2.4, MA.6.AR.3.2, MA.6.AR.3.3, MA.6.AR.3.4, MA.6.AR.3.5, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4, MA.6.DP.1.6</p>
<p>Lesson 7: Solve Problems with Rational Numbers</p>			
<p>MA.6.NSO.2.2 Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency. Clarification 1: Instruction focuses on making connections between visual models, and the relationship between multiplication and division, reciprocals and algorithms.</p>	<ul style="list-style-type: none"> ● Solve multi-step problems with fractions and decimals. 	<p>MA.6.NSO.3.3, MA.6.AR.1.1, MA.6.AR.3, MA.6.GR.2, MA.6.DP.1.2, MA.6.DP.1.3, MA.6.DP.1.4</p>	

Foundational Content Link to separate document!	Content/Academic Language
Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.	<ul style="list-style-type: none"> • Reciprocal • Area model • Dividend • Divisor • Expression • Commutative Property of Multiplication

Common Misconceptions (this is not a complete list, just suggestions)	Teacher Notes (this is not a complete list, just suggestions)
<ul style="list-style-type: none"> • Students may incorrectly apply rules for adding or subtracting decimals to multiplication of decimals, believing place values must be aligned. • Students may confuse the lining up of place values when multiplying or dividing vertically by omitting or forgetting to include zeros as place holders in the partial products or quotients. • Students may forget that common denominators are not necessary for multiplying or dividing fractions. • Students may have incorrectly assumed that multiplication results in a product that is larger than the two factors. Instruction continues with students assessing the reasonableness of their answers by determining if the product will be greater or less than the factors within the given context. • Students may have incorrectly assumed that division results in a quotient that is smaller than the dividend. Instruction continues with students assessing the reasonableness of their answers by determining if the quotient will be greater or less than the dividend within the given context. • Students may incorrectly oversimplify a problem by mechanically circling the numbers, underlining the question, and boxing in key words and then jumping to an answer, or procedure, without taking the time to comprehend the context or situation (MTR.2.1, MTR.4.1, MTR.5.1, MTR.7.1). 	<ul style="list-style-type: none"> • Instruction includes a variety of methods and strategies to multiply and divide multi-digit numbers with decimals. • Encourage students to write the problem vertically, align the decimal points, and annex zeros. • The use of estimation strategies supports student understanding of operating with decimals. • Make connections about how the remainder can be written in different ways. • Have students use concrete models to divide a fraction by a fraction. • Explain to students that they multiply by the reciprocal of the divisor to divide with mixed numbers even when the divisor is a whole number. • Teaching the “why” multiplying by the reciprocal is the same as dividing by a fraction. • Avoid using mnemonics such as “keep-change-flip” and focus on the understanding part of the standard. • Fluency is something that develops over time; practice should be given over the course of the year as students solve problems related to other mathematical studies. • For additional instructional strategies, instructional tasks and instructional items, see the FLDOE B.E.S.T. Instructional Guide (B I G-M) for Grade 6 Mathematics.

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Topic 2: Understand Integers and Rational Numbers	
Topic Goal: Students will be able to understand integers and rational numbers.	Suggested Time Frame: 22 days, 9/5/2023 to 10/5/2023
Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 66- 137	Unit Plans: Unit Plans provided in Blender, Link to the FLDOE BIG-M

Benchmark (B.E.S.T. Standards for Mathematics)	Student Target	Possible Horizontal Alignment
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Lesson 1: Understand Integers			
MA.6.NSO.1.1 Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. Clarification 1: Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). Clarification 2: Within this benchmark, the expectation is to use symbols ($<$, $>$ or $=$).	<ul style="list-style-type: none"> Identify opposites of integers. Compare and order integers. Use integers to represent real-world quantities and explain the meaning of 0 in each context. 	MA.6.NSO.3.5, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.2, MA.6.AR.3.1, MA.6.AR.3.5, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3, MA.6.DP.1.5	
MA.6.NSO.1.2 Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. Clarification 1: Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt. Clarification 2: Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.		MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.1, MA.6.AR.1.2, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3	
Let's Investigate! Garden Plot/ Lesson 2: Represent Rational Numbers on the Number Line			
MA.6.NSO.1.1 Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers. Clarification 1: Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage). Clarification 2: Within this benchmark, the expectation is to use symbols ($<$, $>$ or $=$).	<ul style="list-style-type: none"> Plot rational numbers on a number line. Compare and order rational numbers. Use rational numbers to represent real-world quantities. 	MA.6.NSO.3.5, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.2, MA.6.AR.3.1, MA.6.AR.3.5, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3, MA.6.DP.1.5	
MA.6.NSO.1.2 Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context. Clarification 1: Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt. Clarification 2: Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.		MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.1, MA.6.AR.1.2, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3	
Lesson 3: Absolute Values of Rational Numbers			
MA.6.NSO.1.3 Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers. Clarification 1: Instruction includes the connection of absolute value to mirror images about zero and to opposites. Clarification 2: Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.	<ul style="list-style-type: none"> Use absolute value to represent a number's distance from 0. Interpret absolute value in real-world situations. 	MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.1, MA.6.AR.1.2, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3	
MA.6.NSO.1.4 Solve mathematical and real-world problems involving absolute		MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.GR.1.1,	

<p>value, including the comparison of absolute value.</p> <p>Clarification 1: Absolute value situations include distances, temperatures and finances.</p> <p>Clarification 2: Problems involving calculations with absolute value are limited to two or fewer operations.</p> <p>Clarification 3: Within this benchmark, the expectation is to use integers only.</p>		MA.6.GR.1.2, MA.6.GR.1.3
Let's Investigate! Sum Chips/ Lesson 4: Add Integers		
<p>MA.6.NSO.4.1 Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.</p> <p>Clarification 1: Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then $p - q = p + (-q)$ and $p + q = p - (-q)$.</p>	<ul style="list-style-type: none"> ● Add positive and negative integers. ● Model integer addition in real-life applications. 	MA.6.NSO.1, MA.6.AR.1.3, MA.6.AR.2.2, MA.6.GR.1.2, MA.6.GR.1.3
Let's Investigate! Subtraction Action/ Lesson 5: Subtract Integers		
<p>MA.6.NSO.4.1 Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.</p> <p>Clarification 1: Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then $p - q = p + (-q)$ and $p + q = p - (-q)$.</p>	<ul style="list-style-type: none"> ● Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$. 	MA.6.NSO.1, MA.6.AR.1.3, MA.6.AR.2.2, MA.6.GR.1.2, MA.6.GR.1.3
Lesson 6: Multiply Integers		
<p>MA.6.NSO.4.2 Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.</p> <p>Clarification 1: Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where $q \neq 0$, then $-\left(\frac{p}{q}\right) = -\frac{p}{q}$, $-\left(\frac{p}{q}\right) = \frac{p}{-q}$ and $\frac{p}{q} = \frac{-p}{-q}$</p>	<ul style="list-style-type: none"> ● Multiply positive and negative integers. ● Apply integer multiplication to real-life applications. 	MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.3.3, MA.6.AR.2.1, MA.6.AR.2.3
Lesson 7: Divide Integers		
<p>MA.6.NSO.4.2 Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.</p> <p>Clarification 1: Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers</p>	<ul style="list-style-type: none"> ● Understand how to divide integers by applying the rules of multiplying integers. ● Determine equivalences among integer quotients. 	MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.3.3, MA.6.AR.2.1, MA.6.AR.2.3

		<p>(with non-zero divisor) is a rational number. If p and q are integers where $q \neq 0$, then $-\left(\frac{p}{q}\right) = -\frac{p}{q}$, $-\left(-\frac{p}{q}\right) = \frac{p}{q}$ and $\frac{p}{-q} = -\frac{p}{q}$.</p>
Lesson 8: Solve Problems with Absolute Value		
<p>MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.GR.1.1, MA.6.GR.1.2, MA.6.GR.1.3</p>	<ul style="list-style-type: none"> Solve problems involving expression with absolute value. Compare expressions with absolute value. 	<p>MA.6.NSO.1.4 Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.</p> <p>Clarification 1: Absolute value situations include distances, temperatures and finances.</p> <p>Clarification 2: Problems involving calculations with absolute value are limited to two or fewer operations.</p> <p>Clarification 3: Within this benchmark, the expectation is to use integers only.</p>

Content/Academic Language	<p>Integers</p> <ul style="list-style-type: none"> Number line Opposites Rational number Absolute value Additive inverse Whole number Equation Expression Equal sign Factor Dividend Divisor
<p>Foundational Content [Link to separate document]</p>	<p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.</p>

<p>Teacher Notes (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> Use number lines to model negative rational numbers, prove the distance between opposites, and understand the meaning of absolute value which can easily transfer to the creation and usage of four-quadrant coordinate grids. Have students start at 0 and count to identify the opposites of positive and negative numbers. Students need to know the opposite of an opposite and that zero is its own opposite. Remind students that absolute value describes distance which cannot be negative. Some students may confuse the absolute value with the opposite. Explain that numbers that are not preceded by a sign are presumed to be positive. For example, 6 represents +6, or positive 6. Have students divide number lines into equal parts. For additional instructional strategies, instructional tasks and instructional items, see the FLDOE B.E.S.T. Instructional Guide (B1G-M) for Grade 6 Mathematics. 	<p>Common Misconceptions (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> Students may think if a positive number is larger than a second positive number that the relationship will hold true given the negative or opposite of the given numbers. <ul style="list-style-type: none"> For example, if given $6.75 > 6.71$, then a student may think that $-6.75 > -6.71$. Using a number line (vertical or horizontal) can help students to see the relationship with whole numbers, meaning the larger value is always to the right (horizontal) or above (vertical). This relationship also holds true with rational numbers. If students accurately plot the points they can determine which value is larger by looking at the position. Students may think that rational numbers cannot be compared unless they are in the same form (i.e., only fractions can be compared to fractions). Instruction should showcase how to make comparisons using benchmark values for plotting numbers without converting between forms. Students may incorrectly assign double negatives when describing relationships that are below zero.
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- For example, they may say the temperature is -3 degrees below zero when they mean it is -3 degrees from zero or it is 3 degrees below zero. In this same context, it is important for students to understand that identifying a value as negative indicates the position as being lower or colder than the neutral position of 0 .
- Students may incorrectly state the absolute value of a negative number has a negative value. Students need to understand the total distance you traveled is not dependent on which direction you travel. To help address this misconception, instruction includes students talking about absolute value as distance and asking students questions such as:
 - If your parent drives a car backwards, does the odometer show how far the car traveled by counting backwards?
- Some students may misunderstand when adding and subtracting integers, the sign of the "bigger number" is kept.
- Students may confuse zero for being a negative number because it is less than a whole. However, 0 is a neutral number; it is neither positive nor negative.
- Students may incorrectly believe that the number with the larger absolute value will always be the minuend (the first term in a subtraction expression) or that the positive number must always be the minuend. This may stem from an overgeneralization of the common pattern in elementary mathematics that "the larger number always goes first in subtraction."
- Students may incorrectly apply rules to multiplication and division of integers without experiencing models to provide concrete understanding. Using algebra tiles or two colored counters, have students flip over the tiles every time they encounter a negative. This allows students to see a pattern and see negatives as "the opposite of" (MTR.2.1, MTR.5.1).

GR6_T1-T2_USA_OL_FY24

SCOPE & SEQUENCE - QUARTERS 1 and 2

Topic 4: Use Numeric and Algebraic Expressions		
Topic Goal: Students will understand how expressions can be written and evaluated.	Suggested Time Frame:	19 days, 10/6/2023 to 11/3/2023
Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 180-245	Unit Plans:	Unit Plans provided in Blender, Link to the FLDOE BIG-M

Benchmark (B.E.S.T. Standards for Mathematics)

Student Target

Possible Horizontal Alignment

Lesson 1: Understand, Represent, and Evaluate Exponents	
<p>MA.6.NSO.3.3 Evaluate positive rational numbers and integers with natural number exponents. Clarification 1: Within this benchmark, expectations include using natural number exponents up to 5.</p>	<ul style="list-style-type: none"> Write expressions using whole-number exponents to represent real-world and mathematical problems. Evaluate expressions with whole-number exponents.
MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.4.2, MA.6.AR.1.3, MA.6.GR.2.3	
Let's Investigate! Dance Numbers/ Lesson 2: Find the Greatest Common Factor and the Least Common Multiple	
<p>MA.6.NSO.3.1 Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers. Clarification 1: Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25. Clarification 2: Instruction includes finding the greatest common factor of the numerator and denominator of a fraction to simplify the fraction.</p>	<ul style="list-style-type: none"> Find the prime factorization of a whole number. Find the greatest common factor (GCF) and the least common multiple (LCM) of two whole numbers. Use the GCF and the Distributive Property to add. Use the GCF and the LCM to solve problems.
<p>MA.6.NSO.3.2 Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers. Clarification 1: Instruction includes using the distributive property to generate equivalent expressions.</p>	<p>MA.6.AR.1.4</p>
<p>MA.6.NSO.3.4 Express composite whole numbers as a product of prime factors with natural number exponents</p>	<p>Direct connections to benchmarks outside this standard were not found.</p>
Lesson 3: Write and Evaluate Numerical Expressions	
<p>MA.6.NSO.3.3 Evaluate positive rational numbers and integers with natural number exponents. Clarification 1: Within this benchmark, expectations include using natural number exponents up to 5.</p>	<ul style="list-style-type: none"> Evaluate expressions using the order of operations. Insert grouping symbols in a numerical expression to affect the value of the expression.
Lesson 4: Write Algebraic Expressions	
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> Write an algebraic expression to model a pattern. Write an algebraic expression from a word phrase. Use precise mathematical language when identifying parts of an expression.
Lesson 5: Evaluate Algebraic Expressions	
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> Evaluate algebraic expressions, including those with whole numbers, decimals, and fractions.
<p>MA.6.AR.1.3 Evaluate algebraic expressions using substitution and order of operations.</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.4.2, MA.6.AR.1.3, MA.6.GR.2.3</p> <p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.3.3, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.2.1</p>

<p>Clarification 1: Within this benchmark, the expectation is to perform all operations with integers Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		
Let's Investigate! Equal-i-ble/ Lesson 6: Apply Properties of Operations: Algebraic Expressions		
<p>MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. Clarification 1: Properties include associative, commutative and distributive. Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>	<ul style="list-style-type: none"> ● Write equivalent algebraic expressions. ● Identify equivalent algebraic expressions. ● Justify whether two expressions are equivalent. 	MA.6.NSO.3.1, MA.6.NSO.3.2
Lesson 7: Simplify Algebraic Expressions		
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> ● Use properties of operations to simplify algebraic expressions by combining like terms. 	MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3
<p>MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. Clarification 1: Properties include associative, commutative and distributive. Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		MA.6.NSO.3.1, MA.6.NSO.3.2

<p>Foundational Content [Link to separate document]</p> <p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.</p>	<p>Content/Academic Language</p> <ul style="list-style-type: none"> ● Base ● Evaluate ● Exponent ● Power ● Composite number ● Factor tree ● Greatest Common Factor (GCF) ● Least Common Multiple (LCM) ● Prime factorization ● Prime number ● Numerical expression ● Algebraic expression ● Coefficient ● Term ● Variable ● Substitution ● Equivalent expressions ● Like terms ● Simplify ● Distributive Property ● Associate Property ● Commutative Property of Addition
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	<ul style="list-style-type: none"> Commutative Property of Multiplication
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Common Misconceptions (this is not a complete list, just suggestions)	Teacher Notes (this is not a complete list, just suggestions)
<ul style="list-style-type: none"> Some students may incorrectly apply or use incorrect notation when exponents are applied to negative integers. If a negative integer has an exponent, the negative number base must be in parentheses and the exponent is on the outside of the parentheses. (MTR.5.1) <ul style="list-style-type: none"> For example, $(-12)^4 = (-12)(-12)(-12)(-12)$ is not the same as $-12^4 = -(12)(12)(12)(12)$. Students build an incorrect misconception that variables only represent one value. Provide problems that motivate reasoning with different ranges of possible values for the variables. For example: which is greater $2x$ or $x + 2$? What if $x=0$; $x < 0$; $x > 0$? Students may not realize that the LCM of two numbers can be one of the numbers. Students might think that if they subtract y from $2y$ they are left with 2, because they "took the y away." Students may think that terms are always like terms if they have the same variable, not looking at the exponent. 	<ul style="list-style-type: none"> Use models or manipulatives, such as algebra tiles, bar graphs, or area models, to conceptualize expressions. Practice different ways to describe expressions. Use additive inverse property when subtracting expressions. Focus on using mathematical properties to generate equivalent expressions. Make sure students understand the reason for rewriting an expression in terms of a contextual situation. For additional instructional strategies, instructional tasks and instructional items, see the FLDOE B.E.S.T. Instructional Guide (B1G-M) for Grade 6 Mathematics.

GR6_T4_FSQ_OL_FY24

SCOPE & SEQUENCE - QUARTER 2

Topic 6: Represent and Solve Equations and Inequalities		
Topic Goal: Students will be able to use procedures to write and solve equations and inequalities.	Suggested Time Frame:	19 days, 11/6/2023 to 12/07/2023
Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 316-395	Unit Plans:	Unit Plans provided in Blender, Link to the FLDOE B1G-M

Benchmark (B.E.S.T. Standards for Mathematics)	Possible Horizontal Alignment
Lesson 1: Understand Equations and Solutions	
MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false. Clarification 1: Problems include the variable in multiple terms or on either side	Identify equations and variables. Use substitution to find solutions to equations. MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.2, MA.6.AR.1.3

of the equal sign or inequality symbol.	
Let's Investigate! Operation Equation/ Lesson 2: Apply Properties of Equality	
<p>MA.6.AR.1.4 Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients. Clarification 1: Properties include associative, commutative and distributive. Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>	<ul style="list-style-type: none"> Use the properties of equality to keep both sides of an equation equal. Identify which properties of equality are used to write equivalent expressions
<p>MA.6.AR.2.2 Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. Clarification 1: Instruction includes using manipulatives, drawings, number lines and inverse operations. Clarification 2: Instruction includes equations in the forms $x + p = q$ and $p + x = q$, where x, p and q are any integer. Clarification 3: Problems include equations where the variable may be on either side of the equal sign.</p>	<p>MA.6.NSO.3.1, MA.6.NSO.3.2</p> <p>MA.6.NSO.4.1, MA.6.AR.1.1</p>
Lesson 3: Write and Solve Addition and Subtraction Equations	
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> Write one-variable addition and subtraction equations. Use inverse relationships and properties of equality to solve one-step addition and subtraction equations.
<p>MA.6.AR.2.2 Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers. Clarification 1: Instruction includes using manipulatives, drawings, number lines and inverse operations. Clarification 2: Instruction includes equations in the forms $x + p = q$ and $p + x = q$, where x, p and q are any integer. Clarification 3: Problems include equations where the variable may be on either side of the equal sign.</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.4.1, MA.6.AR.1.1</p>
Lesson 4: Write and Solve Multiplication and Division Equations	
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> Write one-variable multiplication and division equations. Use inverse relationships and properties of equality to solve one-step multiplication and division equations.
<p>MA.6.AR.2.3 Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers. Clarification 1: Instruction includes using manipulatives, drawings, number lines and inverse operations. Clarification 2: Instruction includes equations in the forms $xp = q$, where $p \neq 0$, and $px = q$. Clarification 3: Problems include equations where the variable may be on</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.4.2, MA.6.AR.1.1, MA.6.AR.3.4, MA.6.AR.3.5, MA.6.GR.2.1, MA.6.GR.2.3, MA.6.GR.2.4</p>

either side of the equal sign.	
Let's Investigate! The Write Way/ Lesson 5: Write and Solve Equations with Rational Numbers	
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>	<ul style="list-style-type: none"> Write and solve equations that involve fractions, decimals, and mixed numbers.
<p>MA.6.AR.2.4 Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.</p> <p>Clarification 1: Instruction focuses on using algebraic reasoning, drawings, and mental math to determine unknowns.</p> <p>Clarification 2: Problems include the unknown and different operations on either side of the equal sign. All terms and solutions are limited to positive rational numbers.</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p> <p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.GR.1.2, MA.6.GR.1.3</p>
Lesson 6: Understand and Write Inequalities	
<p>MA.6.AR.1.2 Translate a real-world written description into an algebraic inequality in the form of $x > a$, $x < a$, $x \geq a$, or $x \leq a$. Represent the inequality on a number line</p> <p>Clarification 1: Variables may be on the left or right side of the inequality symbol.</p>	<ul style="list-style-type: none"> Understand the symbols required to write an inequality. Write inequalities to describe mathematical or real-world situations.
<p>MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.</p> <p>Clarification 1: Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.AR.2.1, MA.6.DP.1.6</p> <p>MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.2, MA.6.AR.1.3</p>
Lesson 7: Represent Solutions to Inequalities	
<p>MA.6.AR.1.2 Translate a real-world written description into an algebraic inequality in the form of $x > a$, $x < a$, $x \geq a$, or $x \leq a$. Represent the inequality on a number line.</p> <p>Clarification 1: Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.</p>	<ul style="list-style-type: none"> Describe solutions to an inequality. Represent solutions to an inequality on a number line.
<p>MA.6.AR.2.1 Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.</p> <p>Clarification 1: Problems include the variable in multiple terms or on either side of the equal sign or inequality symbol.</p>	<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.AR.2.1, MA.6.DP.1.6</p> <p>MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.1.2, MA.6.AR.1.3</p>
Foundational Content [Link to separate document]	
<p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.</p>	<p style="text-align: center;">Content/Academic Language</p> <ul style="list-style-type: none"> Number line Associative Property Coefficient

	<ul style="list-style-type: none"> • Commutative Property of Addition • Commutative Property of Multiplication • Equation • Solution of an equation • Inverse relationship • Addition Property of Equality • Subtraction Property of Equality • Multiplication Property of Equality • Division Property of Equality • Inequality • Integer • Distributive Property
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	<p>Teacher Notes (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> • Use models or manipulatives, such as algebra tiles, bar diagrams, diagrams, graphs or area models, to conceptualize equations and inequalities. • Emphasize the meaning of the equal and inequality signs. • Remind students that they should perform all calculations to determine whether the expressions on both sides of the equal sign have the same value. • Explain that even though the variable is on the right side of the equal sign, the same approach as for other equations should be used. • Use mathematical properties when solving equations and inequalities. • Encourage students to solve equations using different strategies, for example equations with the distributive property solved by distributing the common factor over each term and by dividing both sides by the common factor first. • For additional instructional strategies, see the FLDOE B.E.S.T. Instructional Guide (B1G-M) for Grade 6 Mathematics.
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	<p>Common Misconceptions (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> • Students may have difficulty solving for the variable when it is on the right side of the equation. • Students may think that they can use only $>$ or $<$ when an unknown is not equal to a given value. • Students view the equal sign as a symbol which separates the problem and its answer. Instead emphasize that the equal sign indicates that two quantities are equivalent. Once you start teaching inequalities, then students can relate to the quantities having unequal relationships. • Students build an incorrect misconception that variables only represent one value, Provide problems that motivate reasoning with different ranges of possible values for the variables. Inequalities are a great tool to emphasize this concept. • Students believe that equations are structured in such a way that variables always come before the constant term or that variables will appear on the left side of the equal sign. • Students assume that the direction the inequality symbol is pointing is always the direction they shade on the number line.
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	<p>Common Misconceptions (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> • Students may have difficulty solving for the variable when it is on the right side of the equation. • Students may think that they can use only $>$ or $<$ when an unknown is not equal to a given value. • Students view the equal sign as a symbol which separates the problem and its answer. Instead emphasize that the equal sign indicates that two quantities are equivalent. Once you start teaching inequalities, then students can relate to the quantities having unequal relationships. • Students build an incorrect misconception that variables only represent one value, Provide problems that motivate reasoning with different ranges of possible values for the variables. Inequalities are a great tool to emphasize this concept. • Students believe that equations are structured in such a way that variables always come before the constant term or that variables will appear on the left side of the equal sign. • Students assume that the direction the inequality symbol is pointing is always the direction they shade on the number line.
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SCOPE & SEQUENCE - QUARTER 2 and 3

Topic 7: Understand and Use Ratio and Rate	
Topic Goal: Students will be able understand and use ratios and rates to describe quantities and solve problems.	Suggested Time Frame: 19 days, 12/08/2023 to 1/19/2024
Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 396-473	Unit Plans: Unit Plans provided in Blender , Link to the FLDOE BIG-M

Benchmark (B.E.S.T. Standards for Mathematics)	Student Target	Possible Horizontal Alignment
Lesson 1: Understand Ratios		
<p>MA.6.AR.3.1 Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: ab, a to b, or $a:b$ where $b \neq 0$.</p> <p>Clarification 1: Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units.</p> <p>Clarification 2: Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios.</p> <p>Clarification 3: The values of a and b are limited to whole numbers.</p>	<ul style="list-style-type: none"> Use ratios to describe the relationship between two quantities. Use bar diagrams and double number line diagrams to model ratio relationships. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.3.5
Lesson 2: Generate Equivalent Ratios		
<p>MA.6.AR.3.1 Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: ab, a to b, or $a:b$ where $b \neq 0$.</p> <p>Clarification 1: Instruction focuses on the understanding that a ratio can be described as a comparison of two quantities in either the same or different units.</p> <p>Clarification 2: Instruction includes using manipulatives, drawings, models and words to interpret part-to-part ratios and part-to-whole ratios.</p> <p>Clarification 3: The values of a and b are limited to whole numbers.</p>	<ul style="list-style-type: none"> Use multiplication and division to find equivalent ratios. Solve problems by finding equivalent ratios. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.3.5
Lesson 3: Compare Ratios		
<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-whole ratios.</p> <p>Clarification 1: Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.</p>	<ul style="list-style-type: none"> Use ratio tables to compare ratios. Compare ratios to solve problems. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3
Lesson 5: Understand Rates and Unit Rates		
<p>MA.6.AR.3.2 Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.</p> <p>Clarification 1: Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates.</p> <p>Clarification 2: Problems will not include conversions between customary and metric systems.</p>	<ul style="list-style-type: none"> Use rates to describe ratios in which the terms have different units. Use rates and unit rates to solve problems. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3
<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p>		MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3

<p>Clarification 1: Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.</p>		
Let's Investigate! Rate that Scooter/ Lesson 6: Compare Unit Rates		
<p>MA.6.AR.3.2 Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. Clarification 1: Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates. Clarification 2: Problems will not include conversions between customary and metric systems.</p>	<ul style="list-style-type: none"> ● Use ratio reasoning to compare rates and solve problems. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3
<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-whole ratios. Clarification 1: Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.</p>		MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3
Lesson 7: Solve Unit Rate Problems		
<p>MA.6.AR.3.2 Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate. Clarification 1: Instruction includes using manipulatives, drawings, models and words and making connections between ratios, rates and unit rates. Clarification 2: Problems will not include conversions between customary and metric systems.</p>	<ul style="list-style-type: none"> ● Use unit rates to solve problems involving constant speed. ● Use unit rates to solve problems involving unit price. ● Solve unit rate problems using an equation. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3
<p>MA.6.AR.3.3 Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-whole ratios. Clarification 1: Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.</p>		MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3
Lesson 8: Ratio Reasoning: Convert Customary Units		
<p>MA.6.AR.3.5 Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. Clarification 1: Instruction includes the use of tables, tape diagrams and number lines.</p>	<ul style="list-style-type: none"> ● Use ratio reasoning and conversion factors to convert customary units of measure. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.1.1, MA.6.AR.2.3
Lesson 9: Ratio Reasoning: Convert Metric Units		
<p>MA.6.AR.3.5 Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.</p>	<ul style="list-style-type: none"> ● Use ratio reasoning and conversion factors to convert metric units of measure. 	MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.1.1, MA.6.AR.2.3

conversions within the same measurement system.
Clarification 1: Instruction includes the use of tables, tape diagrams and number lines.

Foundational Content [Link to separate document!](#)

Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. **The linked document contains supporting resources.**

Content/Academic Language

- Ratio
- Equivalent ratios
- Rate
- Unit rate
- Unit price
- Constant speed
- Conversion factor
- Dimensional analysis
- Customary units
- Metric units

Common Misconceptions (this is not a complete list, just suggestions)

- Students may not recognize simplified forms of ratios. It is not required that students determine the simplified version of a ratio, but when comparing the ratios with other students and seeing different numbers, students should become more adept at seeing both ratios as representing the same relationship. The student should be reminded of the connection to equivalent fractions.
- Students may incorrectly identify what is being compared or the order of quantities being compared by the rate.
- Using cross products as a strategy to test for equivalent ratios may lead to errors and misconceptions on solving more complex equations in the future. Instead focus on testing for equivalent ratios using tables, graphs or ratio tables..
- Students may have difficulty connecting a unit rate, which is represented by a single number, to a ratio or non-unit rate, which may be represented by two numbers.
- Students may not understand the difference between an additive relationship and a multiplicative relationship.

Teacher Notes (this is not a complete list, just suggestions)

- Help students understand how to show the ratio on a graph without first making a table.
- Use models including bar diagrams to represent ratios.
- Use ratio tables to describe the relationship between the quantities.
- Fractions and ratios may represent different comparisons. Fractions can express a part-to-whole, while ratios can express a part-to-whole or part-to-part comparison.
- Conversions can occur both between and across the Metric and Customary systems.
- **For additional instructional strategies, instructional tasks and instructional items, see the [FLDOE B.E.S.T. Instructional Guide \(B1-G-M\) for Grade 6 Mathematics.](#)**

GR6_T7_FSQ_OL_FY24

SCOPE & SEQUENCE - QUARTER 3

Topic 8: Understand and Use Percent

<p>Topic Goal: Students will understand the meaning of percent and how percentages can be estimated and calculated.</p>	<p>Suggested Time Frame:</p>	<p>19 days, 1/22/2024 to 2/15/2024</p>
<p>Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 474-531</p>	<p>Unit Plans:</p>	<p>Unit Plans provided in Blender, Link to the FLD OE BIG-M</p>

<p>Benchmark (B.E.S.T. Standards for Mathematics)</p>		<p>Student Target</p>
<p>MA.6.AR.3.4 Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities. Clarification 1: Instruction includes the comparison of $\frac{\text{part}}{\text{whole}}$ to $\frac{\text{percent}}{100}$ in order to determine the percent, the part or the whole.</p>	<ul style="list-style-type: none"> ● Represent the percent of a whole. ● Find the percent of a whole. ● Write equivalent values as fractions, decimals, and percents. ● Write fractions as decimals and percents when the denominator of the fraction is not 100. ● Write percents that are greater than 100. ● Write percents that are less than 1. ● Estimate the percent of a number. ● Use the decimal form of a percent to find the percent of a number. ● Write an equation to solve a percent problem. ● Find the whole amount when given a part and the percent. 	
<p>MA.6.AR.3.5 Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system. Clarification 1: Instruction includes the use of tables, tape diagrams and number lines.</p>		
<p>MA.6.NSO.3.5 Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages. Clarification 1: Rational numbers include decimal equivalence up to the thousandths place.</p>		

<p>Foundational Content [link to separate document]</p>		<p>Content/Academic Language</p>
<p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.</p>	<ul style="list-style-type: none"> ● Percent ● Rate 	

<p>Common Misconceptions (this is not a complete list, just suggestions)</p>		<p>Teacher Notes (this is not a complete list, just suggestions)</p>
<ul style="list-style-type: none"> ● Students may not understand the difference between an additive relationship and a multiplicative relationship. ● Students may incorrectly set up ratios because of a misunderstanding of the part and the whole addressed in the situation. ● Students may not recognize simplified forms of ratios in order to find equivalent ratios to determine the percentage, the whole or the part. ● Students may confuse the part and the whole in the percent problem. 	<ul style="list-style-type: none"> ● Use Ratio tables, number lines, and bar graphs during instruction. ● Use Problem strings to bring out relationships between 100, 50 and 10 percents. ● Students may use the shortcut of “move the decimal point two places to the right” to find the percent. However, be sure that students understand how a percent relates to fractions and decimals. ● Apply ratio reasoning to solve percent problems. ● Make sure to include percentages over 100% and those less than 1%. ● For additional instructional strategies, instructional tasks and instructional items, see the FLDOE B.E.S.T. Instructional Guide (B1G-M) for Grade 6 Mathematics. 	

GR6_T7-T8_USA_OL_FY24

Topic 10: Model and Solve Problems Involving Geometry

<p>Topic Goal: Students will learn how the areas of certain shapes can be calculated. Students will differentiate between surface area and volume and how each can be found.</p>	<p>19 days, 2/16/2024 to 3/14/24</p>
<p>Text Resources: enVision Florida Mathematics: Grade 6 Accelerated Mathematics, pgs. 590–679</p>	<p>Unit Plans: Unit Plans provided in Blender, Link to the FLOE BIG-M</p>

Benchmark (B.E.S.T. Standards for Mathematics)	Student Target	Possible Horizontal Alignment
Lesson 1: Represent Rational Numbers on the Coordinate Plane		
<p>MA.6.GR.1.1 Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y- coordinate.</p>	<ul style="list-style-type: none"> Identify and graph points with rational coordinates on the coordinate plane. Reflect points with rational coordinates across both axes. 	<p>MA.6.NSO.1.1, MA.6.NSO.1.2, MA.6.NSO.1.4</p>
Lesson 2: Solve Problems on the Coordinate Plane		
<p>MA.6.GR.1.2 Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.</p>	<ul style="list-style-type: none"> Use absolute value to find the distance between two points that lie on the same horizontal or vertical line on a coordinate plane. Solve real-world and mathematical problems involving distances on the coordinate plane. 	<p>MA.6.NSO.1.1, MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.1.4, MA.6.NSO.4.1, MA.6.AR.2.4</p>
<p>MA.6.GR.1.3 Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle. Clarification 1: Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. Clarification 2: Problems involving rectangles are limited to cases where the sides are parallel to the axes.</p>		<p>MA.6.NSO.1.1, MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.1.4, MA.6.NSO.4.1, MA.6.AR.2.4</p>
Lesson 3: Derive and Apply the Triangle Area Formula		
<p>MA.6.GR.2.1 Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle. Clarification 1: Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle. Clarification 2: Within this benchmark, the expectation is to know from memory a formula for the area of a triangle</p>	<ul style="list-style-type: none"> Find the areas of triangles, including right triangles. Find the corresponding height given a particular base of a triangle. 	<p>MA.6.NSO.2.1, MA.6.AR.2.3</p>
Lesson 4: Decompose Polygons into Triangles and Rectangles		
<p>MA.6.GR.2.2 Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles. Clarification 1: Problem types include finding area of composite shapes and determining missing dimensions. Clarification 2: Within this benchmark, the expectation is to know from memory</p>	<ul style="list-style-type: none"> Find the areas of polygons by composing and decomposing shapes, including polygons on the coordinate plane. 	<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.1.1</p>

<p>a formula for the area of a rectangle and triangle. Clarification 3: Dimensions are limited to positive rational numbers.</p>	<p>MA.6.AR.1.3 Evaluate algebraic expressions using substitution and order of operations. Clarification 1: Within this benchmark, the expectation is to perform all operations with integers. Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		<p>MA.6.NSO.3.3, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.2.1</p>
<p>Let's Investigate! Nothing but Net! Lesson 7: Represent Solid Figures Using Nets</p>			
<p>MA.6.GR.2.4 Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. Clarification 1: Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net. Clarification 2: Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure. Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given. Clarification 4: Dimensions are limited to positive rational numbers.</p>	<ul style="list-style-type: none"> ● Classify solid figures. ● Identify solid figures from nets. ● Draw nets of solid figures. 	<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.2.3</p>	
<p>Let's Investigate! On the Surface/ Lesson 8: Find Surface Areas of Prisms</p>			
<p>MA.6.GR.2.4 Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. Clarification 1: Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net. Clarification 2: Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure. Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given. Clarification 4: Dimensions are limited to positive rational numbers.</p>	<ul style="list-style-type: none"> ● Find the area of rectangular prisms, including cubes. 	<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.2.3</p>	
<p>MA.6.AR.1.3 Evaluate algebraic expressions using substitution and order of operations. Clarification 1: Within this benchmark, the expectation is to perform all operations with integers. Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		<p>MA.6.NSO.3.3, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.2.1</p>	
<p>Lesson 9: Find Surface Areas of Pyramids</p>			
<p>MA.6.GR.2.4 Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net. Clarification 1: Instruction focuses on representing a right rectangular prism</p>	<ul style="list-style-type: none"> ● Find the surface areas of square and rectangular pyramids. 	<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.2.3</p>	

<p>and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net.</p> <p>Clarification 2: Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.</p> <p>Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given.</p> <p>Clarification 4: Dimensions are limited to positive rational numbers.</p>		
<p>MA.6.AR.1.3 Evaluate algebraic expressions using substitution and order of operations.</p> <p>Clarification 1: Within this benchmark, the expectation is to perform all operations with integers.</p> <p>Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		<p>MA.6.NSO.3.3, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.2.1</p>
Lesson 10: Find Volume with Fractional Edge Lengths		
<p>MA.6.GR.2.4 Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.</p>	<ul style="list-style-type: none"> Use cubes and a formula to find the volume of a rectangular prism or a cube with fractional edge lengths. 	<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.2.3</p>
<p>MA.6.AR.1.1 Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.</p>		<p>MA.6.NSO.1.2, MA.6.NSO.1.3, MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.AR.2.2, MA.6.AR.2.3, MA.6.AR.3.5, MA.6.GR.2.2, MA.6.GR.2.3</p>
<p>MA.6.AR.1.3 Evaluate algebraic expressions using substitution and order of operations.</p> <p>Clarification 1: Within this benchmark, the expectation is to perform all operations with integers.</p> <p>Clarification 2: Refer to Properties of Operations, Equality and Inequality (Appendix D).</p>		<p>MA.6.NSO.3.3, MA.6.NSO.4.1, MA.6.NSO.4.2, MA.6.AR.2.1</p>
<p>MA.6.GR.2.3 Solve mathematical and real-world problems involving the volume of right triangular prisms with positive rational number edge lengths using a visual model and a formula.</p> <p>Clarification 1: Problem types include finding the volume or a missing dimension of a rectangular prism</p>		<p>MA.6.NSO.2.1, MA.6.NSO.2.2, MA.6.NSO.2.3, MA.6.NSO.3.5, MA.6.AR.1.1, MA.6.AR.2.3</p>

<p>Foundational Content [Link to separate document]</p>	Content/Academic Language
<p>Foundational content includes skills & knowledge that are essential for understanding the current grade-level standards. The linked document contains supporting resources.</p>	<ul style="list-style-type: none"> Axes Coordinate plane Coordinate Origin Quadrant Area Parallelogram Rectangle

<ul style="list-style-type: none"> • Rhombus • Triangle • Composite figure • Polygon • Quadrilateral • Trapezoid • Net • Rectangular prism • Rectangular pyramid

<p>Common Misconceptions (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> • Students may have trouble finding the distance across either of the axes. <ul style="list-style-type: none"> o For example, find the distance between $(-4, 3)$ and $(5, 3)$. It may appear that the “difference” between -4 and 5 is 1. However, the distance from -4 to 0 is 4 units and from 0 to 5 is 5 units. Therefore, the distance between the two points is 9 units. • Students may not be able to determine the difference in the two-dimensional figures that compose three-dimensional figures. • Students may invert the formulas for surface area and volume. 	<p>Teacher Notes (this is not a complete list, just suggestions)</p> <ul style="list-style-type: none"> • Have students work in pairs. Have each student use grid paper to draw a polygon that is composed of triangles and quadrilaterals. Encourage students to use three different shapes to compose their polygon. • Have students draw multiple nets for the same object. • Have students cut out their nets and fold them to form a solid figure. • Have students use a net for a rectangular prism to construct a model. Have students label the length and width of each face of the model with the dimensions shown for the prism. Then have students unfold the model and lay it flat to see each face labeled with the correct dimensions. • If students have difficulty finding the surface area of the triangular prism, provide them with a net for the triangular prism and have them label it with the dimensions of the prism’s faces. • “Knowing the formula” does not mean memorization of the formula. To “know” means to have an understanding of why the formula works and how the formula relates to the measure (area) and the figure. • Instruction should focus on the composition and decomposition of polygons into rectangles and triangles and not on memorization of formulas • Have students make connections between areas of different polygons and area to volume. • For additional instructional strategies, instructional tasks and instructional items, see the FLDOE B.E.S.T. Instructional Guide (B.1.G-M) for Grade 6 Mathematics.
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SCOPE & SEQUENCE - QUARTER 4

Topic 11: Display, Describe, and Summarize Data	
Topic Goal: Students will learn how data can be described by a single number and how tables and graphs can be used to represent and answer questions about data.	Suggested Time Frame: 20 days, 3/15/24 to 4/23/24