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Cover Letter

Wanda Collins

President

Innovation Preparatory Charter

3686 NW 95th Terrace

Sunrise, FL 33351

wandacollins400@gmail.com

(561) 399-9371

June 5, 2025

Florida Department of Education

Charter School Appeal Commission

325 West Gaines Street, Suite 1044

Tallahassee, FL 32399-0400

RE: Appeal of Charter School Application Denial – Innovation Preparatory Charter

Dear Members of the Charter School Appeal Commission:

I am writing to formally submit an appeal on behalf of Innovation Preparatory Charter regarding the denial of our charter school application by the Broward County School District on May 13, 2025.

Pursuant to Rule 6A-6.0781 of the Florida Administrative Code, please find enclosed our complete appeal packet, which includes the written argument in support of our appeal, supporting exhibits, and all required documentation, organized and tabbed accordingly. The materials are also consecutively paginated and formatted per state requirements.

Innovation Preparatory Charter remains deeply committed to providing high-quality, innovative educational opportunities to students and families in Broward County. We believe the grounds for denial presented by the district do not reflect the strength or potential of our proposal, and we respectfully request that the Commission grant our appeal and allow this important initiative to move forward.

Should you have any questions or require additional documentation, please feel free to contact me directly at (561) 399-9371 or wandacollins400@gmail.com.

Thank you for your consideration of this appeal.

Sincerely,

Wanda Collins

Wanda Collins

President, Innovation Preparatory Charter

Written Argument

Wanda Collins 3686 NW 95th Terrace, Apt 4M Sunrise, Florida 33351 561-399-9371 |
wandacollins400@gmail.com

May 22, 2025

Via Certified Mail & Email

Florida Department of Education Office of Executive Management and the State Board of Education
325 W. Gaines Street, Suite 1520 Tallahassee, FL 32399-0400

Re: Notice of Appeal – Innovation Preparatory Charter (Denial of Charter Application, May 13, 2025)

Dear Sir or Madam, Pursuant to Section 1002.33, Florida Statutes, this correspondence serves as a formal Notice of Intent to Appeal the decision of the Broward County School Board denying the charter application for Innovation Preparatory Charter on May 13, 2025. We respectfully contend that the denial was based on misinterpretation of statutory and evaluative criteria, omission of key evidence provided in our application, and incorrect assessment of our educational program. In accordance with Florida law, we hereby submit our intent to appeal and outline below the grounds upon which this appeal is based.

Issue 1 – Educational Program Design

Our application provided a detailed and research-based program design, including measurable goals, instructional strategies, valid assessment tools, and alignment with Florida Standards. The denial letter did not specify deficiencies that justified rejection, thereby conflicting with §1002.33(6)(b)3.a, F.S. which requires that decisions be based on competent, substantial evidence.

The denial of our Educational Program Design and the incorrect assessment of our program. There was also a lack of clarity of what did not align with the standards in the denial letter. Below is a summary of components for a strong Educational Program Design provided in our application:

- **Clear Goals and Objectives:**

Our design clearly states measurable educational goals and objectives that set high standards for student performance.

- **Effective Teaching Strategies:**

Our design describes the teaching and learning strategies that will be employed, including how they align with research-based practices and high standards.

- **Assessment and Evaluation:**

Our design includes a plan for assessing student performance using valid and reliable assessments and for using data to inform adjustments to the educational program.

- **High Expectations:**

Our design demonstrates high expectations for student learning and growth.

- **Promotion Standards:**

Our design clearly outlines promotional standards.

- **Alignment with State Standards:**

Our design aligns with Florida's state educational standards and requirements.

Issue 2 – Curriculum and Instruction

The curriculum described in our application aligned fully with the Florida Sunshine State Standards, including provisions for reading instruction, differentiated strategies, and student achievement benchmarks:

- The application sufficiently describes the educational program, curriculum objectives, and how students will meet standards.
- **Reading Curriculum:** The application adequately described the school's reading curriculum, including strategies for students at and below grade level.
- Our proposed curriculum does align with the Florida Sunshine State Standards.
- The curriculum clearly demonstrated how it will aid in accomplishing the charter school's mission.

Issue 3 – Student Performance Standards

The application included a comprehensive assessment plan (formative and summative), a recruitment/marketing plan, and strategies to ensure adequate enrollment:

- **The application includes a clear and detailed curriculum, aligned with state standards and the school's mission. The application also demonstrates a comprehensive assessment plan, including both formative and summative assessments to measure student progress.**
- **The application included a robust recruitment and marketing plan.**
- **The application demonstrated how the school will publicize itself and attract a sufficient pool of applicants, particularly students who align with the school's mission**

Issue 4 – Exceptional Student Education (ESE)

Our application addressed all federal and state requirements for ESE, including staffing, budgeting, and compliance with IDEA. Denying the application despite clear adherence to statutory requirements contradicts §1002.33(6)(b)3.b, F.S.

- **Our application consisted of an adequate management and staffing plan pertaining to Exceptional Student Education. Our application stated the experience and competence we deem necessary in managing the charter school, and the policies and practices for managing the school by Broward County school guidelines.**
- **In our application we provided the school's financial plan, including budget projections and funding sources for Exceptional Student Education.**
- **We ensured our application complied with all relevant state and federal laws and regulations.**
- **Our application provided detailed information about the ESE program, including curriculum, staffing, and resources.**

Issue 5 – English Language Learners (ELL)

The application included detailed procedures for identifying, assessing, and supporting ELL students, including compliance with Title VI of the Civil Rights Act of 1964 and federal ELL mandates.

Our application includes a comprehensive plan for identifying, assessing, and supporting ELL students, along with a clear understanding of relevant legal and federal guidelines. Below is a summary of relevant information concerning support and federal guidelines pertaining to ELL students.

Elaboration:

1. Legal Requirements:

Our application specifies how we are legally obligated to provide equal access to education for all students, including ELLs, as mandated by Title VI of the Civil Rights Act of 1964. This includes ensuring that ELL students can participate meaningfully in educational programs despite their limited English proficiency.

2. ELL Identification and Assessment:

The application outlines procedures for identifying ELL students, including how they will be screened and assessed to determine their English language proficiency levels.

3. Instructional Programs and Materials:

The application describes the specific instructional programs and materials that will be used to support ELL students, such as ESL (English as a Second Language) classes, differentiated instruction, and supplementary materials.

4. Accommodations and Supports:

The application addresses how the school will provide necessary accommodations and support for ELL students, such as language support, assistive technology, and individualized education plans (IEPs).

5. Communication with Parents:

The application demonstrates how the school will communicate effectively with ELL parents, including providing information about the school and student progress in languages other than English, if needed.

6. Staffing and Training:

The application outlines the qualifications and experience of staff who will work with ELL students, as well as plans for ongoing professional development in ELL instruction.

7. Parent Involvement:

The application demonstrates how the school will involve ELL parents in their child's education, such as through parent-teacher conferences, workshops, and advisory committees.

Issue 6 – School Climate and Discipline

Our plan outlined evidence-based practices for maintaining a safe and orderly environment, ensuring transparency and accountability.

Our application clearly outlines the school's approach to creating a safe and conducive learning environment.

• Evidence-Based Practices:

Our application provides evidence of implementing effective strategies for fostering a positive school climate and managing discipline.

• Addressing the Issue:

Our application demonstrates our school's ability to maintain a safe and orderly environment.

• Transparency and Accountability:

The application demonstrates how the school will ensure transparency and accountability in its

disciplinary practices.

Issue 7 – Management and Staffing

The application met requirements under §1002.33(7)(a)(9) and (14), F.S., demonstrating financial and administrative management competence, a clear staffing plan, and delineation of governing board responsibilities.

Florida Statutes:

Our application addressed specific sections of Florida Statutes (e.g., 1002.33(7)(a)(9) and 1002.33(7)(a)(14)) related to financial and administrative management, experience, and responsibilities. We also used the Florida Department of Education to assist with providing further information about financial and administrative duties.

- **Financial and Administrative Management:**
 - **Professional Experience Requirements:** Our application clearly demonstrates the experience and competence of individuals or organizations involved in managing the school.
 - **Clear Responsibilities:** Our application clearly defined the roles and responsibilities of key personnel and any consultants or outside experts.
 - **Internal Audit Procedures:** Our application explained how internal audit procedures will be implemented to ensure financial resources are properly managed.
 - **Financial Viability:** Our application provided a detailed financial plan that includes expense projections, revenue forecasts, and a clear understanding of how the school will be financially sustainable.
- **Management Team:**
 - **Governing Board and Operational Officers:** Our application clearly delineates the relationships between the governing board and operational officers, including any overlapping memberships.
 - **Expertise:** Our application identified any expertise needed (e.g., accounting, finance, HR) and how it will be acquired.
- **Staffing Plan:**
 - **Qualified Staff:** Our application demonstrated a plan to recruit and retain qualified staff, including teachers, administrators, and support staff.
 - **Training and Development:** Our application outlined how staff will be trained and developed to meet the needs of the school and its students.
 - **Organizational Structure:** Our application provided a clear organizational chart that illustrates how staff will be organized and how different roles will interact.

Issue 8 – Transportation

Our application confirmed that transportation would not be a barrier to enrollment, consistent with

§1002.33(20)(c), F.S.

- **The application offered details about how transportation will be provided to all eligible students.**
- **Our application also demonstrated how transportation will be a non-barrier to enrollment and attendance and how Charter schools are not required to provide transportation, but it cannot be a barrier to enrollment or attendance as previously stated.**

Issue 9 – School Safety and Security

The application provided a detailed safety plan, emergency procedures, security personnel plans, and collaboration with local law enforcement.

- **Documentation:** Our application provided clear and concise documentation of the school's safety and security plan, including emergency procedures, security personnel, and technology.
- **Collaboration:** Our application highlighted the school's proposed collaboration with local law enforcement and emergency services.
- **Training:** Our application demonstrates that staff and students will be trained in safety and security procedures.
- **Technology:** Our application explains the use of security systems, cameras, and other technologies.

Risk Assessment: Our application includes a detailed risk assessment of the school's plan to address potential threats

Issue 10 – Budget and Financial Plan

Our proposed budget was realistic, transparent, and aligned with §1002.33(6)(a)(5), F.S., ensuring sustainability, internal controls, and responsible fund management.

Compliance with Florida Statute 1002.33:

Our budget follows Florida Statute 1002.33 specifically related to financial management and budget requirements.

Our application ensures our budget includes realistic enrollment projections, transparent cost breakdowns, and a comprehensive plan for managing funds, including anticipated fund balances, spending plans, and internal controls.

Elaboration:

- **Realistic Enrollment Projections:**

Our application included a budget based on a well-supported estimate of student enrollment, considering factors like the school's location, target population, and competitive landscape.

- **Transparent Cost Breakdown:**

Our application provided a detailed explanation of all projected expenses, including salaries, facilities costs, curriculum materials, and other operating expenses.

- **Comprehensive Financial Management Plan:**

- **Anticipated Fund Balances:** Our application explained how the school will manage potential surpluses or deficits.

- **Spending Plan:** Our application outlined how revenues will be allocated to various operational areas, ensuring alignment with the school's educational goals.
- **Internal Controls:** Our application described the procedures for safeguarding financial resources and preventing misuse.
- **Budget Justification:**

Our application clearly articulated how the proposed budget supports the school's mission and goals, emphasizing the financial viability and sustainability of the proposed school.

Office of the Superintendent**Dr. Howard Hepburn****Superintendent of Schools**

600 Southeast Third Avenue

Fort Lauderdale, Florida 33301

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Superintendent@browardschools.comwww.browardschools.com**The School Board of
Broward County, Florida**Debra Hixon, Chair
Sarah Leonardi, Vice ChairLori Alhadeff
Maura McCarthy Bulman
Adam, Cervera, Esq.
Dr. Jeff Holness
Nora Rupert
Rebecca Thompson
Dr. Allen ZemanDr. Howard Hepburn
Superintendent of Schools

May 16, 2025

Wanda Collins, President

2157 NW 37th Avenue

Coconut Creek, FL 33066

RE: CHARTER APPLICATION DENIAL - INNOVATION PREPARATORY CHARTER

Dear Ms. Collins:

Pursuant to Section 1002.33(6)(b)2.a(3), Florida Statutes, the purpose of this letter is to notify you of The School Board of Broward County, Florida's, action upon the charter school application you submitted for the 2025-2026 school year.

The School Board of Broward County, Florida, denied the charter school application for Innovation Preparatory Charter at its Regular School Board Meeting on May 13, 2025. The application was denied due to the deficiencies specified on the attached Innovation Preparatory Charter Deficiencies Summary.

Per Section 1002.33(6)(c)(1), Florida Statutes an applicant may appeal the denial of the applicant's application to The State Board of Education, no later than 30 days after receipt of the sponsor's decision.

Should any further information be needed, please contact **Donté F. Collins, Director, Choice/Charter Schools Management Support Department, at 754-321-2135.**

Sincerely,

Dr. Howard Hepburn
Superintendent of Schools

HH/RPV/VSW/DFC

c: Robert Paul Vignola, Deputy General Counsel
Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Donté F. Collins, Director, Choice/Charter Schools Management Support Department

6A-6.0781 Procedures for Appealing a District School Board Decision Denying Application for Charter School.

The procedures for filing and reviewing all appeals to the State Board of Education under provisions of Section 1002.33(6), F.S., shall be as follows:

(1) **Appealing a Charter School Application Denial.** The district school board letter of denial required by Section 1002.33(6)(b)3.a., F.S., shall be provided to the applicant by the district school board via certified mail unless the applicant agrees in writing to accept receipt by hand delivery, regular mail, facsimile or electronic mail. Receipt of delivery shall be documented and filed with the Agency Clerk for the Department of Education. Within thirty (30) days after receipt by certified mail, or other verified mode of transmittal as provided by the parties' agreement, the decision of a district school board denying an application for a Charter School, the charter applicant may appeal the decision by submitting one (1) electronic copy and five (5) hard copies of the appeal to the Agency Clerk for the Department of Education, 325 West Gaines Street, Room 1520, Tallahassee, Florida 32399-0400.

(a) A copy of the appeal shall be sent by the applicant via regular mail or hand delivery, or by other mode of transmittal as provided by the parties' agreement, to the district school board, via the Superintendent or a designee of the Superintendent as specified within the letter of denial on or before the date of filing with the Agency Clerk. The applicant shall certify that it has provided the district school board a copy of the appeal as provided herein by filing a certificate of service with the Agency Clerk stating the person and address to which the copy was provided and the date of mailing or other transmittal. The State Board of Education does not have jurisdiction to hear late-filed appeals. The appeal must include: name and address of applicant; name and address of the district school board; date of the district school board decision; name and address of applicant's attorney or representative of record, if any; and written argument limited to due process and the reasons for denial identified in the district school board's notice of denial.

(b) The Charter School application, Form IEPC-M2 Florida Charter School Application Evaluation Instrument as incorporated by reference in Rule 6A-6.0786, F.A.C., available transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision shall constitute the record on appeal and shall be filed as exhibits to the appeal.

(c) Within thirty (30) days after receipt of the appeal the district school board shall file one (1) electronic copy and five (5) hard copies of its written arguments with the Agency Clerk for the Department of Education and certify that it has provided a copy to the charter school applicant or representative identified in the applicant's appeal by U.S. Mail, hand delivery, or other agreed upon mode of transmittal. The district school board shall file with its written arguments all documents considered by the district school board in making its decision that were not filed as exhibits to the applicant's appeal. The written arguments are limited to the reasons for denial identified in the district school board's notice of denial and any issues raised by the applicant in its appeal.

(d) Such written arguments required from both parties shall not exceed twenty (20) pages exclusive of any exhibit. The Chair of the Charter School Appeal Commission may grant leave to exceed the page limit only when necessary for both parties to address an extraordinarily large or complex set of issues on appeal. Written arguments may be produced by any duplicating or copying process which produces a clear black image on white paper. All written arguments shall be on 8 1/2" x 11" inch paper, double spaced, except quoted material and footnotes. Typewritten text, including footnotes must be no smaller than ten (10) pitch spacing, and there must be no more than twenty-six (26) lines of text per paper. Margins shall be no less than one inch at the top, bottom, left and right. All written arguments and exhibits must be bound with tabs for each exhibit with a table of contents detailing each section. Electronic and hardcopy appeal documents shall be numbered consecutively throughout the entire submission with no breaks.

(e) Failure to meet the requirements herein specified may cause rejection of the submission by the Chair of the Charter School Appeal Commission, where the failure could result in prejudice to the opposing party. The rejection shall describe the submission errors and the filing party shall have fifteen (15) days to resubmit an appeal that meets the requirements herein.

(2) **Procedures for Charter School Appeals.** Upon receipt of a timely filed appeal by a Charter School applicant, the Commissioner of Education or designee, shall convene a meeting of the Charter School Appeal Commission to consider the appeal, with at least seven (7) days notice to the applicant and the district school board of that hearing date.

(a) At the hearing before the Charter School Appeal Commission, each party will be given a maximum of ten (10) minutes to allow representative(s) to summarize the written arguments previously submitted. Each party will also be given additional time, as determined by the Chair of the Charter School Appeal Commission, to individually address each of the reasons for denial. No evidence will be received or testimony presented, only oral argument, will be heard by the Charter School Appeal Commission at this time.

(b) The Charter School Appeal Commission may question the parties. During these questions, the Charter School Appeal

Commission may, in its discretion, request information to clarify the documentation presented to it by the charter school applicant and the district school board, as set forth in the appeal and exhibits thereto. Ex parte communications with either party or communication among commission members regarding the appeal is prohibited.

(c) Upon reviewing the record on appeal and hearing oral summaries of written arguments, if presented, and consideration of the answers to questions, if asked, the Charter School Appeal Commission shall then proceed by majority vote to either accept or reject the decision of the district school board.

(d) The Charter School Appeal Commission's recommendation, record on appeal, written arguments of the parties, and a copy of the Charter School Appeal Commission transcripts will be forwarded to the State Board of Education.

(e) The State Board of Education shall consider the appeal and the Charter School Appeal Commission's recommendation at the next scheduled State Board of Education meeting and no later than ninety (90) calendar days after an appeal is filed. Each party shall have five (5) minutes to summarize their arguments. Additionally, the State Board of Education may, in its discretion, ask questions to clarify the issues on appeal. Ex parte communications with either party or communication among board members regarding the appeal is prohibited. The State Board of Education shall approve or deny the appeal.

(3) Motions.

(a) Motions before the Charter School Appeal Commission or State Board of Education shall be filed with the Agency Clerk in the same format as required in paragraph (1)(d) of this rule, except that they are limited to three (3) pages. Motions shall include a statement that the movant has conferred with the other party, shall state whether such party has any objection to the motion, and shall certify that the other party has been served with a copy of the motion. If there is an objection, the other party may file a response, subject to the same filing requirements as the motion, within five (5) business days of receipt of the motion, or the day before the hearing, whichever occurs first. A request for extension of the deadline or leave to exceed the maximum page limit must be requested prior to the date the motion or response is due and may be granted only where the opposing party will not be prejudiced. Oral arguments shall not be requested, but may be scheduled at the discretion of the ruling entity.

(b) The Chair of the Charter School Appeal Commission shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted prior to the commission hearing.

(c) The Commissioner of Education shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted before the State Board of Education. All other motions shall be ruled upon by the State Board of Education.

Rulemaking Authority 1002.33(28) FS. Law Implemented 1002.33(6) FS. History--New 2-2-97, Amended 5-27-12, 11-21-17.

Exhibit B – Charter Application Summary

Charter Application Summary – Innovation Preparatory Charter

Applicant: Innovation Preparatory Charter Founder/Applicant Contact: Wanda Collins Proposed
Location: Broward County, Florida Grades Served: PK-5 Planned Opening: 2026–2027 School Year

Mission and Vision

Innovation Preparatory Charter's mission is to provide all students with access to a rigorous, standards-based education that prepares them for college, careers, and responsible citizenship. The school's vision is to foster academic excellence, innovation, and equity, ensuring that every child—regardless of background or circumstance—achieves success.

Educational Program Design

The school's educational framework is built on the principles of high academic expectations, innovative instructional strategies, and data-driven decision-making. - Clear Goals & Objectives: Our application outlines measurable performance targets aligned with state accountability standards. - Instructional Model: A blend of direct instruction, project-based learning, and technology integration ensures differentiated learning for all students. - Assessment: Both formative and summative assessments are used to guide instruction and measure student growth. - High Expectations: All students are expected to meet or exceed grade-level standards, with additional supports provided as needed.

Curriculum and Instruction

- Florida Standards Alignment: Curriculum is fully aligned with the Next Generation Sunshine State Standards. - Reading Program: Structured literacy interventions ensure reading proficiency for all students, including those below grade level. - STEM Focus: Emphasis on science, technology, engineering, and mathematics prepares students for a modern workforce. - Supports for ESE & ELL: Comprehensive plans for exceptional student education and English language learners, in compliance with IDEA and Title VI of the Civil Rights Act.

Target Population and Community Need

Broward County families have consistently expressed demand for innovative and choice-driven education options. Innovation Preparatory Charter will serve a diverse population, providing equitable opportunities for students who may not thrive in traditional public school settings. - Enrollment Projections: Projected Year 1 enrollment is a maximum of 630 students, with growth capacity in future years. - Community Support: Parent surveys, letters of support, and local partnerships reflect strong community interest. - Addressing Need: The school will reduce overcrowding, provide specialized programs, and close academic achievement gaps in the region.

School Climate and Student Support

Creating a safe, inclusive, and positive school environment is central to our design. - Evidence-based discipline practices. - Anti-bullying initiatives and social-emotional learning supports. - Transparency and accountability in disciplinary procedures.

Governance and Leadership

- Governing Board: Comprised of professionals with expertise in education, finance, and community leadership. - Leadership Team: School leaders with experience in curriculum design, school administration, and student support services. - Accountability: Clear lines of responsibility between governing board and school administration.

Financial and Operational Plan

The application includes a balanced, sustainable budget consistent with §1002.33, F.S. - Realistic Enrollment Projections based on community demand. - Transparent Cost Breakdown including staffing, facilities, and curriculum resources. - Internal Controls: Strong financial oversight and audit procedures. - Funding Sources: Combination of state per-pupil funding, grants, and community partnerships.

Transportation and Facilities

- Transportation: Plans to ensure transportation is not a barrier to enrollment, in compliance with §1002.33(20)(c), F.S. - Facilities: The school is actively engaged in securing an accessible, safe facility that complies with state and local regulations.

Community Benefits

Innovation Preparatory Charter will positively impact students, families, and the community by: - Expanding access to high-quality education. - Preparing students for college and career pathways. - Supporting workforce readiness and economic growth in Broward County. - Strengthening parent and community engagement.

Conclusion

The Innovation Preparatory Charter application meets or exceeds the statutory and evaluative criteria under Florida law. Denial of this application limits student opportunity, community development, and equitable access to education. For these reasons, we respectfully request that the Florida Department of Education and the Charter School Appeal Commission reverse the decision of the Broward County School Board and approve the Innovation Preparatory Charter application.

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
☐	☐

Name of Person Completing Assessment: _____ Date: _____

Title: _____

Signature: _____

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)

Evaluation Criteria:

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	Reference

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school's mission and responds to the needs of the school's target population, and
 - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard		Partially Meets the Standard		Does Not Meet the Standard	

Strengths	Reference

Concerns and Additional Questions	Reference

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Strengths	Reference

Concerns and Additional Questions	Reference

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

11. **Management and Staffing**

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

13. **Professional Development**

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Strengths	Reference

Concerns and Additional Questions	Reference

14. **Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

15. **Parent and Community Involvement**

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Strengths	Reference

Concerns and Additional Questions	Reference

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard		Partially Meets the Standard		Does Not Meet the Standard	
☐		☐		☐	

Strengths	Reference

Concerns and Additional Questions	Reference

18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

19. School Safety and Security

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to assess and intervene with individuals whose behavior may pose a threat to the safety of staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

20. **Budget**

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

21. **Financial Management and Oversight**

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard		Partially Meets the Standard		Does Not Meet the Standard	
☐		☐		☐	

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference

Concerns and Additional Questions	Reference

Model Florida Charter School Application

New Charter Application #000922

Innovation Preparatory Charter

Submitted To:

Broward County Public Schools
Choice/Charter Schools Management Support Department
Broward County Public Schools

600 SE 3rd Ave.
Fort Lauderdale, FL 33301
Phone: 754-321-2135
Fax: 754-321-2138

Submitted By:

Wanda Collins
2157 Northwest 37th Avenue
Coconut Creek, FL 33066

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CHART OF ATTACHMENTS

- 1. Chart of Attachments**

GENERAL

A. School Information

Open Date: **August 1, 2025**
 Proposed Name: **Innovation Preparatory Charter**
 School Type: **Elementary**
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5]**
 School District: **Broward County**
 Neighborhood / Community:
 Organization Type: **Non-profit Corportation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **, , FL 33066**
 Phone: **5613999371**
 Fax:
 Web Site:
 Calendar Type: **Standard - 180 instructional days**
 Educational Service **(None)**
 Provider:

B. Primary Contact Person

Name: **Wanda Jean Collins**
 Mailing Address: **2157 Northwest 37th Avenue Coconut Creek, Florida 33066**
 Mobile Phone: **561-399-9371**
 Alternate Phone:
 Email: **wandacollins400@gmail.com**
 Current Employer: **Self-employed**

C. Attendance Projections

Grade Level	2025-26 Enrollment		2026-27 Enrollment		2027-28 Enrollment		2028-29 Enrollment		2029-30 Enrollment		At Capacity 2030-31	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK	40	90	50	100	70	110	90	120	110	140	130	160
K	40	90	50	100	70	110	90	120	110	140	130	160
1	40	90	50	100	70	110	90	120	110	140	130	160
2	40	90	50	100	70	110	90	120	110	140	130	160
3	40	90	50	100	70	110	90	120	110	140	130	160
4	40	90	50	100	70	110	90	120	110	140	130	160
5	40	90	50	100	70	110	90	120	110	140	130	160
Total	280	630	350	700	490	770	630	840	770	980	910	1120

D. Board Members

Name	Title	Contact Information	Current Employer
Collins, Wanda	President	P: M: 5613999371 E: wandacollins450@gmail.com	
McDowell, Camia	Vice President	P: M: 9549949649 E: camiamcdowell@gmail.com	Self Employed
McDowell, Ciara	Board Member	P: M: 954-994-9691 E: thereal.ciara22@gmail.com	Taco Bell

E. Start-up Team Members

Name	Title	Contact Information	Current Employer
Collins, Wanda	Authorized Representative	P: M: 5613999371 E: wandacollins450@gmail.com	

EXECUTIVE SUMMARY

1.Executive Summary

Section Evaluation	
– Not Rated –	– No Final Rating –

Vision Statement: We are committed to striving for excellence in every area of our life.

Mission Statement: We seek to provide rigorous lessons aligned to The Florida B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously.

Target Population: We will teach students in grade PK, K, 1, 2, 3, 4, 5, and 6 grade. We are targeting individuals in our surrounding area and/or around the Broward county area. Innovation Preparatory Charter Inc. school will not discriminate on the basis of race, religion, sexual orientation, or national or ethnic origin in the admission of students and will implement a diverse enrollment and marketing plan in order to achieve racial/ethnic balances reflective of the school district. We will hold a lottery if necessary to ensure fair and equity for all who want to enroll in our school.

Educational Design: Currently, Innovation Preparatory Inc. is in the start-up stage. We have designed a curriculum charter in align with FLDOE, thus having met all criteria specified in F.S. 1002.331. We have done our due diligence to ensure our students will achieve academic excellence as part of the Florida Board of Education School System.

The school will incorporate project-based lessons that are innovative and engaging to improve academic achievement. We have conducted extensive research and our findings have determined that Project-based learning, methodical approaches, and differentiated instruction are key components to a successful curriculum. This curriculum would be best for our students in and of itself because it allows our students to make real world connections. In a world with diverse learners, it is critical we create lessons that are not only dynamic in nature but are tailored to meet each student's needs. The school will provide adequate preparation for state assessments, strengthen the school-home connection and meet the individual needs of the student population while furthering the mission. We aim to create a curriculum that will engage and increase our students interest in college. Undergraduate student enrollment fell by nearly 1.4 million students, or almost 9% of total enrollment. Therefore, our school will also feature technology-rich classrooms, be staffed with highly qualified teachers, thus providing an enriching learning environment where children can flourish as individuals while acquiring knowledge and skills essential to their future development. We will also provide support staff with the professional development that they need in order to be proficient in such modalities as project-based learning and differentiated instruction. These strategies were not a focal point at the undergraduate level and therefore ongoing professional development after college is necessary. It is a proven fact that teachers who are constantly honing their craft can connect with students to foster a classroom of sustainability versus teachers who are stagnant when it comes to learning new ways of approaching the subject. Teachers who crave healthy connections with their students are

constantly researching ways to do so and reap great rewards as well. That is what our school is all about -creating lasting connections that will foster our youth to choose the right path. There are several ways teachers can connect with their students. They can get to know who their students are by having them complete an interest survey.

School Design and Culture: Innovation Preparatory Charter Inc. upholds an educational culture where academic excellence is our number one priority. We will create a climate where every individual is respected and cared for. Our philosophy is every child has the potential to be successful and we have high expectations because of our belief system. We are committed to educational excellence and empowering our future leaders. We expect our students and parents to be active participants in the learning process. We encourage parent involvement and collaborative infrastructure. In order to create a family culture, uniform guidelines, will be imposed. Innovation Preparatory Charter Inc. will offer programs and a support system for low-performing students (e.g. interventions, IEP's; afterschool tutoring), individualized services and programs for students with special needs (ESOL, ESE 504 and Gifted plan services) as well advanced academic initiatives for advanced learners (e.g. advanced courses, enrichment programs) in order to meet the needs of all our students .The school will provide a standard-based curriculum (with adequate preparation for state assessments) in order to meet the individual needs of the student.

The school will also provide adequate preparation for state assessments such as progressive formative assessments aligned to The Florida B.E.S.T Standards. The School will also be staffed with highly qualified teachers, thus providing an enriching learning environment where students can grow mentally. Capacity to successfully operate a high-quality school: The founding leader has taught at the middle school level for 15 years. The founding leader has been able to make learning gains with the lowest performing students in the school by building lasting connections. Innovation Preparatory Charter Inc. curriculum aligns with The Florida B.E.S.T Standards. As part of an advanced accredited system, Innovation Preparatory Charter will open as an AdvacED accredited program from inception and will uphold our vision of striving for excellence in every area of our life. The founding leader has obtained her master's in Educational leadership making her an excellent candidate for her leadership role.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PLAN

1. Mission, Guiding Principles and Purpose

Section Evaluation

– Not Rated –

– No Final Rating –

A. Provide the mission statement for the proposed charter school. The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree

Mission Statement: We seek to provide rigorous lessons aligned to The Florida B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life.

B. Provide the section 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), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. 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. SECTION(S): 3
- Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. SECTION(S): 22
- 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. SECTION(S): 4, 6

C. Provide the section 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), F.S. Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy.

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

- Improve student learning and academic achievement. SECTION(S): 3, 4, 5, 6
- Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. SECTION(S): 6, 20
- Encourage the use of innovative learning methods. SECTION(S): 3, 4, 5, 6
- Require the measurement of learning outcomes. SECTION(S): 4, 6

D. Provide the section 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". Please note that for the electronic version you must specify the SECTION where the information can be found and not the page numbers as specified for the hard copy. This section is optional.

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

- Create innovative measurement tools. SECTION(S): 3,4,5,6
- Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. SECTION(S): 6
- Expand the capacity of the public school system. SECTION(S): 3, 20
- Mitigate the educational impact created by the development of new residential dwelling units. SECTION(S): 3
- Create new professional opportunities for teachers, including ownership of the learning program at the school site. SECTION(S): 12, 13

Attachments

Section 1: Mission, Guiding Principles and Purpose

– No Attachments –

2.Target Population and Student Body

Section Evaluation

– Not Rated –

– No Final Rating –

For each grade level served, provide the minimum and maximum projected student enrollment figures starting from the first year of operation. In the **At Capacity** column, select the the year in which the school will reach its enrollment capacity and provide the minimum and maximum enrollment figures for each grade level served.

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. [1] If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.

The mission of Innovation Preparatory Charter Inc. is to provide rigorous lessons aligned to The Florida's B.E.S.T Standards to maximize our student's potential. We will fully commit ourselves to fostering student growth and preparing them to be college and career ready in order to be productive members of society. At the end of each school year, students will demonstrate if they have made learning gains. In some cases, students will increase their score level tremendously. Overall, we are committed to striving for excellence in every area of our life. We anticipate a student population of K, 1, 2, 3, 4, 5, & 6 graders. Our mission and vision statements are in direct alignment with how we will meet our students needs. To propel our students to reach their maximum potential, the school will implement project-based learning; differentiated instruction;

and methodical approaches. These approaches in addition to the mandated Florida B.E.S.T Standards will prepare our students to master concepts learned.

We will have an open admissions policy in which the school will provide equitable choice opportunities for all students across grades K -6 . Innovation Preparatory Charter Inc. will be open to school aged children eligible to attend grades K -6 grade in Broward County. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process. In accordance with 1002.31(2)(a), beginning by the 2025-2026 school year, the charter school shall allow a parent from any school district in the state whose child is not subject to a current expulsion or suspension to enroll his or her child as part of the charter school's open enrollment process.

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

Innovation Preparatory Charter Inc. will utilize the current Broward County School facilities.

C. Provide enrollment projections in **section C under the General category** 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.

Our enrollment projections for each grade level served in year 2025-2026 will consist of the following grade levels K, 1, 2, 3, 4, 5, and 6 grade students. Thus, the enrollment projections for year one is to serve a minimum of 280 students and a maximum of 490 students. We anticipate 95% of our seats to be full each year. Thus, for the first school year, we project our total budgeted enrollment to be 462 seats. During the 2026-2027 school year, we anticipate serving a minimum of 350 students and a maximum of 560 students. Therefore, for the second school year, we project our total budgeted enrollment to be 532 seats. During the 2027-2028 school year, we anticipate serving a minimum of 490 students and a maximum of 700 students. Therefore, for the third school year, we project our total budgeted enrollment to be 665 seats. During the 2028-2029 school year, we anticipate serving a minimum of 630 students and a maximum of 840 students. Thus, for the fourth school year, we project our total budgeted enrollment to be 798 students. During the 2029-2030 school year, we anticipate serving a minimum of 770 students and a maximum of 980 students. Therefore, for the fifth school year, we project our total budgeted enrollment to be 931 students. During the 2030-2031 school year, we anticipate serving a minimum of 910 students and a maximum of 1020 students. Thus, during this school year, we project our total budgeted enrollment to be 969 seats. This is the year we anticipate reaching our enrollment capacity.

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

The enrollment projections are based on calculations of class size and in consideration of the number of students in existing programs throughout Broward county. The enrollment calculations were also based on anticipating that 95% of our students will show up to class.

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.

The rationale for the projected numbers of students considers the enrollment and growth of Broward County serving students in grades PK-6th grade as well as the current demand for Charter schools in certain grade levels. There are many students currently on waiting lists. The

enrollment projections are based on having more classrooms in these feeder grades in order to promote stable school growth. The school will grow in a realistic manner adding sections to grades that are in demand until full capacity.

Attachments

Section 2: Target Population and Student Body

– No Attachments –

3. Educational Program Design

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

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

The school does intend to implement Florida B.E.S.T Standards for Literacy . We will also opt-in to the Districts K-12 Comprehensive Evidence-Based Reading Plan and follow it in its entirety (student placement, curriculum, progress monitoring). We will also establish a School Literacy Leadership Team whom we will use data to establish literacy goals and take strategic action to improve literacy achievement for all students. The School Literacy Leadership Team will consist of a school administrator, literacy coach, media specialist, lead teachers, and other relevant team members, as applicable. The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary per ELA B.E.S.T Standards for Literacy.

Innovation Preparatory Charter will also ensure a systematic, explicit, and multisensory approach to reading instruction by:

- Providing explicit instruction:

This means teaching directly and clearly, with direct models and scaffolds to help students learn the skills they need for reading comprehension.

- Demonstrating procedures:

Teachers will clearly demonstrate procedures and routines, step by step, and not just tell students what to do.

- Providing feedback:

Feedback should be clear, focused, and directly related to the learning task. Students should have opportunities to respond and receive feedback.

- Explaining why they're learning:

Teachers will explain why students are learning a skill, and how it will help them become

better readers overall.

- Using high-quality curriculum materials

Teachers will have access to quality curriculum materials to plan their instruction.

- Creating multisensory products

Students can practice using multiple senses to learn letter sounds, for example by using digital games to drag, drop, trace, and point to letters

We will also follow Florida's B.E.S.T Standards Writing program.

For Reading, Broward County Public Schools (BCPS) in Florida uses a number of state-adopted curriculum programs for reading in its elementary schools, including:

- Florida Department of Education's (FDOE) K-12 Comprehensive Evidence-Based Reading Plan

The main district reading contact is responsible for the plan and its implementation.

- Read-at-Home Plan

This plan includes reading and multi-sensory strategies that can be used at home to help children succeed in school.

- Learning A-Z

BCPS offers free access to Raz-Kids, which provides leveled books and quizzes, and Headsprout, an adaptive online and mobile reading program.

BCPS follows the Florida Adoption process for instructional materials, which includes:

- Review: Teachers review titles submitted by publishers against specifications.
- Adoption Committee: The committee ranks the submissions based on the reviews and reports of non-voting committee members.
- Selection: A selection matrix is created that includes the rankings, feedback from teachers, and the cost proposal.

The Florida Department of Education's (FDOE) CPALMS is the official source for standards for every subject area and grade level in which our teachers will utilize for instruction,

The Florida Standards for World Language instruction are aligned to the ACTFL National Standards and that we will follow.

We will implement MTSS per Florida's multi-tiered system. We will use Problem Solving/Response to Intervention Project (PS/RTI) and Florida's Positive Behavior Support Project (FPBS).

Inquiry-based learning is a pedagogical approach that emphasizes students' questions, ideas, and observations. School librarians play an important role in collaboration with teachers to provide resources that encourage students to think, explore, and interpret along their own paths of inquiry. School librarians have special expertise in the inquiry and research processes and can share this

knowledge with teachers. In the process of facilitating student-led learning, librarians have opportunities to teach other essential information literacy skills. IBL models align with AASL National Standards. Thus, we will have a school library.

The IBL model intersects with related approaches: Project-based Learning (PBL) and Connected Learning. All these strategies empower the student to pursue what interests them and take ownership of their learning path. Therefore, the emphasis of the Innovation Preparatory Charter Inc. is a “project-based” hands-on approach method of preparing students to maximize their potential, wherein students are encouraged to delve into the assignment with an open mind. The project-based model allows students to be independent thinkers who are able to solve real-world problems that are challenging. They are meant to be rigorous, but attainable. We will have “pull-outs.” Students who are struggling and/or underachieving will be pulled out for one-on-one remediation. We will use an intensive tutoring program aligned with common core standards to meet their needs. As a result, students will be better prepared for success in middle, high school (and subsequently college) preparation coursework. These and other Innovation Preparatory Charter Inc. “best practices” are established to meet the needs of all learners.

We have high standards for student achievement using relevant lesson plans that are in aligned to The Florida B.E.S.T Standards in ELA and Mathematics and literacy standards for science, as applicable to course and grade level. We will also utilize FAST results to identify weaknesses and strenghts and plan accordingly. The lesson plans will incorporate the following:

Theme:

The theme is the concept or big idea that the study is centered around. It should be a concept that is important to the concept that is being taught Application Notes for Innovation Preparatory Charter Inc.

Essential Questions: These questions help focus students on the most important aspects of the theme. Teachers and students consider two or three substantive questions throughout the unit and analyze them from multiple perspectives. Learning Goals: These goals describe what students should learn and be able to do as a result of the unit of study.

Learning Goals are divided into three areas: habits of mind, skills, and content standards.

Habits of mind: The ways of thinking and being that the school values

Skills: What students will be able to do by the end of the unit

Content Standards: The knowledge that students will acquire during the unit

Assessment: Ticket-out the door- a question relevant to the days lesson

Ongoing Assessments, and Reflection, assessment is designed so that students and teachers know how they are doing and what they have to do to improve.

Ongoing Assessments: The work and assignments that show how students are doing as the unit progresses

Culminating Assessment: A project or performance that asks students to apply the knowledge, skills, and habits of mind they develop throughout the unit. All the work and learning of the unit build toward the creation of the culminating assessment.

Reflection and Self-assessment: Occurs throughout the unit as part of ongoing assessment and at

the end of the unit when students and teachers look back on the unit to see what worked well and what can be improved.

Selection and Sequence of Learning Experiences: These are the ways in which students engage with the content, learn the skills, and develop the habits of mind that are the goals of the unit. The sequence of activities should be designed to move students toward achieving the learning goals and creating the culminating assessment.

Accordingly, the school will combine the best practices shared by other teachers verbally and electronically. Essentially these strategies will drive school reform nation-wide. Innovation Preparatory Charter Inc. will provide all students with a core curriculum established by Florida Board of education: English/language arts (ELA), Mathematics, Civics, Science, Music, Art, Physical Education, Financial Literacy, Dance, World Languages, Home Economics and Technology. Teachers and other support staff will use data from all available assessments to develop and target instruction in order to meet the needs of all students so that each child can realize his or her highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress.

Using data, teachers will identify students who are struggling and/or below-grade level. We will also provide additional support such as remediation courses as well as concept specific classroom-based strategies with target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential. Application Notes for Innovation Preparatory Charter Inc.

The curriculum will provide a solid academic foundation for students to have success at subsequent levels. We will expose our students to areas of concentration they struggle with. They will participate math talk and reading talk; create reflective journals; and use proven strategies such as CRISS to increase reading fluency. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners). In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FAST Assessment will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will monitor growth and adjust interventions using mini-assessments, formative assessments; bellringers; walk-throughs, silent sustained reading as necessary, depending upon the student's academic growth.

The 67-minute block will be used as enrichment or intervention depending on the student and what their needs are. The teacher will determine the structure of the classroom based on student data. The teacher will also determine what curriculum they will use based on student data and what the students areas of weakness will be the focus.

Teachers will get trained for Project CRISS through workshops and training programs that offer different levels of instruction:

- Introduction to Project CRISS

This 12–18 hour workshop is a foundation for Project CRISS implementation. It covers the CRISS Frameworks for Teaching and Learning, and participants learn how to facilitate self-directed learning.

- Project CRISS Training of Trainers

This 28–35 hour workshop is required to become a certified CRISS trainer. It covers the CRISS Frameworks for Teaching and Learning, and participants learn how to present and sustain a CRISS initiative.

- CRISS for Administrators

This 6–12 hour workshop covers how to prepare staff for the initiative, how to support implementation, and how to sustain CRISS.

Project CRISS also offers an online version of the Introduction to Project CRISS workshop. Participants can work with a certified CRISS trainer in real time.

Project CRISS has three tiers of trainers: District Trainers, National Trainers, and Master Trainers

The social studies education program design for Florida in our school includes:

- Inquiry projects

Students will explore social studies topics through research and writing, which helps foster curiosity.

- Age-appropriate content

Content will be developmentally appropriate for the students' age and maturity level.

- Multidisciplinary approach

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards encourages students to investigate social studies topics through inquiry.

- Content areas

Social studies includes history, geography, economics, civics, and anthropology.

- Grade-level topics

Social studies topics vary by grade level, including:

- Kindergarten: Students learn about themselves, their families, and communities.
- First grade: Students explore history, geography, economics, and learn about their roles as citizens.
- Second grade: Students investigate the impact of immigration, explore North American geography, and learn about American citizenship.
- Third grade: Students focus on regions in the United States, Canada, Mexico, and the Caribbean Islands.
- Fourth grade: Students study Florida's history, including its exploration, colonization, and growth.
- Fifth grade: Students study the development of the United States up to 1850.

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 basic learning environment at Innovation Preparatory Charter Inc. will support the school's mission in that the educational program is designed to serve all students and accommodate diverse needs and learning styles. The structure will be classroom-based.

At the start of the school year, teachers will review their student's previous year data to properly assess their student's needs. They will also assess their student's learning styles by having them complete a learning styles questionnaire to create dynamic lessons that will meet their individual needs. They will also have student's complete an interest survey to get to know their students. Consequently, they can create lessons that will meaningful to their students. The school will administer The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 5 ELA Reading and VPK through grade 5 Mathematics assessments as a progress monitoring assessment three times per year. This will allow the school to gather the most current data in order to determine areas of students' strengths and weakness throughout the school year to make accurate placement decisions and to provide differentiated instruction and appropriate interventions/support services.

Tier 2 provides instruction to small groups of three to four students, while Tier 3 offers even more intensity through daily one-on-one tutoring.

Mandatory Progress Monitoring Files for all students in the RTI Process for Tier 2 and Tier 3 Students .

We will measure and monitor our success through bi-weekly meetings.

The educational program will be structured according to the required minutes of instruction per class and grade level. in accordance with our academic schedule will maintain student-to-teacher ratios in accordance with Florida class size legislation as applied to charter schools. Classes will consist of a student- teacher ratio of 18:1. There will be 4 core courses and 2 elective courses daily plus a mandatory 67-minute pre-planned enrichment lesson strengthening areas of weakness. The classes will consist of 45-minute and 60-minute block periods.

We will provide additional services for students below grade level and/or at risk of failure: We will target students not making progress in the core curriculum and provide them with intensive instruction matched to their needs including, but not limited to: - Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs

When determining student placement in our school, data used includes:

- Academic history

School check a student's academic history and registration form to see where they were previously enrolled.

- Interviews

School interview parents and students, and may use teacher-made tests.

- Assessments

School use tests of academic skills in English and the student's native language.

- ELL information

School contact other schools in the district or state to obtain ELL information, including assessments for placement.

- Home Language Survey

Parents or guardians complete a Home Language Survey to identify students who may be eligible for ESOL services.

- Age

School use a student's age to determine their approximate grade placement.

Placement decisions are based on a variety of factors, including: Age appropriateness, Prior educational services, ELL Committee recommendation, Assessment results, and Parent and student interviews

In our school, the implementation of interventions is monitored in several ways, including:

- Data collection

Data is collected on student progress in response to interventions.

- Progress monitoring

Progress monitoring is used to assess student performance and evaluate the effectiveness of interventions.

- Review and discussion

Teams schedule time to review and discuss progress reports on intervention plans.

- Frequency of data collection

The frequency of data collection varies by tier of the Response to Intervention (RtI) process.

- Pre- and post-measures

Intervention Record forms are reviewed to compare pre- and post-measures of the target problem

How We Will Implement Differentiated Instruction Throughout The School Day:

1. Offer students options to choose from in assignments or lesson plans.
2. Provide multiple texts and types of learning materials.
3. Utilize a variety of personalized learning methods and student assessments.
4. Customize teaching to suit multiple forms of intelligence.

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

Project-based learning (PBL) is an educational approach in which students explore real-world

problems through individual and group projects. When done well, it allows students to make sense of why content is useful and how it might be applied. The approach that Peek-Brown, an education specialist at Michigan State University, uses today to support elementary science teachers is one of four PBL programs studied in a new body of research that has generated strong evidence — based on “gold-standard” studies, using randomized control methods — showing that rigorous PBL improves student learning. (Research briefs for the studies are available at www.lucasedresearch.org/research/research-briefs.)

Project-based learning (PBL) will be implemented across content areas in a number of ways, including:

- All-in: Incorporate learning goals from multiple content areas into a single project
- Just in time: Focus on one content area while incorporating strategies from another discipline
- The handoff: Start a project in one content area and then pass it on to another class
- Involve students: Involve students in planning to help them feel ownership of the project
- Use the curriculum: Select activities that support the question and use the curriculum
- Be prepared to explore new topics: Be ready to explore new topics and issues as students become involved in the project
- Work together: Teachers will work together to plan PBL units that span multiple content areas
- Use reflection: Reflection is an important part of PBL, allowing students to reflect on their performance and the performance of their group

Professional Development Plans:

We will implement several Professional Development Plans to help our educators grow professionally and improve student outcomes:

- Master Plan

A Master Plan is required for all professional development and credentialing. It will help educators visualize their desired outcomes, identify actions, and set benchmarks.

- Professional Learning Standards & Support

This department provides professional learning opportunities to improve the effectiveness of instructional and non-instructional staff. This department will be required to coordinate professional learning community meetings.

- Professional Learning Facilitator Planning Guide

This guide helps providers design professional learning, including action planning, strategic planning, and self-reflection in which will be utilized in the Professional Learning Standards & Support Department.

- Teacher Professional Learning and Growth

This program supports the varied responsibilities of certified teaching personnel. This department will focus entirely on improving a teachers style of teaching to reach all learners.

To determine the needs of our school, we can:

- Gather data from stakeholders

We can collect information from students, teachers, parents, and community members about areas such as curriculum, student achievement, and school organization.

- Use multiple data sources

We can use a variety of data sources, such as surveys, to triangulate findings and establish their validity.

- Map resources

We can evaluate our available resources, including programs, personnel, and services. This can help identify redundant services and how to use them most efficiently.

- Identify critical needs

We can analyze data to identify areas of greatest concern and prioritize critical needs.

- Update assessments

We will update our needs assessments as the school and district evolve.

When identifying students who need Extended Learning Opportunities (ELO) tutoring, data and the student's needs will often be the primary considerations. Some strategies for identifying students who may need tutoring include:

- Assessment: Teachers can gather information about students by observing and listening to them as well as utilize data from assessments.
- Identifying high potential: Some strategies can help identify students with high potential.
- Frequency:

Our program will aim for at least 3 days per week to maintain consistency and build momentum.

- Duration:

Individual sessions should be around 30 minutes to an hour, allowing for focused learning without fatigue.

- Flexibility:

Depending on the program, extended learning may be offered before school, after school, during summer breaks, or even incorporated into the regular school day through extended learning time (ELT) blocks.

We will take into account important considerations when designing our extended learning programs:

- Student needs:

Tailor the frequency and duration based on the specific learning gaps or areas of focus for each student.

- Curriculum alignment:

Ensure extended learning activities directly support and build upon the regular classroom curriculum.

- Engaging activities:

Utilize hands-on, experiential learning to keep students motivated and actively involved.

- Qualified staff:

Ensure instructors are trained to deliver effective extended learning sessions

We will monitor student progress in a variety of ways, including:

- Surveys: Conduct regular surveys to assess student and tutor progress. Surveys will be administered every other week or every month. We will use an online survey platform to collect data.
- Learning software: If our tutoring program uses a learning software, will be sure it collects data that's easy to analyze.
- Formative assessments: Use formal and casual formative assessments to gather data points.
- Qualitative feedback: Ask for feedback from students, teachers, tutors, and caregivers.
- Student progress tracker: Use a student progress tracker to manage data and inform instruction.
- Graphs: Use graphs to record student data and show trends.
- Compare to learning objectives: Compare student progress to predetermined learning objectives.
- Analyze factors: Look for factors like improved grades, increased confidence, and expanded knowledge.
- Evaluate tutor impact: Assess the tutor's impact on student 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)

See Attachment B -Sample Daily Schedule and 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.

Innovation Preparatory Charter is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, our goal is to ensure every student can demonstrate mastery of The Florida B.E.S.T Standards. We will have a Reading and a Math coach to assist new and veteran educators with supplemental resources in addition to the text. We will have adequate ELL and ESE personnel, and counseling staff to adequately support and properly service students as deemed necessary and according to their individual needs. We will use research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure student success. The school will also incorporate financial literacy to introduce our students to building credit, opening checking and savings accounts; writing and balances their check books and other financial literacy aspects we deem vital to their future success. Character education will be infused during meeting time to foster values and virtues of being a productive member in our society. Free tutoring will be provided afterschool to fill any learning gaps as well as afterschool clubs. To support attainment of The Florida B.E.S.T Standards for our intended student population, the school will provide: Data-Driven Individualized

Supports for all Students: The school will have a Multi-Tier System of Supports (MTSS) Response to Intervention (RtI) team composed of administrators, teachers, and specialists trained to use the MTSS/RtI Framework to effectively meet the academic and behavioral needs of all students per Florida MTSS Implementation Standards. The school will implement strategies designed to address individualized learning needs. Teachers will participate in professional development classes to continuously monitor student progress and make data-driven decisions so they can effectively deliver instruction. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior. The team will determine the interventions matched to student needs and devise a plan accordingly. Teachers must read their students Individualized Education Plan (IEP) Application Notes for Innovation Preparatory Charter Inc. for Special Education and progress monitoring Plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards; The school will offer advanced/gifted as needed in grade 6..

We will provide additional services for students below grade level and/or at risk of failure: We will target students not making progress in the core curriculum and provide them with intensive instruction matched to their needs including, but not limited to: - Small group instruction, one-to-one re-teaching, pull-out intervention, individualized, intensive interventions that address each student's needs; - Additional tutoring opportunities with qualified interventionist using research-based interventions - Assessments at this level include behavioral observations, intervention data and gap analysis, in accordance with District guidelines; - Progress monitoring through data tracking logs and mini-assessments aligned to strengthen their areas of weakness.

Attachments

Section 3: Educational Program Design

3.1 [No Title](#)

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4. Curriculum and Instructional Design

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

We will provide exceptional education, high expectations, and consistent standards-based curriculum in alignment with The Florida B.E.S.T Standards for all students in congruence with the Innovation Preparatory Charter mission and vision. We will provide a diverse curriculum embedded with Florida B.E.S.T Standards that are challenging for all students and based on the expectation that all students can achieve high standards if we provide them with individual support tailored to meet their specific needs. We will infuse lessons that focus on the school's mission of individualized instruction to maximize our student's full potential. Our teachers will attend professional development training to use varying instructional strategies to address diverse learning styles so that all students will benefit from the curriculum, including students who enter the school below grade level.

Students with disabilities will have equal access to the core curriculum. For students who enter our school that are below grade level, we will use a multi-tiered system of supports (MTSS) which is a proactive and preventative framework that integrates data and instruction to maximize student

achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes.

Multi-tiered system of support (MTSS) will consists of three tiers: Tier 1 is whole class core instruction. Tier 2 is whole class core instruction + additional targeted instruction (often small group) Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention.

ELL students will also have the same access. Both groups will be placed in a mainstream classroom with their peers. However, they will be given additional support on an as needed basis. While the School will follow Florida B.E.S.T Standards curriculum, it will distinguish itself through the educational environment. We do not want to strain our students by focusing only on The Florida B.E.S.T Standards. We will also give our students what we call "Brain Breaks." We do not want to overload our students with work causing them to be stressed and worried about the test. Instead, we will also allow them to attend two elective courses instead of the traditional one elective course they are given in the traditional school setting. We want to set our students up for success by allowing them time to breathe and relax so they can regroup and rewire their brains for the next academic course. We want our school to be a place of comfort and security with low minimal stress as possible.

Our classrooms will be the pillar of their future success, so we want to create an atmosphere of positivity. We will achieve this by building rewarding relationships with our students. Therefore, our classrooms will be arranged in a visually appealing manner that gives the impression that we care. The classroom culture will consist of whole-group instruction; teacher-led small groups instruction (groups determined by data and depending on student need); cooperative learning groups and independent student centers.

Reading:

Florida's Revised Formula For Success - Part B K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

Four types of classroom assessments: screening, progress monitoring, diagnostic, and summative assessment;

Core Instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Reading Instructional Materials Adopted by the FLDOE include:

- Basic Skills in Reading: For grades K–2 and 3–5
- Functional Reading Skills: For grades K–2 and 3–5
- Intensive Reading: For grades M/J

To ensure a core reading program aligns with the Science of Reading research, we will prioritize explicit and systematic instruction in foundational reading skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension, using high-quality materials that are evidence-based and regularly monitor student progress to adjust instruction as needed, while also providing teachers with ongoing professional development on the Science of Reading principles.

Key aspects of aligning with the Science of Reading:

- Curriculum selection:

We will choose a core reading program that explicitly outlines the progression of phonics skills, includes decodable texts, and incorporates strategies to build vocabulary and comprehension skills as stated earlier.

- Teacher training:

Provide comprehensive professional development for teachers on the Science of Reading, including the key components of reading acquisition, effective instructional practices, and how to differentiate instruction based on student needs.

- Explicit instruction:

Ensure teachers are explicitly teaching phonics patterns, sound-letter correspondences, and decoding strategies with clear modeling and guided practice.

- Systematic progression:

Follow a structured sequence for introducing phonics skills, building from simple to complex concepts, and providing ample practice opportunities.

- Assessment and data analysis:

Regularly assess students' reading skills using a variety of tools to identify areas of strength and weakness, and use this data to inform instructional decisions.

- Fluency development:

Incorporate strategies to build reading fluency, such as repeated readings, choral reading, and partner reading.

- Vocabulary instruction:

Actively teach vocabulary words before, during, and after reading with a focus on deep understanding and connections to prior knowledge.

- Comprehension strategies:

Teach explicit comprehension strategies like making predictions, asking questions, summarizing, and visualizing to support deeper understanding of text.

- Differentiation:

Adapt instruction to meet the needs of all learners by providing additional support for struggling readers and enriching activities for advanced students.

Important considerations:

- Collaboration with specialists:

Work closely with reading specialists or intervention teachers to provide targeted support to students who need additional assistance.

- Family engagement:

Involve parents in their child's reading development by providing information about the Science of Reading and strategies to support reading at home.

- Ongoing evaluation:

Regularly review and refine the core reading program to ensure it is effectively aligned with the Science of Reading research and meets the needs of all students.

Grades K-2 in Florida are required to implement the Coordinated Screening and Progress Monitoring Program, which is the statewide, standardized program known as the Florida Assessment of Student Thinking (FAST) Star Early Literacy. Grades K-2 are required to take the FAST Star Early Literacy three times per program year to assess and monitor their achievement of the performance standards in early literacy and mathematics. K-2 FAST Star Early Literacy results will be a component of the Provider Performance Metric and will be used to identify student achievement and learning gains.

The Florida Assessment of Student Thinking (FAST) is the progress monitoring assessment used in Florida for grades 3–5 English Language Arts (ELA) Reading and grades 3–5 Mathematics:

- Administration

FAST is administered three times a year, with testing dates and times varying by school.

- Purpose

FAST is used to monitor student progress and measure mastery of the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) Standards.

The Star assessment is administered multiple times per year (an additional 4 times) for a variety of reasons, including:

- Diagnostic information: The Star assessment provides teachers with in-depth information about a student's strengths, weaknesses, and needs for intervention.
- Progress monitoring: The Star assessment can be used to monitor student progress on an ongoing basis.
- Screening and placement: The Star assessment can be used for screening and placement purposes.
- Benchmark assessment: The Star assessment can be used as a benchmark assessment.
- Outcomes measurement: The Star assessment can be used to measure outcomes.

The Star assessment is statistically linked to learning progressions for reading and math. The assessment is available online, and teachers can access diagnostic information for students immediately after they test

Language Arts: We will have the normal traditional class curriculum such as Reading/Language Arts to teach reading, language arts, and writing. The grade specific Florida B.E.S.T Standards will guide instruction at each grade level as well as ESSA (Every Student Succeed Act) to help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade to grade. We will use district-adopted pacing guides as well as evidenced based programs that meet ESSA evidence standards for instruction as students' progress from grade to grade. The school's curriculum will cover Florida B.E.S.T standards and implementation of ESSA programs. The ELA program will provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage, and effective use of speaking and listening skills, higher-order reading skills, and study skills enabling success in school and beyond.

The school will implement the State-adopted Comprehensive Research-Based Reading Plan (CRRP) in the instruction of Reading. (See Attachment D for Reading Curriculum) Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction. Thus, differentiating instruction amongst diverse level students.

Primary Instructional Strategies—Universal Design of Learning: used as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.

We will also use project-based learning activities to differentiate instruction and make real world connections. We will use formative and summative assessment data to create an effective plan focused on systematic and explicit instruction for vocabulary building to read and comprehend complex text that is grade level appropriate. We will group students according to their reading ability. The lower-level students will be given small-group instruction while the higher-level students will work independently. To optimize instruction, teachers will rotate groups to ensure higher-level students stay on track. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction. While students are working in groups, they will complete various activities based on their academic level. These activities are geared towards reinforcing and extending what students have already learned. Students will

practice reading, writing, speaking, listening, and working with grade appropriate vocabulary words. Students will work with the teacher to practice their writing and reading skills using context clues. They will read with the teacher and answer comprehension questions to assess whether they comprehended what they read.

The Florida Department of Education (FLDOE) has adopted the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) for grades K-12. Instructional materials for ELA must align with these standards.

Here are some other things we know about instructional materials in Florida:

- Instructional materials can be in the form of textbooks, electronic content, learning laboratories, and more.
- Instructional materials must be effective in terms of content, presentation, and learning.
- Instructional materials must align with the state's standards for the subject, grade level, and learning outcomes.
- Instructional materials must be free of pornography and other prohibited material.
- Instructional materials must be appropriate for the grade level and age group.

The Florida Department of Education's CPALMS is an online resource that provides educators and parents with information, resources, and tools to help them implement teaching standards and we will utilize CPALMS when planning and implementing concepts.

The Florida state adopted core English Language Arts (ELA) curriculum for elementary school is the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. The B.E.S.T. Standards are organized into four strands of learning in which will be implemented into the curriculum at our school:

- Foundations

Students learn basic reading skills and standards, including phonics, phonology, and understanding writing concepts.

- Reading

Students learn to read prose, poetry, informational texts, and other genres. They also learn to understand figurative language, arguments, bias, and how to compare genres.

- Communication

Students learn to communicate orally and in writing, including narrative, argumentative, and expository writing. They also learn to use multimedia tools, give presentations, and conduct research.

- Vocabulary

Students learn the meaning of words and build vocabulary for academic settings. They also learn how to use context to find the meaning of words and understand morphology.

The B.E.S.T. Standards are designed to be clear, concise, and understandable for students, parents, and teachers. They also include benchmarks to help struggling readers, and prioritize fluency.

Other ways we will monitor student progress in core ELA courses include:

- Exit tickets and quizzes: These can be used to monitor student progress.
- Observing students: Teachers can observe students as they work to monitor their progress.
- Asking students questions: Teachers can ask students questions to monitor their progress.
- Looking at student work: Teachers can look at student work to monitor their progress.
- Checklists: Checklists can be used to monitor student progress.
- Pre-reading activities: These can be used to monitor student progress. For example, the examiner can say words for one minute and have the child say the sounds that make up each word.

Effective communication with stakeholders is important for the success of progress monitoring. Stakeholders include parents, educators, administrators, and students.

Florida's reading and phonics curriculum includes:

- Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

These standards prioritize fluency and phonics, and include a piece of literature for each standard to help students understand the connection between literacy and writing.

- Just Read, Florida!

This statewide initiative focuses on reading in public schools, community groups, and volunteer organizations. It emphasizes oral language development, phonics, vocabulary, and comprehension.

- House Bill 7039

This law, signed in May 2023 and effective in July 2023, requires phonics instruction as the primary strategy for teaching word reading. It also requires the Department of Education to provide a list of approved reading and intervention programs.

- Reading Horizons

This curriculum is based on Structured Literacy and prepares teachers to provide phonics-based instruction. Florida is one of the states that has selected Reading Horizons for its state curriculum list.

Both reading and developmental language acquisition courses can be beneficial for English Language Learners (ELLs), but research states it's often recommended to combine the two:

- Reading courses

Focus on teaching reading strategies and skills, and can include practical techniques for teaching reading in an ELL environment.

- Developmental language acquisition courses

Also known as English as a second language (ESL), these courses are designed to help ELLs develop their listening, speaking, reading, and writing skills in English.

- Combining reading and developmental language acquisition

Integrating intensive language development with reading instruction is recommended for ELLs at all levels of language proficiency. This is because the language level of the text

compared to the ELL's language proficiency is a major factor in how much they will understand

Writing Skills/Florida B.E.S.T Standards:

Grades K, 1, & 2 include assessments and resources for emergent writers in Narrative, Expository, and Argumentative (Opinion) genres. Students will grow and develop as writers as they begin to anchor their written responses firmly to the text.

Grades 3, 4, & 5 include assessments and resources for writers in Narrative, Expository, and Argumentative genres. Students will continue to grow as writers as they anchor written responses firmly to the text, using a variety of textual evidence to support their points.

We will also use CRISS Strategies (Creating Independence through Student-owned Strategies): Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. Teachers will utilize CRISS strategies in all their lessons. Each class is required to maintain a library with current reading material that is relevant and interesting to our students, including magazines and newspapers. We will also utilize the News in Education website: NIE-provides newspapers, lessons, and online activities. As stated above, teachers will create effective Word Walls that consist of high frequency words, interesting, and exciting words.

Students will use word wall during lessons and activities to practice recognizing words quickly and accurately. Placement & Courses—Students will receive 60 minutes of consecutive, uninterrupted, daily instruction in Reading/ELA. Students will also receive 60 minutes of enrichment, uninterrupted, daily with immediate feedback. We will implement this schedule in PK-5. The school may choose to modify time requirements in elective courses to provide our students with the remediation they need. However, students will receive a minimum of 45 minutes in music, art, dance or home economics and a minimum of 60 minutes for Civics per week. All students, and especially those who exhibit significant risk, will be given intensive intervention as soon as that risk is identified, to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments, or through teacher observation, will have a progress-monitoring plan through MTSS and be given intensive intervention, immediately following the identification of the deficiency. The school will thereby implement the School Board-approved Literacy Plan for Students with Reading Deficiencies to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

According to The Florida B.E.S.T Standards the mastery standards themselves represent end-of-the-year goals students should master progressively in all grade levels starting from PK to 5 grade and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

- The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers.
- The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together.
- Communication The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating.

· The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text.

The B.E.S.T Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) achieve the same results. These requirements are essential to build a foundation for college and career readiness. Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

The B.E.S.T Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives as stated above when related to core disciplines. The expectation is that students learn to appreciate that a key purpose of writing is to communicate clearly to an external audience, and they begin to adapt the form and content of their writing to accomplish a task and purpose. It is also important that students develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, teachers will be expected to provide students with significant opportunities and time to write. Primary Instructional Strategies— We will require students to write across the curriculum daily to meet standard specific goals. Students will use reader response logs, Cornell notes, perspective journal entries. When responding to essay questions, prompts, and reviews students can use quick-writes, mapping, brainstorming, summary response; and writing peer responses. Writing before, during, and after the main story selection from the state adopted text will provide systematic, explicit writing instruction and ample practice in spelling, grammar, usage, and mechanics daily. Conventions (capitalization, spelling, word usage, grammar and punctuation) will be emphasized at the start of the school year and continue through to the end of school. We will use RAFT -essay writing that includes a role, audience, format and a topic, plus a strong verb; SPADE (Survey, Predict, Annotate + Analyze, Additional Reads, Dissect Questions, Evidence) reading strategy for teachers to use to improve reading comprehension

In accordance with [FL Statute 1006.40](#), we are committed to providing "each student in kindergarten through grade 5 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature." We follow the FLDOE instructional materials adoption timeline. The FLDOE provides valuable information pertaining to instructional materials on the following websites:

- [FLDOE Instructional Materials](#)
- [FLDOE Standards Review](#)
- [Florida Statutes Title XLVIII, Chapter 1006](#)

Mathematics Curriculum: We will infuse a Mathematical curriculum that will help students master mathematical concepts as well as their ability to problem solve and think critically and analytically. They will engage in mathematical talk by reasoning, communicating, and problem solving which will enable them to have a competitive edge in our ever changing fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations. The Florida B.E.S.T Standards describe the mathematical skills and concepts all students need for success in college and careers. Standards for Mathematical Practice: describe the ways in which Mathematical

Content Standards should be approached (the “how?”). The Standards for Mathematical Practice are the same at each grade level; however, students will engage with and master new and more advanced mathematical ideas as they progress through each grade (Mathematical Content Standards). We will be utilizing the Mathematical Thinking and Reasoning Standards that are part of the B.E.S.T. standards.

Accordingly, The Florida B.E.S.T Standards will be taught in conjunction with the Content Standards at each grade level. We will use proven mathematical instructional strategies to reinforce real world mathematical applications, organizational and visual representations of mathematical content and mathematical vocabulary terms. We will incorporate mathematical enrichment activities to challenge and engage students into higher order thinking. We will use word walls, journals, and graphic organizers to help students visualize mathematical concepts. We will use math centers to differentiate instruction. We will group students based on skill and ability. The student will use strategies such as scaffolding and chunking of information to help students analyze more difficult concepts. We will use USA test prep to assign specific lessons that will target and strengthen areas of weakness. Other instructional strategies include Active Participation: Active participation is key in mathematics. There are various strategies that support active participation in the classroom. To encourage active participation in math class, we will use a ticket reward system where students who participate will receive a ticket that will be entered into a drawing to win a monthly prize: trip to the movies; gift card; tablet; etc. 10 students will be chosen per month. We will also use activities such as Think-Pair-Share- strategies to get students to think critically and use each other as resources before going to the teacher.

Teachers will give students challenging problems in which they will have to think independently about the problem and then answer it on their own. Afterwards, students share their response with a partner. They can openly discuss whether the problem was answered correctly or not and if not figure out the problem together. Next, they share responses with the entire class. ·Think-aloud: The teacher can solve the problem on the board and talk out loud the steps she is using to problem solve and get the answer modeling metacognitive thought. Often students see a problem and hear the answer but don't know what happened in between. When a teacher works through what is going on in his/her brain as a problem is solved, students can begin to fill in the gaps. ·Graphic organizers: Students can use visual maps to organize the information they've been given to make sense of it visually. They can use things like trees, flowcharts, webs, etc. to organize and process the information. Graphic organizers are great tools to use because they help students consolidate information into meaningful holistic ways of viewing the problem. ·

Student-generated word problems: Students can brainstorm with each other to generate their own word problems for a specific math skill and answer their own problems. Through the construction of a problem, students learn what to look for when solving word problems, they are assigned. It also makes mathematics relevant to their own lives.

Science Curriculum: In alignment with the school district goals, our science curriculum aims to provide a world class curriculum. Our science curriculum will consist of mini-labs (hands-on approach), inquiry-based science that provides opportunities for students to learn through discoveries and rigorous and relevant activities, Teachers will utilize the Florida Big Idea Standards for grades PK-5th grade, while incorporating test item specifications in their daily lesson plans. Students will participate in weekly hands-on science mini labs exposing them to scientific processes and scientific thinking. Teachers will provide opportunities for emphasis on text-specific complex questions and give emphasis on student's supporting answers based upon evidence from text and provide extensive research and writing opportunities throughout each of the science courses.

Instructional Strategies— Teachers will implement scientific literacy skills and processes to enhance the curriculum- they will not occur separate from the teaching of content. Teachers at the

School will develop lessons using strategies that incorporate the following Essential Science Components: Activating Prior Knowledge relating to real-life experiences and applications. They will use graphic organizers, concept maps, KWL, video clips and become active participants in their learning. They will use these strategies to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Teachers will pose open-ended questions, real-life scenarios that students will have to solve using higher order thinking skills. Teachers will differentiate instruction using scientific laboratory equipment, hands-on activities, and technology-based activities. The teacher will pose authentic problems to activate critical thinking skills. They will also use CRISS strategies for math and science; Critical Thinking and Higher-Order Questioning are essential to help students reflect on their learning and discover key concepts. Teachers will encourage students to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples would include, "How would you solve a similar situation?" or "What criteria would you use to ...?" Strategies: Elaborating, analyzing, hypothesizing, and evaluating; Continuous Assessment of the Learning: Strategies: Using performance tasks, essays, portfolios, video presentations, and demonstrations. 5E's Instructional Model Engagement –Teacher engages students with scientific questions and/or defining problems about an event or phenomenon; Learner engages in scientifically oriented questions Explanation -Teacher guides students to analyze and interpret data, synthesize ideas, build models and explain their conceptual understanding of scientific knowledge; Learner analyzes and interprets data, synthesizes ideas, build models and formulates explanations from evidence.

Exploration-Teacher guides students to explore science concepts through hands-on experiences, formulate and test hypotheses, and solve problems; Learner gives priority to evidence in responding to questions Extension/Expansion/Elaboration: Learner connects explanations to scientific knowledge-Learner communicates and justifies explanations Evaluate (ongoing throughout the 5E's Cycle): Teachers will assess student learning through one or more of the following: observations, whole group open forums, Science Journaling, Inquiry-based labs, etc.; Students answer questions, pose questions, and evaluate own understanding of the concepts explored Science Lesson Plan Framework using 5E Model should consist of -15 minutes-Teacher guided Engagement 30 minutes- Group Instruction (Explore and Explain) 15 minutes (Elaborate and Evaluate) Placement—Courses—Students in grades PK-5 will receive 60 minutes per week of science instruction. This instruction will include a block of scientific investigations using the inquiry approach (science lab) at minimum once a week.

Social Studies/Civics will help students appreciate and honor the country they live in. It will foster loyalty and love of community. Civics/Social Studies will also cause students to become involved in public affairs. Social Studies/Civics entails component disciplines that will help students understand skills needed to appreciate current political and social issues. Social Studies/Civics education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The Social Studies/Civics program is designed to place an emphasis on social content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences. The school aims to encourage students' civic responsibility; promote high expectations for all students; promote understanding of social, political, and economic institutions; encourage student involvement in community service; focus on the identification of the potential solutions to local, national, and world problems. The school will use District suggested pacing guides for elementary and middle school to support mastery of Florida State Academic Standards, Social Studies and CCSS and incorporate the following four strands in the Florida State Academic Standards for Social Studies/Civics curriculum: American History, Geography, Economics, Civics & Government for grades K-5

The Wealth of Nations International Trade Instructional Strategies- Teachers will use visuals such as graphs, maps, information and digital materials (google earth) in civics instruction. The school will also use Newspapers as a literacy enrichment supplement (NIE) to incorporate data analysis

daily by means of graphs and charts and will integrate Reading and Writing strategies within the Civic's Content using Literacy Standards for Civics. Students will use interactive labs to help them understand the concepts Claim Evidence Reasoning (C-E-R)- This concept requires students to state the claim- in response to a question. They must provide evidence to support the claim and state a reason why the evidence answers the question. requiring students to state a claim (maybe in response to a question); to provide evidence to support the claim and state a reason why the evidence answers the question. Inquiry-based learning—though primary sources of information – Students will be able to connect using prior knowledge. They will interpret questions using informational sources. They will develop their own focus questions to guide their inquiry investigations.

Construct: Students will be able to organize and draw conclusions from the information to confront conflicting ideas. They will form and defend their evidence-based opinions. Express: Students will develop a product to demonstrate their new understandings and share with others, they solidify their own learning. Reflection Piece: Students will think about what they have learned about the topic or idea and about inquiry itself. Labs: These will be guided by an essential question and they do require in-depth learning and thinking on the part of the student History/Social Science labs ensure that engaging lessons are designed to increase student skill level in interpreting documents Lesson support will include scaffolding of civic knowledge and dispositions; Stimuli Based Instruction—using primary or secondary sources of information, emphasizing content/skills explicitly stated in standards/benchmarks, to increase student content knowledge, analytical skills, and engagement (e.g., political cartoons, graphs, quotes, etc.)

The Social Studies/Civics curriculum will consist of 60 minutes of instructional focus time.

World Languages

We will use Florida World Languages Standards for curriculum instruction:

K-5 -French Elementary

K-5- Spanish Elementary

Physical Education

Legislation

Grade Level Requirements:

- **Elementary:** Section [1003.455](#), F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.
- The Physical Education curriculum will be based on CPALMS Standards.

B. 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 sequence for each core subject for each division (elementary and middle) the school would serve. See Attachment C -Sample Adopted Course Scope and Sequence for each core subject.

Mathematics Textbooks:

Florida's B.E.S.T. Standards for MATH Grade K – 94.83% alignment to Florida B.E.S.T Standards as compared to other textbooks.

HMH Florida's B.E.S.T. Go Math! (First Grade) 4.2 97.0% alignment to Florida B.E.S.T Standards as compared to other textbooks.

enVision Florida B.E.S.T. Mathematics Grade 2 4.9 97.1% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

Florida Reveal Math, Grade 3, Accelerated, 2023, 1st Edition -100% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

STEM scopes Florida Math, 2022, 1st Edition (4th Grade) – 97.8% alignment to Florida B.E.S.T Standards as compared to the other textbooks.

Florida's B.E.S.T. Standards for MATH Grade 5- 98.8% alignment to the Florida B.E.S.T Standards as compared to the other textbooks.

The text books are specific to each grade level since they all will be utilizing different instructional material.

Social Studies/Civics Textbooks:

Nystrom Young Citizens: Explore Florida GR 1, 2022, 1st Edition -100.0% alignment to Standards.

Florida History Makers: My Country and My State (grade 2), 2024, 1st Edition -100.0% alignment to Standards

Social Studies Alive! Our Community and Beyond (Florida Series, Grade 3), 2022, 3rd Edition - 100.0% alignment to Standards

Florida History Makers: Our State (grade 4), 2022, 1st Edition - 100.0% alignment to Standards

Florida Social Studies, United States History (grade 5), 2024, 1st Edition- 100% alignment to Standards

Civics, Florida Edition, 2024, 1st Edition (grade 6) - 100.0% alignment to Standards

However, Florida is in the process of adopting new textbooks. Thus, this list is based on the information known today.

ELA/Language Arts:

This sample list of texts includes selections ranging from the Classical Period of ancient Greece and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories. According to the Florida Department of Education, the reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplary writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all their academic endeavors. These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar. The list should serve as a guide for teachers and curriculum developers in our school as they prepare their instructional units and materials for our students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts. This sample book list is organized into grades for text complexity guidance. The texts listed here have been selected based on both

quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. We will encourage our educators to encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

Kindergarten

Title	Author
"At the Seaside"	Stevenson, Robert Louis
"The Clock" - a Mother Goose Poem	Unknown
<i>A Mother for Choco</i>	Kasza, Keiko
<i>Brown Bear, Brown Bear</i>	Martin Jr., Bill
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa

<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara
<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dee, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice

Title	Author
"Daffodowndilly"	Milne, A.A.

"Eletelephony"	Richards, Laura
<i>A Picture Book of Benjamin Franklin</i>	Adler, David
<i>Chickens Don't Fly</i>	Disiena, Laura Lyn
<i>Clifford the Big Red Dog</i>	Bridwell, Norman
<i>Danny and the Dinosaur</i>	Hoff, Syd
<i>Drum Dream Girl</i>	Engle, Margarita
<i>Fantastic Undersea Life of Jacques Cousteau</i>	Yaccarino, Dan
<i>From Seed to Pumpkin</i>	Pfeffer, Wendy and James Graham

<i>How People Learned to Fly</i>	Hodgkins, Fran
<i>I Am Enough</i>	Byers, Grace
<i>I am Helen Keller</i>	Meltzer, Brad
<i>I Wonder</i>	Hoban, Tana
<i>Keep a Poem in Your Pocket</i>	Schenk de Regniers, Beatrice
<i>Madeline</i>	Bemelmans, Ludwig
<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la</i>	Brown, Monica
<i>vida de Celia Cruz</i>	
<i>Now & Ben: The Modern Inventions of Benjamin Franklin</i>	Barretta, Gene

<i>Police Officers</i>	Bourgeois, Paulette
<i>Put Me in the Zoo</i>	Lopshire, Robert
<i>The Slug</i>	Gravel, Elise
<i>The Tale of Peter Rabbit</i>	Potter, Beatrix
<i>The Three Little Pigs</i>	Halliwell-Phillipps, James
<i>The Tortoise and the Hare</i>	Aesop
<i>The Ugly Duckling</i>	Andersen, Hans Christian
<i>The Velveteen Rabbit</i>	Williams, Margery

<i>The White House</i>	Douglas, Lloyd
<i>Tooth By Tooth: Comparing Fangs, Tusks, and Chompers</i>	Levine, Sara

Science Textbooks

Florida Science for grades K-6 includes comprehensive differentiation tools to meet each students' unique learning needs, including the McGraw Hill exclusive *LearnSmart*. Through smart, adaptive technology, and multiple-choice questions, gauging student understanding of FSAS content is seamless.

World Languages Textbooks:

Viva El Espanol! For grades K-6 is a concise program perfect for brief or intensive introductory Spanish and prepares students to interact in real-life conversation by building listening and speaking skills.

Vive le Francais! For grades K-6 introduces young learners to French in a fun and friendly way and builds basic language that the students can use immediately and with confidence.

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.

For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments, or through teacher observation, will have a progress-monitoring plan through MTSSS and be given intensive intervention, immediately following the identification of the deficiency.

In Florida's Multi-Tiered System of Supports (MTSS) framework, the first two tiers of support are:

- Tier 1

All students receive general academic and behavioral instruction and support. This tier is the foundation for all school activities that involve student and adult behavior.

- Tier 2

Students who need more support receive supplemental instruction and intervention in addition to Tier 1. This tier is often provided in small groups and focuses on the same target skills.

The tiers in MTSS are used to describe the level and intensity of instruction and intervention, and are not used to categorize students or specific programs. The effectiveness of each tier is monitored regularly to ensure the strength of the entire system

We will implement Florida's Every Student Succeeds Act (ESSA) state plan includes several key features, including:

- Accountability system

Florida's accountability system holds schools responsible for student outcomes and focuses on helping the lowest-performing students. This includes the lowest-performing 25% of students in ELA and Mathematics learning gains.

- Subgroup tracking

Florida tracks and reports on the performance of subgroups of students, including racial and ethnic minorities, low-income families, English learners, and students with disabilities.

- Interactive report cards

Florida uses interactive report cards to provide information to parents and the public. These report cards include school grade, Federal Index, and English Language Proficiency Progress.

The school will thereby implement the School Board-approved Literacy Plan for Students with Reading Deficiencies to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

The Florida Department of Education (FLDOE) identifies curriculum programs for Tier 2 and Tier 3 interventions in a number of ways, including:

- IXL math: Used for Tier 2 and Tier 3 instruction
- USA Test Prep: Used for Tier 3 instruction
- District K-12 Comprehensive Evidence-Based Reading Plan: Requires that intensive reading interventions for Tier 3 students be delivered by instructional personnel who are certified or endorsed in reading, or have a literacy micro-credential

The FLDOE uses a Multi-tiered System of Support (MTSS) to provide tiered support for schools and districts in Florida. The MTSS is based on an analysis of student, school, and district data. The tiers are:

- Tier 1: General education program based on evidence-based practices
- Tier 2: Targeted instruction for students who need additional support in learning grade level academic or behavioral material
- Tier 3: Intensive individualized interventions and supports for students who need intensive and individualized help

The Multi-Tiered System of Supports (MTSS) in Florida uses a variety of data sources to analyze

students, including:

- Screening and progress monitoring data

MTSS teams use this data to make decisions about instruction, intervention, and disability identification.

- Diagnostic assessment tools

These tools help educators identify specific skills that need to be targeted to help students meet grade-level expectations.

- Fidelity of instruction

This is a measure of how well instruction is delivered in the classroom. It can be assessed through direct observation, permanent products, or self-report.

MTSS teams use the data they collect to:

- Adjust the levels of tiered support for students based on their response to interventions
- Make better instructional decisions for students
- Determine if students are retaining skills and generalizing to new skills

The Florida Department of Education also funds the Response to Intervention for Behavior (RtI:B) database, which helps districts and schools analyze behavior data

Infusing Literacy skills: Teachers will incorporate reading comprehension strategies such as vocabulary, into their lessons. Reading Comprehension strategies such as monitoring comprehension, connecting, questioning, visualizing, inferring, determining importance, and summarizing with emphasis on vocabulary will be incorporated in Reading improvement plan.

When deciding on Extended Learning Opportunities (ELOs) for students, we will consider a number of factors, including:

- Student interests

We will involve students in the decision-making process to identify their learning goals and areas of interest.

- Community partnerships

We will work with families and community partners to identify community connections that can be helpful in developing ELOs.

- Student needs

We will assess the academic, emotional, and social needs of students to ensure that ELOs address these needs.

- Program alignment

We will ensure that ELOs complement the school's existing curriculum and align with broader educational goals.

- Program structure

We will design the structure of the program, including the schedule, activities, staffing, and desired outcomes.

- Program funding

We will identify funding sources for ELOs, such as grants, local businesses, and school budgets.

- Program evaluation

We will set up mechanisms for ongoing evaluation and feedback from participants and stakeholders

The school will adopt the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) in making reading/literacy a primary school-wide focus (k-5) as well as Success for All-Whole class evidence-based reading program (k-5).

Success for All (SFA) is a school reform program that is used to help children learn to read:

- Research-based

SFA is based on research from Johns Hopkins University and has been validated through multiple studies.

- Comprehensive

SFA is a schoolwide initiative that includes curriculum, instruction, and support resources.

- Focuses on reading

SFA's K-5 curriculum focuses on phonemic awareness, phonics, comprehension, and vocabulary.

- Uses cooperative learning

SFA uses cooperative learning at all grade levels.

- Groups students by reading level

SFA frequently assesses students and groups them into reading groups based on their current reading level.

- Provides interventions

SFA offers student-level and school-level interventions, including one-to-one and small group tutoring for struggling students.

- Works with parents

SFA has a Solutions Team that works with parents to help them support their children's learning and development.

- Can be implemented with existing resources

SFA can be implemented using funds such as Title I, school-improvement grants, and professional development budgets

The Success for All Foundation has used a variety of approaches to help schools implement the Success for All program, including:

- Implementation grants

The Success for All Foundation has made grants to schools that receive Title I grants to help reduce the cost of professional development in the first year.

- Training district personnel

The Foundation has trained district personnel to act as Success for All coaches, providing local support.

- Computer-assisted tutoring

The Foundation has developed a computer-assisted small-group tutoring model that can be used by teaching assistants.

- Professional development

The Foundation provides staff with three days of intensive training at the beginning of the first year of implementation, and about 15 days of additional training each year after that

How we will monitor the fidelity of implementation of programs in several ways, including:

- Observation

Observe the program implementation and staff training sessions. A fresh set of eyes can sometimes notice things that the teacher or interventionist may not.

- Fidelity logs

Use facilitator fidelity logs to record how well the implementation adhered to the planned program.

- Self-reporting

Ask teachers to rate how well they think they are implementing the program and where they could use more support.

- Surveys

Use surveys to measure how well the school is implementing systems to improve student behavior.

- Rubrics

Use a fidelity of implementation rubric for academic, behavior, and social-emotional learning.

- Data collection

Establish a data collection plan and collect weekly data.

- Training

Provide effective training and follow-up to ensure that interventions and assessments are used as intended.

- Feedback

Provide supportive feedback to teachers that informs them about the observed lesson or instructional technique

A good professional development plan for state adopted curriculum material will include:

- Ongoing learning

A plan that includes continuous learning about the materials and how to teach with them.

- Short-term and long-term activities

Plans for activities to support implementation, such as teacher training, classroom walkthroughs, and adjustments to district assessments.

- Feedback systems

A system to provide feedback to teachers so that professional learning can be responsive to their needs.

- Time for training

Adequate time for district staff to train teachers on the materials.

- Opportunities for internalization and practice

Opportunities for teachers to practice lesson delivery in a safe space and internalize the materials they will be using.

- Consistent messaging

Consistent messaging to teachers to help ensure curriculum implementation is consistent and coherent.

- Collaborative learning

Structures for ongoing, collaborative professional learning at the school level.

- SMART goals

Goals that are specific, measurable, achievable, relevant, and timely

The effectiveness of implementation will be measured in a variety of ways, including:

- Implementation outcomes

These can include acceptability, appropriateness, feasibility, adoption, fidelity, cost, penetration, and sustainability. These outcomes can be indicators of the effects of implementation processes, and can also be preconditions for desired outcomes.

- Ratio-based indicators

These measure different endpoints in the numerator and denominator. For example, the number of patients who request a service compared to the number of patients who are offered it.

- Indices

These contain several indicators that measure a single phenomenon of interest depending on the subject.

When developing a measure of implementation strength, we will use a five-step approach:

1. Develop a logic model
2. Identify the aspects of implementation to be assessed
3. Design and implement data collection
4. Decide whether and how to use a single measure
5. Plan whether and how to use the measure in statistical analysis

i-Ready offers a variety of assessments for students in different grades and subjects, including:

- i-Ready Diagnostic

A web-based assessment for students in grades K–5 that evaluates reading and math performance. The assessment adjusts the difficulty of questions based on the student's responses, providing a customized learning path.

- i-Ready Standards Mastery

A digital assessment for grades 2–5 that measures student progress in reading and math. It uses technology-enhanced items to focus on critical thinking and process skills.

- Spanish reading assessment

A fixed-form, digital assessment for grades K–5 that measures students' grade-level reading performance in Spanish.

- Educator-administered assessments

Assessments for grades K–5 that measure foundational literacy skills.

i-Ready assessments can help teachers identify students' strengths and weaknesses, and tailor instruction to meet their needs. The assessments can also help schools and districts monitor student progress over time.

The CRRP includes strategies for students who are reading at grade level or higher and, independently, or below grade level. Thus, for reading we will use interventions/strategies based on the student's specific learning level. MTSS interventions will not only be implemented for

students who are struggling with reading or who have clear academic needs. We will use MTSS as a way of identifying students needs in the following areas: academic, behavioral, and social-emotional because research has proven that all three areas affect students' academic achievement. From the information gathered, we will implement interventions for students who are struggling or who need more of a challenge.

We will include the following components to ensure that our students are successful: universal screening of all students early in the school year and again halfway through, tiers of intervention implemented based on levels of need, ongoing data collection and continual assessments, schoolwide initiatives to expectations and supports, and parent and family involvement.

A primary focus of interventions will be on reading achievement. We will major in reading achievement and minor in all other core subject areas as reading is the foundation for all subjects matters.

The three MTSS tiers will help our school organize levels of support based on intensity so that students receive necessary instruction, support, and interventions based on need. Students may be in different MTSS tiers for different needs at the same time. For example, we might have a student in Tier 2 struggling with social-emotional behavior needs while succeeding in Tier 1 for reading, but in Tier 3 for math.

We will primarily focus on the largest tier which is MTSS Tier 1: Universal instruction because it is the foundation for the entire framework of MTSS interventions. Tier 1 consists of high-quality instruction all students receive. This approach seeks to accommodate the needs and abilities of all students and eliminates unnecessary hurdles in the process. The focus of tier 1 instruction provides a proactive classroom management strategy approach to create a classroom conducive to learning.

Once students are identified as struggling, targeted and group interventions- or evidence-based support- are provided to assist them. The students in Tier 2 require a little extra assistance in meeting academic and/or behavioral goals, which happens here. Our Tier 2 interventions will be implemented in small group settings for students who identify similar needs through their assessments. The support provided to students in Tier 2 will allow them to catch up with their peers. We will use reading groups to implement group intervention based on their reading needs as identified through a technology-based and research-proven phonics diagnostic assessment called Renaissance. Science of Reading research proves that mastering phonics skills is critical for students learning to read. Teachers who are aware of their student's development in phonic skills give them the insight they need to guide phonics instruction in grades 1-5, and for students who are struggling at any grade level.

Furthermore, different measures for all grade levels K-6 will provide distinct information for teacher lesson preparation. Therefore, teachers need to implement assessments that will provide information about the skills their students have on the content and strategies they are teaching. Students with disabilities who are receiving special education services have an Individualized Education Program (IEP).

Kindergarten–Grade 2 Star Early Literacy, Star Reading, and Star Mathematics Overview

FAST for students in grades K–2 will be administered three times a year using Renaissance Learning's Star assessments. Per state statute, K–2 assessments must 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).

For Response to Intervention, the following STAR reports will be used:

- Progress Monitoring, grades 1-12: STAR Reading/STAR Math, Student Progress Monitoring Report
- Progress Monitoring, grades K-3: STAR Early Literacy, Student Progress Monitoring Report
- Informing instruction, grades 1-12: STAR Reading/STAR Math, Instructional Planning Report; record book
- Informing instruction, Pre-K-1 (also, students in higher grades still working on foundational skills): STAR Early Literacy, Diagnostic Report

The IEP will contain documentation on measures that have been carried out and the information they provided. It is imperative that teachers read this information to determine what assessments are needed to supplement the measures that have been administered. Assessments must be instructionally relevant and focused on essential skills. Therefore, assessments should always be culturally and linguistically appropriate.

Evidenced Based Support Program:

Success for All (SFA) is a comprehensive school reform program designed to ensure success in reading for children in high-poverty schools. It provides schools with a K-5 reading curriculum that focuses on phonemic awareness, phonics, comprehension, and vocabulary development, beginning with phonetically controlled mini-books in grades K-1.

Cooperative learning is extensively used at all grade levels. Struggling students, especially first graders, receive one-to-one or small group tutoring. Students will be frequently assessed on curriculum-based measures, and these are used to regroup children into reading groups according to current reading level, across grade lines. Extensive professional development and a full-time facilitator will help teachers effectively apply all program elements. A Solutions Team works with parents to help them support their children's achievement and social-emotional development and to deal with issues such as attendance and behavior problems.

Program Outcomes

Eleven qualifying studies have evaluated Success for All across grades K to 5, in many parts of the U.S. Compared to control groups, the average effect size was +0.29, qualifying Success for All for the ESSA "Strong" category and for the "Solid Outcomes" rating (at least two studies with effect sizes of at least +0.20). One follow-up study in Baltimore found enduring effects of Success for All experience in grades K-5 lasting into grade 8.

Reading Groups as Response to Intervention

We will utilize reading groups to implement group interventions based on their reading needs identified through the diagnostic assessments, with a focus on Florida's B.E.S.T Standards in reading and language arts that students need to develop. This could involve reading a lower-level book that follows the same theme as a book the rest of the class is reading. For higher-level achievers this could be reading a higher-level book that follows the same theme as a book the rest of the class is reading.

If students do not respond well to Tier 2 support or demonstrate a more intense need, Tier 3 support provides more frequent, intense, and individualized interventions. Tier 3 interventions

include strategies for maximizing student outcomes during core instruction, as well as supports that can be used at home. Individualized support in Tier 3 can also include assistance from outside professionals such as behavioral counselors or family therapists.

For example, a student with Tier 3 needs in reading may be pulled out of the classroom for extra help with the goal of supporting the reading skills being taught. During this one-on-one time, teachers may use different approaches to learning or incorporate different tools to help students understand the reading skills being taught. For example, using graphic organizers (visual vocabulary) to improve reading comprehension. This could also help with differentiating instruction to meet the students' needs at the level they are at. For example, while the rest of the class is reading a text and answering questions to gauge reading comprehension, a Tier 3 student might be utilizing a graphic organizer to build reading comprehension.

The process we will put into the place to address students who are not meeting academic requirements and students who are chronically absent, include the following:

- Establish attendance expectations: Communicate the importance of attendance to students and their families through handbooks, announcements, meetings, and school media.
- Create a positive school culture: Make the school a welcoming and engaging place for students.
- Connect with at-risk students: When a student is absent, call home to check in with them. When they return, welcome them back.
- Take a team approach to attendance: Students experiencing homelessness may face many barriers to attendance, so a team of professionals may be needed to help them get to school.
- Monitor attendance data: Use data to understand trends and monitor student attendance.
- Create connections with students: Students are more motivated to attend school when they feel a sense of connection and belonging.
- Identify barriers: Teachers can identify barriers that students are facing, such as lack of transportation or difficulties at home.
- Provide wraparound supports: Provide basic needs and address mental and physical health challenges.

There will be several acceleration options for gifted or high-performing students, including:

- Grade skipping: Students skip one or more grade levels.
- Curriculum compacting: The curriculum is tailored to the student's strengths and weaknesses, and material they've already mastered is skipped.
- Subject acceleration: Students advance in a single subject at a faster pace than usual.
- Early entrance to school: Gifted students who are ready to do schoolwork may start kindergarten or first grade a year or two earlier than normal.
- Nongraded classrooms: Students of different ages work together in a classroom where the curriculum is based on individual ability.
- Grade telescoping: Students complete a program in less time than usual.
- Concurrent enrollment: Students attend classes at more than one school level during the school year.
- Advanced placement classes: Students take classes at a higher level of difficulty or at an accelerated rate.
- Mentorship: Students receive individual instruction at an advanced level in a single subject from an expert.
- Distance learning: Students enroll in courses offered by an organization outside of their school, such as a community college or university.
- Cluster groups: Gifted students are placed in small groups within a regular education classroom to work on accelerated materials.

- International Baccalaureate program: Students who complete the IB high school diploma and perform well on the IB exams may receive advanced standing at some universities

C. If the school adopts or develops 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.

Home Economics Standards for 3rd-5th Grade Instruction

"Home Economics stands for the ideal home life for today unhampered by the traditions of the past [and] the utilization of all the resources of modern science to improve home life."

Ellen Swallow Richards (1904)

Instructor in Sanitary Chemistry at Massachusetts Institute of Technology and Founder of the Home Economics Movement

Introduction

Home economics is an essential component to daily living. Students learn valuable skills that will allow them to cook and handle food safely. They will learn where food came from and how food consumption is connected to the environment. For example, students will learn why going green is important such as lower healthcare costs for business, employees and public agencies, more productive employees, and students better prepared to learn. Going green will also help residents and businesses save through reduced expenditures on water, energy, gas, and increasing the efficiency of natural resources. They can learn personal management skills such as budgeting and personal credit to prepare them for life such as saving and searching for a suitable car and home to purchase. They will also learn how to keep their home safe as well as the environment. Some skills such as child development and cooking are included as ways to discover possible careers in culinary arts, interior design, and childcare careers. Students will also learn how to take care of a small child of their own.

The following standards will teach our students essential skills that are deemed necessary to prepare them to handle real world situations. Students will have a choice to elect home economics as an elective in third through sixth grade. After completing all components, students will receive a certificate of completion as well as any credits earned.

The mastery skills identified will represent what students should know by the end of the 6th grade and are divided into four strands: Family Economics, Child Development, and Family Relations; Nutrition, Food, and Hospitality; Consumer Education, and Interior design.

- *Family Economics, Child Development, and Family Relations*

The Family Economics, Child Development, and Family Relations strand introduces Home Economics as a pivotal component in orienting students with family and lays the foundation for handling personal expenses. Students in 3rd grade will be introduced to essential skills needed to establish and accomplish financial goals. This strand is divided up into two standards.

- *Nutrition, Food, and Hospitality*

The Nutrition, Food, and Hospitality strand comprises two standards and will be the driving force behind peeking into what it would be like to prep and prepare meals. This is a progressive standard where the basics such as menu preparation, measuring, reading a recipe, food safety, and learning how to use spices will be taught in the lower grades while more complex topics such as

- *Consumer Education*

The Consumer Education strand consists of 4 standards: personal and family resources, consumer rights and responsibilities, economic systems, and personal finance. This strand consists of key topics that are essential for budgeting and building a systematic wealth management system to maintain a sustainable living situation.

- *Interior Design*

The Interior Design strand consists of 15 standards and is a progressive standard in which students are introduced to the concept of decorating their personal space to reflect who they are as a person and go into depth as far as fashion and textiles. This part of home economics will take an entire semester to complete.

Strands:

Family Economics, Child Development, and Family Relations

Nutrition, Food, and Hospitality

Consumer Education

Interior Design

Standards of Quality and Effectiveness for the Subject Matter Program in Home Economics

Family economics; child development; family relations; food and nutrition; home equipment, consumer education, and home management.

Standard 1. Family Economics, Child Development, and Family Relations

1.1 Family Economics

- a. Analyze ways to save money based on grade level and maturity.
- b. Demonstrate knowledge about financial planning and ways in which individuals can prepare for the responsibilities of living independently.
- c. Analyze the number of children you want to have and how your decision affects the skills of future labor force and its productivity.
- d. Demonstrate an understanding of budgeting and spending money using play money (Sparrow Hawk Bucks)
- e. Demonstrate an understanding of how to build a financial plan or budget to accomplish your financial goals.
- f. Identify careers that are tailored to your interests and financial goals.
- g. Demonstrate an understanding of the factors that contribute to financial stress and how to cope with those stressors.

1.2 Child Development and Education

- a. Demonstrate knowledge of the stages and characteristics of child development, from infancy through adolescence, and the various hereditary and environmental factors that can affect child development.

- b. Demonstrate knowledge of the study of children, including major child developmental theories (e.g., Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Kohlberg's theory of moral development), research methods, and observation techniques.
- c. Identify developmentally appropriate activities for children of various ages and stages, such as learning, playing, and other recreational activities that can be used to promote cognitive, physical, emotional, and social development.
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in child development and education.

Standard 2. Nutrition, Foods, and Hospitality

2.1 Food and Nutritional Science

- a. Demonstrate how to prepare a menu.
- b. Demonstrate how to measure foods properly for baking.
- c. Demonstrate how to read a recipe.
- d. Demonstrate how to properly use a knife.
- e. Demonstrate how to properly prep meals using herbs and seasonings.
- b. Demonstrate an understanding of the components of a balanced diet according to the balanced diet nutrition chart, including current government-approved dietary guidelines; calorie intake, dietary needs throughout the life cycle; and the relationship between nutrition and health. – all grades
 - a. Identify the components of a healthy meal: breakfast, lunch, and dinner.
 - b. Identify the importance of eating patterns in Health and Disease
 - c. Demonstrate an understanding of current research and its impact on the quality, safety, availability, and affordability of food and to the environment.
 - d. Demonstrate knowledge of food-related diseases and disorders of the diet.
 - e. Analyze cultural, environmental, and socioeconomic factors that affect diet, nutrition, and health.

2.2 Food Preparation and Hospitality

- a. Demonstrate how to select appropriate foods during the seasons.
- b. Demonstrate knowledge of the principles of food safety and sanitation, including food-borne

1. Demonstrate knowledge of state and federal laws pertaining to consumer protection and responsibilities and how they relate to consumerism in areas such as advertising, credit contracts, safety standards, and guarantees/warranties.
1. **Demonstrate employability skills as they relate to the design industry. The student will be able to:**
2. Demonstrate an understanding of how to utilize communication skills in negotiating and solving problems related to the purchasing of goods and services.

3. Identify local, state, federal, and private agencies that advocate for and protect the consumer, as well as the responsibilities that they provide (e.g., consumer education and advice in the workplace).
1. Identify personal habits and abilities that can contribute to positive social media and activities in the workplace.
4. Demonstrate an understanding of environmental stewardship in relation to responsible resource consumption and conservation practices.
5. Practice teamwork skills.
1. Students will demonstrate an understanding of why going green is important to the environment, businesses, and themselves.

1. Practice employability skills.

3.3 Economic Systems

- a. Demonstrate knowledge of the basic principles, components, and features of the U.S. economic system, as well as the role of the government in the U.S. economy.
- d. Practice positive work ethics and identify negative work ethics.
- b. Recognize factors that affect and are affected by local, state, regional, national, and international concepts (e.g., economic growth and decline, employment, inflation).
- c. Analyze the various factors (e.g., supply and demand, productivity) that affect relationships in economic systems.
- f. Apply math, reading, science, and critical thinking skills as they relate to the design industry.

3.4 Personal Finances

1. **Demonstrate effective communication skills. The student will be able to:**
- a. Demonstrate knowledge about financial management (e.g., financial terms, budgeting, investment plans, banking, credit, credit cards, loans, taxes, insurance).
1. Describe why communication is the basis for all relationships.
- b. Analyze factors that affect financial management (e.g., career choices, goals, resources, cultural and socioeconomic factors).
1. Distinguish between non-assertive, assertive, and aggressive communication.
- c. Demonstrate knowledge of the various factors in determining major purchases (e.g., transportation, clothing, appliances, cell phones, entertainment systems).
1. Demonstrate communication skills that promote positive relationships in the workplace.
- d. Demonstrate knowledge of the various factors involved in searching for and securing suitable housing (e.g., cost-of-living estimations, rental and sales contracts, insurance, interest rates) and resources available to help consumers search for and secure suitable housing.
1. Practice active listening skills.
- e. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to consumer services.
1. Utilize conflict resolution skills.

1. Analyze careers in the design industry. The student will be able to:

1. Describe careers in the design industry.

1. Classify careers from entry level to professional level.

1. Explore entrepreneurship opportunities in the design industry

1. Research and present information on a design career to include roles and responsibilities, employment opportunities and requirements for education and training.

1. **Select and use tools and equipment. The student will be able to:**

1. Identify and select the appropriate tool for an assignment.

1. Demonstrate the proper and safe use of tools and equipment.

1. Practice care and maintenance of tools and equipment.

1. Identify characteristics and care of textiles. The student will be able to:

1. Identify a variety of fabrics through tactile activities.

b. Compare and contrast natural and synthetic fabrics.

c. Recognize types of fabric construction.

d. Identify fabrics appropriate for various purposes.

1. **Explain the elements and principles of design. The student will be able to:**

1. Define and illustrate the elements of design.

1. Create a color wheel.

c. Recognize basic color schemes.

d. Research the psychology of color.

e. Define and illustrate the principles of design.

1. Explain how environmental factors impact design. The student will be able to:

1. Define green design.

1. Research eco-friendly design products.

1. Examine the positive and negative impact that a design product has on the environment.

1. Redesign an item into another useful product.

1. Demonstrate basic sewing skills. The student will be able to:

1. Identify and give the purpose of sewing machine parts.

1. Demonstrate math skills as they relate to sewing.

1. Demonstrate the threading of a sewing machine.

d. Demonstrate straight stitching.

e. Identify and demonstrate various stitch length and width selections.

f. Interpret written instructions and construct a basic sewing project.

1. Analyze clothing choices. The student will be able to:

1. Explain the impact of trends and social climates on fashion styles.

1. Identify appropriate clothing styles for various events.

1. Identify factors that impact clothing costs.

1. Demonstrate the procedure for recording accurate body measurements.

1. Analyze proper fit.

5.1 Develop a project related to fashion. The student will be able to:

1. Select materials and supplies for a fashion project.

1. Calculate the costs of a given fashion project.

1. Interpret written directions for constructing a fashion project.

1. Apply math skills and construct a fashion project.

1. Analyze interior design choices. The student will be able to:

a. Explain the impact of political and social climates on decorating styles.

b. Identify characteristics of furnishing styles.

c. Identify factors that impact furnishing choices.

1. Develop a project related to interior design. The student will be able to:

1. Apply the principals and elements of design in selecting an interior design project.

b. Interpret written directions for assembling/constructing an interior design project.

c. Apply math skills and construct an interior design project.

1. **Utilize technology as it relates to the design industry. The student will be able to:**

1. Identify technology utilized in the design industry.

b. Analyze technology trends impacting the design industry.

c. Utilize technology.

1. **Demonstrate the skills involved in effective resource management. The student will be able to:**

1. Identify steps of the decision-making process.

1. Distinguish between a need and a want.

1. Explain how values and goals affect decisions.

d. Develop a budget and savings plan.

e. Analyze the relationship between resources and the attainment of lifestyle goals.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes-- The student will be able to:

f. Describe the influences that societal, economic, and technological changes have on employment trends and future training.

g. Develop skills to locate, evaluate, and interpret career information.

h. Identify and demonstrate processes for making short- and long-term goals.

i. Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

j. Understand the relationship between educational achievement and career choices/post-secondary options.

k. Identify a career cluster and related pathways that match career and education goals.

l. Develop a career and education plan that includes short- and long-term goals, a secondary-level program of study, and post-secondary/career goals.

m. Demonstrate knowledge of technology and its application in career fields/clusters.

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

Innovation Preparatory Charter Inc. used research-based programs such as the BCPS Research-Based Reading Plan (CRRP) and Success for All-Whole class evidenced based reading program as well as state adopted textbooks to develop the curriculum. See Attachment C -Sample Adopted Course Scope and Sequence for each core subject. These resources and instructional materials will be used in our school once it opens. These materials have been approved by the FLDOE for use as applicable to each course and grade level. The District Pacing Guides also contain approved instructional resources and technology that assist students in mastering the B.E.S.T Standards. Innovation Preparatory Charter Inc. ensures that all courses are delivered with integrity to course content outline and that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of the standards.

Additional Science foundation materials using the following resources: Florida Association of Science Teachers; National Institute for Science Education; National Science Teachers Association.

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

Physical Education/Health-The P.E. program will consist of a standard based, balanced, sequential and progressive program-involving moderate to vigorous physical activity. This course also focuses on Health. Students are taught essential skills for living a healthy well-balanced life. The school will be designated a "Drug Free School Zone" and a smoke-free worksite. The educational components of this program consist of substance abuse across grade levels.

1. Human growth and development (including HIV/AIDS education)

2. Gun safety

3. Water safety, W.H.A.L.E. Tales

4. Pedestrian/bicycle safety

5. Prevention Education: Students will receive instruction in substance abuse prevention and violence/child abuse prevention following District adopted program/curriculum.

In grades K-5, 45 minutes of daily instruction of physical education provided by a teacher.

The following are elective choices on a first-come first serve basis: Foreign Languages -In grades K-5th, student will receive 45 minutes of Foreign Languages -Spanish instruction. The School intends to develop students' understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will implement Spanish as the language program.

Other Electives /Special Areas Art–The primary goal in art education electives is to provide students an opportunity to develop and explore their creative potentials. Moreover, the School will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community-based art experiences, festivals and art exhibitions.

Music -The music curriculum includes both vocal and instrumental music. Following the Next Generation Sunshine State Standards for Music, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed and focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression. The music education teacher will provide 45 minutes of music instruction every day.

Dance-The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness, and make connections between dance and other subject areas. The content should include, but not be limited to, the following: - dance styles, skills, and techniques - movement terminology - connections between music accompaniment and movement - choreographic structures and rhythm patterns - meaning in movement - influence of time and place on dance from varied cultures - critical observation and analysis - connections between dance and healthful living - connections between dance and other subject areas This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Homeeconomics- The purpose of this course is to assist students in making informed decisions regarding daily living. Students learn valuable skills that will allow them to cook and handle food safely as well as develop skills such as child development and cooking as ways to discover possible careers in culinary arts, interior design, and childcare careers. Students will also learn how to take care of a small child of their own.

Information Technology- The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing,

spreadsheet, database, Internet communications, cybersecurity, and computer programming. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. We will use the Florida Department of Education Curriculum Framework as a premises for our curriculum.

CAPE Digital Tool Certificates shall be made available to all public middle grades students (F.S. 1003.4203(3)).

i. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to:

- a) Word processing;
- b) Spreadsheets;
- c) Presentations, including sound, motion, and color presentations;
- d) Digital arts;
- e) Cybersecurity; and
- f) Coding consistent with industry certifications that are listed on the Industry Certification Funding List, Revised 08/08/17 Policy 6000.1 - Student Progression Plan 21 pursuant to F.S. 1003.492 and F.S. 1008.44.

F.

Credit Recovery courses are credit bearing courses with specific content requirements. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course. Credit Recovery courses should only be used for credit recovery and grade forgiveness

Innovation Preparatory Charter will offer a Middle School Course Recovery (MSCR) program as a way for students to remediate middle school courses they have failed. It is not to be used as a primary course.

- Middle school students who have failed one, or more of the core courses (Mathematics, Language Arts, Science, and Social Studies), or conditionally promoted students may attend the MSCR program at our school.
- The school program may occur during school, before school, after school and/or Saturdays. Up to 50% of the coursework (excluding pre-test and final exam) may be completed at home.
- We may offer a summer school program for students to remediate failing grades.
- The grade the student earns in the course replaces the student's previous failing grade, as stated in the Student Progression Plan. Students attend until they have successfully completed their assigned coursework.
- Students with disabilities may participate in the MSCR program if they are working on Florida B.E.S.T. Standards. This program is not appropriate for students with disabilities who are working on Florida B.E.S.T. Standards with Access Point. English Language Learners who are proficient on the listening and speaking portion of CELLA are best suited for this program.

IMPORTANT: Students who take credit recovery courses cannot use those courses for eligibility

in the National Collegiate Athletic Association (NCAA) Clearinghouse.

Attachments

Section 4: Curriculum and Instructional Design

4.1	Star Assessment Tool Kit	Collins, Wanda Jean, 9/19/24 10:49 PM	PDF / 721.729 KB
4.2	Star Progress Monitoring	Collins, Wanda Jean, 9/19/24 10:48 PM	PDF / 506.705 KB
4.3	Attachment C	Collins, Wanda Jean, 9/19/24 10:47 PM	PDF / 3.487 MB
4.4	Reading Strategies	Collins, Wanda Jean, 9/19/24 10:45 PM	PDF / 220.142 KB

5. Student Performance

Section Evaluation

– Not Rated –

– No Final Rating –

Performance Goals

- 1. 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.**

The school used the district average performance of students in Broward County for the most current available assessment year (2023) as the expected incoming baseline for Year 1 (below). The rationale for this is that the school's incoming students are presumed to be representative of the demographics of Broward County schools in grades K-5. The following performance goals are based on the rationale of reaching the current district proficiency levels averages. Most of the Broward Schools outperformed other districts while still serving similar demographics. Thus, Innovation Preparatory Charter expects to have a similar growth towards achieving a higher performing score. Innovation Preparatory Charter is a new school and if our students don't perform well as expected when we collect actual baseline data after the first year of operation, we will realign our goals to improve academic performance on the test. We will establish educational goals to improve performance every year through Annual Measurable Objectives (AMO) in the School Improvement Plan that aim to increase student proficiency from year to year and are competitive with district/state achievement targets.

Reading/ELA: At least 80% of students in grades K-5, will score high standards in ELA, as evidenced by scoring proficient or higher on the FAST ELA within the first year of operation.

GROWTH:

The School aims to increase by 5 percentage points from the Baseline within the first year of operation and grow by 5% percentage points annually because of our rigorous curriculum, response to intervention (Multi-tiered system), progress monitoring through mini-assessments, and professional development.

Mathematics: At least 80% of students in K-5 will meet high standards in Mathematics, as evidenced by scoring proficient or higher on the FAST in Mathematics in the first year of operation.

GROWTH: The School aims to increase 5 percentage points from the Baseline within the first year of operation and grow 5 percentage points annually. Learning Gains At least 50% of students in grades 6-8 will make learning gains on FSA ELA and 54% Mathematics by: -Improving one or more achievement levels from one year to the next; or -Level 1 and 2 students increasing their score from one subcategory to a higher subcategory; or -Level 3-4 students maintaining a Level 3 or 4 and improving their score by at least 1 point from one year to the next; or -Level 5 students: Maintaining a level 5 from one year to the next.

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: Our goal is to have at least 85% of parents/guardians from our school to indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2026 school year. The school also plans to implement a reading at home improvement plan as suggested by the district to improve ELA scores.

The school plans to use the following assessments to monitor student progress frequently throughout the school year: **STAR CBM, Lexia Core, STAR Assessments, STAR Early Literacy Assessments, FAST Progress Monitoring, I-Ready**

The following assessments will be used to determine baseline data for student academic performance outlined in detail:

Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards will be measured using Florida Assessment of Student Thinking (FAST) for Grades 3–6 ELA Reading and Grades 3–6 Mathematics.

There will be three progress monitoring (PM) windows for FAST:

- PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2.
- PM2 – this administration will provide a mid-year score to compare to the baseline score from PM1.
- PM3 – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year. We will retrieve the dates for each PM window in the Statewide Assessment Schedule found . Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans

There are several types of evidence that teachers will use to assess student performance in K-2, including:

- Baseline data

This evidence shows what students already know and what they still need to learn. Baseline data can be collected in a variety of ways, such as by measuring percent accuracy, frequency, duration, rate, or interval data.

- Progress monitoring assessments

These assessments can include curriculum-based measures (CBM), situational assessments, and job tryouts. CBM is a common type of progress monitoring that assesses a student's performance throughout the year.

- Interim or benchmark assessments

These assessments can be used to inform instructional decisions and track progress toward summative assessments.

- Summative assessments

These assessments are given near the end of the year to measure a student's overall achievement and growth.

- Direct measures

These include homework, quizzes, exams, reports, essays, research projects, and case study analysis.

- Letter knowledge assessments

These assessments can include asking students to identify letters, separate letters from other letters, numbers, and symbols, and categorize letters by uppercase and lowercase.

The required assessment for grades K–2 in Florida is the Florida Assessment of Student Thinking (FAST), which is administered three times a year:

Assessment window When it takes place

PM1	Within the first 30 days of school
PM2	In the middle of the school year
PM3	At the end of the school year

The FAST assessment for grades K–2 is made up of the following Renaissance Learning Star assessments: Star Early Literacy, Star Reading, and Star Mathematics.

The FAST assessment is computer-adaptive and administered through a secure web browser. Headphones are required for students in grades K–2, and it's recommended that the audio output has a splitter so that both the student and teacher have headphones.

The FAST assessment measures whether students have progressed on the B.E.S.T. standards

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

The school will follow the Broward County's Student Progression Plan (SPP) with regard to placement and promotion requirements. Below is an overview of the policies as reflected in the most current Student Progression Plan (SPP) available at the time of application submission. The school will adhere to the Broward County's minimum promotion criteria as required for each year upon opening in the 2024-2025 school year and annually thereafter.

Grades K-5 Placement: Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering in Innovative Preparatory Charter from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school.

Placement Decisions for SWD: The information we obtain from the IEP for each student will form the basis for the placement decision. Placement decisions will be made based on each student's abilities and needs. The general education setting will be the first consideration when determining placement for SWD.

Placement for ELLs: Instructional time for ELLs will equal the time non-ELLs are required to participate in the regular English language arts/reading program.

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 use the local school district's pupil 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.

The school does not intend on serving high school students.

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

There are a variety of ways we will communicate graduation criteria to parents and students:

in writing to parents through the school's curriculum bulletin that will be published at the beginning of the school year; the parent/student handbook given to parents upon registration; through multiple parent orientation workshops; and at open house at beginning of the school year. The school will notify parents in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.

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.

Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards will be measured using Florida Assessment of Student Thinking (FAST) for Grades 3–6 ELA Reading and Grades 3–5 Mathematics.

As a public charter school, the school is also accountable to students, parents, the community, and all stakeholders in its responsibility to provide an adequate and relevant education for all

students. Thus, the school will participate in Florida's statewide assessment program: Florida Assessment of Student Thinking (FAST) and will use these state standardized assessment scores, and school-based and district adopted assessments to measure student progress toward mastery of Florida Benchmark for Excellent Student Thinking (B.E.S.T) content standards across all grade levels.

The School will participate in the statewide assessment program created under section 1008.22, F.S. and comply will all applicable requirements under 1003.43, F.S. The school will adopt the School Districts Assessments calendar annually (See Attachment F) which directly aligns with the school's standards-based curriculum and all state and federal requirements. The school will thereby administer and use state standardized assessments and district-adopted assessments in each course offered (as required) to measure mastery of B.E.S.T Standards across all grade levels and monitor student performance. These assessments align with the school's curriculum, performance goals, and state standards in that they specifically assess those benchmarks being taught as well how individual students are progressing toward mastery of the standards.

They also allow the school to assess, from a school-wide perspective, how the school is progressing towards meeting target goals and if their child is progressing towards their expected goal. Baseline and Intermediate Assessments include a school-based assessment for K-5 upon registration:

- PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2.
- PM2 – this administration will provide a mid-year score to compare to the baseline score from PM1.
- PM3 – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year.

Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

PM1, PM2, and PM3 will help to determine students' strengths and weaknesses on B.E.S.T standards. Any available data from the student's previous school year (such as coursework, report card grades, Standardized assessments results, etc. will assist to establish determining placement including advanced/gifted classes.

The above-mentioned baseline assessments will be administered 3 times per year to determine student needs and as an ongoing progress-monitoring tool to determine whether students are on track to achieve end-of-year targets in reading and mathematics. They will also be used to target instruction in ELA, Mathematics, Science, Civics, as well as to monitor ongoing student progress. MYA results reports (generated at the student, classroom, school level) will be used for

differentiation of instruction, progress reporting, and as a measure for School Improvement Plan. The school will use the reports as a method of communicating with parents on whether their child is reading at grade level.

Additional evaluation methods to monitor student progress throughout the school year include: Teacher-generated quizzes and Assessments Rubric (FSA writing rubrics); Text-book adopted assessments; Quarterly Examinations, projects/investigations; Portfolios and presentations and PBL rubrics; UDL Design Framework (adaptations for ELL and SWD students), as well as Star Renaissance assessments for reading progress monitoring and I-Ready.

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?

Student assessment and performance data will be used to not only evaluate school effectiveness but more importantly to inform continuous improvement efforts by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills. The school is committed to continuous improvement and will ensure that responsibility is aligned with accountability and that all stakeholders are involved in achieving the school's mission and vision for our students. The school's comprehensive assessment program (described above) will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to:

- 1) guide administrators in instructional focus areas and which teachers may need additional PD and support.
- 2) Guide teachers in lesson planning and individualizing instruction.
- 3) Guide students in understanding how they want to progress towards a particular standard and
- 4.) Keep parents involved and informed about student achievement and progress.

Accordingly, the responsibility to manage, evaluate and interpret student data will be a collaborative effort as follows:

- Students are assessed at the beginning of the school year on all benchmarks (as described above)
- Administrative staff and lead teachers collect and disaggregate data on an on-going and consistent basis (bi-weekly, after every quarterly assessment, and ongoing throughout the school year). Baseline data assessments such as PM1, PM2, PM3, Renaissance Star Assessments, I-Ready, STAR CBM, STAR Early Literacy Assessments and other data tracking reports generated by student, by standard, by teacher, and school-wide results are immediately available to teachers to target instruction and make changes as necessary.
- Teachers are trained on how to properly analyze the data and log the data in the individual student data folder.

- Teachers then use the data folders to group students by strengths and weaknesses for differentiated instruction and intervention. (Evidenced in their lesson plans).
- During their differentiated instruction centers/intervention, students receive remediation in the skills they are weakest in and are reassessed to determine progress.
- Periodically, during course classroom instruction, students will be moved between groups to ensure their learning needs are met and they are making progress.
- Data Tracking: students will use personal data trackers to track their growth data by benchmark. Data folders will be sent home for parents to review, sign, and return to the teacher.
- Data chats: the administrative team manages the process by conducting data chats with teachers on classroom data, while teachers conduct ongoing individual data chats with students. As necessary, teachers will communicate with parents via phone or in person conference. This process, proven highly effective, gives students, parents and teachers a clear understanding of how students are performing in each content area and facilitates open communication and understanding by all parties as how to best support our students.

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 district has a District Leadership Support Program. The program provides coaching and support to newly appointed District Leaders to ensure they have the essentials skills to serve the entire school system effectively. All teachers will receive specific training on data-driven decision-making processes and procedures as well as Professional Development on how to interpret and use data to improve student learning. Please see Section 13 for a detailed outline of the PLST.

J. Describe the corrective actions the school would take if it fell 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.

Targeted Interventions - The school will use MTSS framework as a prevention approach linking assessment and instruction. Using real-time data from frequent assessment results, the school will provide the necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and afterschool; providing for supplemental intervention programs and support within the respective Reading, Math, Science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed).

In accordance with the requirements of s. 1008.25, F.S., each student who does not achieve a Level 3 or above on the FAST in ELA and the FAST in Mathematics will receive additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school will inform instruction and adjust interventions through the MTSS process, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards.

Progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) will be monitored using:

- K-5 Baseline Assessment: PM1, I-Ready, and Renaissance STAR Assessments (Reading and Mathematics)

- K-5: Midyear Assessments: PM2, I-Ready, and Renaissance STAR Assessments (ELA, Mathematics, Science). All students who exhibit significant risk will be given intensive intervention as soon as that risk is identified, to avoid retention. For example, students who exhibit a substantial deficiency in reading skills, based on results of assessments conducted in K-5, or through teacher observation, will have a progress-monitoring plan through MTSSS and be given intensive intervention, immediately following the identification of the deficiency.

The School will thereby implement the School Board's state-adopted CRRP and the School Board-approved Literacy Plan for Students With Reading Deficiencies in order to meet the requirements. In accordance with s.1008.25 (5)(a), students will continue to be given intensive intervention until the reading deficiency is remediated.

If the school falls short of student academic achievement expectations or goals, the School will implement a corrective action plan under the direction of the administration (Principal) and the Instructional Leadership team described above. The corrective actions would be aligned specifically to the areas of weakness identified and implemented as part of the School Improvement Plan.

At the school-wide level: The Instructional Leadership team will review school-wide data to determine school-wide areas of weakness and in need of improvement. Faculty and Staff will work collaborative through PLCs (by content area and grade level) to create the action plan as part of the SIP, including which strategies were successful and which strategies/curriculum/intervention processes need to be revisited.

At the Classroom Level: The administration would determine (based on classroom/teacher data reports, observations, and classroom walk-throughs) which teachers need additional support and provide professional development, mentoring and support accordingly. A plan for the teacher/class would be implemented and documented through the teacher's lesson plans. Teachers would be expected to implement corrective action/change in intervention or content in the classroom with support from the administration.

At the Sub-group, or individual student level: The students' teachers and administrative team

would review data (individual assessments/IEP or ELL Plans) and interventions to determine where instruction or interventions needs to be modified. These would be realigned and communicated to the parents and documented by the teacher and in the student's ELL or IEP plan if applicable (changes in intervention, classroom environment, behavioral support/services to individual students).

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

The school will use various methods to share information with students and parents including the parent and student data chats (as described in the section above). Ongoing communication between the school parents will be maintained through on-line reporting systems such, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary. The school will make every effort to communicate with parents even if the home language for those students from homes where a language other than English is spoken.

Specifically, the School will ensure communication with students/parents via the following:

- Parents and students will be notified of student performance and progress through data reports (PM Tracking logs) Quarterly Mini-Assessments and MYA Reports of student individual performance and progress.
- Parent phone and in-person conferences by the individual teacher for communicating student progress and achievement and or other concerns
- Interim Progress Reports: students and parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data
- Written Notices: Parents will be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement to include courses taken with Florida Virtual School and/or other district-approved online courses. A copy of this notification will be placed in the cumulative record folder.
- The school will provide parents with assessment results on a yearly basis for each year their child participates in the state-mandated assessments. Following the release of assessment results, school personnel will disseminate the information to parents individually and following all student confidentiality procedures (referenced below).
- School Grades (School Accountability Reports) will also be made available to stakeholders and the community at-large. The school will also host open house meetings, parental workshops, and coordinate other appropriate methods of communication with parents/guardians, as necessary.

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

The school will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. The school will keep both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records will be kept confidential as required by applicable law. All student records (including IEP/504 and ELL plans) will be kept in locked, fireproof cabinets in the school's administrative office.

School personnel must be authorized by an administrator to review any student records and a sign-in log is kept. All permanent records of students leaving the school will be transferred to the district school in which the student is enrolled. All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

Individual Student Academic Performance Data

– Students' data is protected and can only be retrieved by the principal on a secure website. The data is presented by First and last Name and a partial state ID number (which could be the student's SS#). The individual data score sheet for each student is delivered in copies of 2: one is for the parent and the other is for the student's cumulative record. Teachers can access each of their own student's data by SPI, a program that contains only the teacher's student's scores via a secure website. Teachers will undergo an ethical training session as part of opening of school procedures, describing the information (including student's name and ID number) which cannot be shared with others; Teachers shall comply with State and Federal laws and regulations, and board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

Attachments

Section 5: Student Performance

5.1	Broward Progression Plan	Collins, Wanda Jean, 9/20/24 2:38 AM	PDF / 1.109 MB
5.2	Attachment F	Collins, Wanda Jean, 9/20/24 2:36 AM	DOCX / 82.364 KB

6.Exceptional Students

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

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

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Broward County, the School's demographic composition should mirror that of the local community. Therefore, the school expects that 2% of the student population to be served will represent students with disabilities. The school has based its projections on the average current enrollment in the district, which currently estimates an average of 15% of the student population. The data was derived from the following link:

https://nces.ed.gov/programs/coe/pdf/Indicator_CGG/coe_cgg_2016_05.pdf

"In 2021–22, the number of students ages 3–21 who received special education and/or related services under the Individuals with Disabilities Education Act (IDEA) was 7.3 million, or the equivalent of 15 percent of all public school students."

Therefore in year 1, we project a total budgeted enrollment with 95% (399 students) of seats full in which 2%(4) of 228 students enrolled in K through 3rd grade will have a disability; 2%(3) of 171 students enrolled in 4 through 8th grade will have a disability. In year 2, we project 2% (4) of 304 students enrolled in K through 3rd grade will have a disability; 2%(3) of 228 students enrolled in 3rd through 8th grade will have a disability. In year 3, we project 2%(4) of 380 students enrolled in K through 3rd grade will have a disability; 2%(3) of 285 students in grades 4th through 8th grade will have a disability. In year 4, we project 2% (8) of 456 students enrolled in grades K through 3rd grade will have a disability; 2%(6) of 342 students enrolled in 6 through 8th grade will have a disability. In year 5, we project 2% (8) of 532 students enrolled in K through 3rd grade will have a disability; 2%(6) of 399 students enrolled in 6 through 8th grade will have a disability.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The school will not discriminate based on race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The school will be open to any student residing in Broward County. The school will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such a case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation. This process doesn't consider a student's background, ethnicity, race, socio economic status or disability, and therefore allows for every student who applies to have an equal opportunity to enroll in the school. Exceptional students shall be provided with programs implemented in accordance with applicable Federal, state, and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4)(I) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to the following:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection. The school will not discriminate against students with disabilities in placement, assessment, identification, and admission.
2. The school will provide all students with a Free Appropriate Public Education (FAPE) in the least restrictive environment possible.
3. The school will comply with the requirements of the IDEA as it relates to Individual Educational Plans (IEP's), which will include an annual IEP meeting with the student's family

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 (LRE).

To ensure students with disabilities receive FAPE in the LRE, the School will work with the Sponsor to assure that FAPE is available to all students with disabilities attending this public charter school residing in the district. Innovation Preparatory Charter will ensure our school meets the three components of FAPE: Free (at no cost to the parent); Appropriate (IEPs outline a program for students to meet their unique needs); Public (students have the same rights to attend public schools as all children). Thus, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other facilities, are educated with students who are not disabled. In addition, ADA also requires public school districts provide students with a free education and integrate students with disabilities into the regular classroom and make accommodations for their individual educational needs. In addition, we know we may need to adjust test-taking rules or absence policies to accommodate the needs of a student with a disability. Title II of the ADA also gives students the right not to be harassed or discriminated against because of their disability.

A school district shall use the term "inclusion" to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research. The school will follow guidelines and procedures detailed in the Broward County Public Schools Policies and Procedures for Students with Disabilities Manual (SP&P) Developing Individualized Education Plans Students will be guaranteed FAPE, evaluations, as well as consequent placement and implementation of an appropriate IEP. School officials must hold an IEP meeting within 30 days of the date your child was determined to be eligible for special education. The IEP must be updated at least once every 12 months. However, you may ask for an IEP meeting at any time if you believe it is important to consider changes in your student's IEP.

The IEP procedures will include Role of Parents The role of the parents in developing IEPs includes, but is not limited to:

- a) Providing critical information regarding the strengths of their student
- b) Expressing their concerns for enhancing the education of their student so that their student can receive FAPE
- c) Participating in discussions about the student's need for special education and related services
- d) Participating in deciding how the student will be involved and progress in the general curriculum, including participation in state and district assessments

The IEP must and will contain the following information:

- Present levels of educational performance
- Goals
- Special education and related services

Again, the school district is obligated to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE), therefore, our IEP team will consider the maximum extent appropriate for both to educate our students with disabilities alongside kids without a disability. Special education is a set of services, rather than a specific place for our students with disabilities to go. The services our students with disabilities need to reach the goals and objectives and how they'll be delivered are identified. For most students with disabilities, the general education classroom will be the preferred setting, but a range of options will be available, including special day classes. In addition to the above, the following are part of the IEP:

- The extent, if any, to which our students with disabilities will not participate with nondisabled kids in the regular class and other school activities.
- When services will begin, where and how often they'll be provided, and how long they'll last.
- Necessary transition services (age 16 or the first IEP that will be in effect when the child turns 16)

These special factors will be considered and addressed in the IEP, depending on our students with disabilities needs:

- Supports and strategies for behavior management, if behavior interferes with his/her learning or the learning of others.
- Language needs as related to the IEP as outlined in the communication plan.
- Communication needs as outlined in the communication plan.
- Assistive technology devices or s services required to receive FAPE.
- Necessary accommodation in the general education classroom.

Response to Intervention (RtI) is a process used in Broward County Schools to identify and address student needs through a multi-tiered system of support (MTSS) which we will implement at our school:

Tier	Description
Tier 1	Core curriculum All students receive instruction, including those who need curricular enhancements
Tier	

2	Strategic interventions Students receive more support than the core curriculum
Tier 3	Intensive interventions Students receive individualized interventions

The RtI process in Innovation Preparatory Charter includes:

- Screening: Educators use information like grades, attendance, and behavior records to identify students who may be at risk.
- Monitoring: The school tracks student progress.
- Intervention: The school provides evidence-based interventions that are adjusted based on student response.
- Decision making: The school uses data to make important educational decisions.

The RtI process is intended to help struggling students succeed in the classroom without the need for an exceptional student education (ESE) label.

Some RTI interventions we will use include: research-based programming, high quality instruction, small group instruction, and collaboration with specialists.

The Response to Intervention (RtI) referral process in our school is as follows:

1. Tier 1: Teachers complete Teacher Strategies on BASIS to document their initial strategies for a student.
2. Referral: If the student needs more intensive strategies, a referral can be made to the MTSS/RtI team.
3. Create a referral: On BASIS, open the Referrals drop-down menu, click RTI, and then open the Create a New Referral drop-down menu.
4. Select a referral type: Choose Academic or Behavioral.
5. Enter student information: Enter the student's last name and click Save and Close.

The RtI process is a school-wide model that helps teachers respond to student needs and provide interventions to help students succeed. The process uses a team approach to develop individual plans for students, and it can help identify students who may need more intensive instruction or be eligible for an exceptional student education program.

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

In accordance with [s. 1008.25\(4\)\(c\), F.S.](#), students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial reading deficiency if the following criteria are met:

- For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning,

middle, or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension;

- For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(8\), F.S.](#), and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 - Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

The school will use Response to Intervention (RtI) procedures as outlined in the SP&P and that follow the Florida Multi-Tiered System of Supports (MTSS) - <http://www.florida-rti.org/index.htm>. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. The JCPS MTSS implementation is comprised of six essential components which form the foundation of creating a sustainable system of supports.

The MTSS Essential Components are:

- Shared Leadership
- Data-Based Problem-solving and Decision Making
- Tiered Layer of Supports • Research Based Interventions
- Universal Screening and Progress Monitoring, and
- Family, School, and Community Partnering. In order to meet the requirements of the RtI/MTSS framework, the school will identify key administrative, instructional and support staff members to serve as the School's RtI/MTSS team and participate in School Support Team (SST) meetings. School based teams are comprised of a school administrator, teachers, guidance counselor and other staff as appropriate.

They will possess the following characteristics: a focused vision and the knowledge and skill set of MTSS implementation. The purpose of this team will be to build capacity to establish hospitable environments that effectively align systems, policies, and implementation infrastructure across all levels (state, district, school/community, classroom, students/families). Establishing an aligned teaming infrastructure will help integrate and “scale-up” MTSS with fidelity over time, and will build on existing strengths, as well as anticipate and respond to the multiple challenges faced by the scale-up effort.

The process/documentation the school will use to identify students with disabilities, includes the following:

- Child Find

A system that operates in each state to identify, locate, and evaluate children who may need special education. Child Find applies to children from birth to age 21.

- Response to Intervention (RTI)

A pre-referral process that provides additional academic support to students who are having difficulty learning. RTI can be used as part of the process to determine if a child has a specific learning disability.

- Special education assessments

These assessments can include screening tests, adaptive behavioral assessments, and behavior rating scales. The assessment process may also include interviews, observations, and curriculum-based assessments.

- Individualized Education Program (IEP)

A written document and process that describes the support a child needs once they are found eligible for special education

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure 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.

The Florida Standards articulate rigorous grade-level expectations in the areas of Mathematics and English Language Arts. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. To accomplish this, the school will commit to instruction that incorporates specialized instruction. Specialized instruction adapts as appropriate to the student's needs the content, methodology, or delivery of instruction which ensures access to the LRE. The school will determine what makes this student different from typical learners and how the school will teach this student to meet his needs. An IEP, which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards. Teachers who maintain a culture of rigor and high expectations in alignment with the Florida B.E.S.T Standards. Instructional accommodation in materials or procedures, which do not change the standards but allow students to learn within the framework of the Florida B.E.S.T Standards.

Accommodations include but are not limited to the following: the use of visual cues, visual schedules, Graphic organizers, preferential seating, more time to complete tasks, breaking tasks into subtasks with clear deadlines, use of a timer, and color coding. Assistive technology devices and services. Instructional strategies are used to present information in a manner that helps learning. Strategies include but are not limited to the following: direct instruction, teaching social skills, self-monitoring strategies, organizational strategies, time management strategies, and the use of metacognitive modeling. Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Other services such as transportation, psychological services, speech-language therapy, occupational therapy, physical

therapy, counseling, social work services, and school health services will be provided to the student as necessary per week.

- Other types of direct services and supports to the student (e.g., health care assistant for a student with significant health needs)
- Support and training for relevant school staff (e.g., collaborative planning time for teachers)
- Training on special equipment, adaptations to the general education classroom, or specialized training for the general education teacher

Student performance will be continuously assessed and students not making adequate progress towards mastery of the Florida B.E.S.T Standard as applicable will be provided with appropriate supports and interventions as follows:

- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students with additional practice in addition to those taught during Reading/Language Arts classes.
- Morning, Saturday, and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.
- For all students showing deficiencies in any of the content areas, the IEP team will reconvene to review the current IEP and modify the goals, accommodations to remediate the student and provide the most appropriate educational plan of action. Supplementary aids and services will be provided on as needed basis as stated on a student's IEP.

Contracted SLP, OT, PT, and itinerant personnel will be hired by the school to service the needs of each student.

Consultation and collaboration in special education are processes that involve multiple people working together to plan, implement, or evaluate a student's education:

- Consultation

A professional may consult with another professional for information or suggestions that can help a student learn. For example, a teacher may consult with a teacher of students with visual impairments to learn how to present a math concept to a student who is having difficulty.

- Collaboration

Multiple people work together to share expertise and perspectives to create a comprehensive understanding of a student's needs. This understanding can then be used to plan and implement instruction and services. Collaboration can involve a wide range of professionals, families, and caregivers.

Collaboration and consultation can help develop communication skills and teamwork. They can also help ensure that educational programs and services are effectively designed and implemented to meet each student's needs.

Exceptional Student Education (ESE) services in our school include:

- Special instruction: Designed to meet the unique needs of each child
- Technology devices: Such as assistive technology
- Therapy: Such as occupational, speech, or physical therapy
- Special transportation: If needed for the child to receive an appropriate education
- Other supports: Such as more time on tests or other changes to the typical school day

ESE services are free and are provided to help children with disabilities progress in school and prepare for life after school.

The services a child receives depend on their needs and may include instruction in different settings, such as a regular class, special class, or special day school.

The process for determining a child's eligibility for ESE services includes:

- Referral for individual evaluation: A request for a formal review of the child's learning needs, strengths, problems, and interests
- Individual evaluation: May include tests, observations, and interviews
- Determination of eligibility: Based on whether the child has a recognized disability that causes the need for special educational services

Our school will offer a variety of programs for Exceptional Student Education (ESE) students, including:

- Assistive technology
- Behavior specialists and technicians
- Mental health counseling
- Occupational and physical therapy
- Speech and language impairments
- Transition services

ESE programs will be available for students with a range of conditions, including:

- Autism spectrum disorder (ASD)
- Deaf or hard of hearing (DHH)
- Developmentally delayed (DD)
- Dual-sensory impairment (DSI)
- Emotional or behavioral disability (E/BD)
- Gifted
- Homebound or hospitalized (HH)
- Intellectual disability (InD)
- Language impairment (LI)
- Other health impairment (OHI)
- Orthopedic impairment (OI)
- Specific learning disability (SLD)
- Speech impairment (SI)
- Traumatic brain injury (TBI)
- Visual impairment (VI)

ESE programs provide instruction and related services to adapt curriculum, materials, and more to meet students' individual learning needs. Students may receive instruction in a variety of settings, including regular class, special class, special day school, and more.

Related services may include transportation, speech-language pathology, audiology, interpreting,

and psychological services.

There are many extracurricular activities that can be beneficial for children with special needs at our school:

- Sports

Helps children with special education feel connected to life, socialize, and learn that disability is not an obstacle

- Art classes

Helps children develop fine motor skills, express themselves creatively, and build confidence and self-esteem

- Dance

Helps children with special needs be actively involved in their learning, which can boost their self-esteem and improve interpersonal skills

Here are some ways we will ensure students with disabilities have access to school activities:

- Provide accessibility accommodations

Make sure our school has assistive technology like screen readers, Braille displays, and audio books. Also, ensure that physical facilities are accessible to students with mobility issues, such as by providing ramps, wheelchair access, and elevators.

- Communicate about student needs

Regularly communicate with students and parents about available activities and opportunities.

- Collaborate with education services

Ensure students with disabilities receive tailored support by collaborating with education services.

- Create a support network

Work with students' general education teachers, therapists, and parents.

- Encourage peer support

Provide peer role models and peer mentoring to help students navigate the social environment of the school.

- Ensure all students can read

Reading difficulties are a root cause of many special education referrals.

- Create flexible learning paths

Create accessible learning environments that allow children to build and maintain

friendships.

- Prioritize live teacher and peer interaction

Provide daily live interaction between students and their teachers and peers.

A Local Education Agency (LEA) Exceptional Student Education (ESE) Specialist will be responsible for many tasks related to staffing and educational planning, including:

- Staffing

The LEA/ESE Specialist may help develop staffing models and recommend service delivery.

- Educational planning

The LEA/ESE Specialist may help develop and implement the ESE Strategic Action Plan, which is aligned with the District Strategic Plan and the State Performance Plan.

- ESE meetings

The LEA/ESE Specialist may serve as the Principal's designee in ESE meetings, where decisions are made about special education eligibility, placement, dismissal, and program changes.

- IEPs

The LEA/ESE Specialist may assist with developing IEPs and ensure that parents receive draft IEPs for annual reviews.

- IDEA compliance

The LEA/ESE Specialist may help identify, report, and correct IDEA compliance concerns.

- Communication

The LEA/ESE Specialist may communicate with school-based personnel, parents, and students to update on policy changes and promote community engagement.

The ESE Specialist in our school, will need:

- A master's degree from an accredited college or university
- State Certification in Exceptional Student Education or a related field
- Educational Leadership certification
- Five years of related professional experience

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.

The school will request a student's IEP and/or other information regarding a student's special needs during the application and/or lottery process. In order to ensure that all students with disabilities are provided a free and appropriate public education, and that the needs of the school's ESE students are met, after the application and lottery process, and prior to a student's

registration in the school, the school and Sponsor will jointly review the IEP's of students who have applied and been accepted to determine whether the IEP's can be implemented at the School, or whether the student must attend another school within the District that has the resources to implement the IEP. Those students whose needs cannot be adequately addressed at the school, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded 49 procedural safeguards in their native language, consistent with the manner the safeguards are provided in Sponsor's traditional schools or using Sponsor's materials. Under the auspices of the Sponsor as LEA, School will fully implement the IEP's of enrolled students, and will assume responsibility for programming and delivering related services to exceptional students, unless the IEP team determines the student's needs cannot be met at the School and placement at another school within the district that has the resources to implement the IEP constitutes the least restrictive environment on the continuum of alternative placements.

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.

For students requiring a more restrictive learning environment to support their educational needs (less than 40% of instruction occurring with non-disabled peers), an IEP team meeting will be held with the district's placement specialist, a representative from the student's home school, a general education teacher, and the child's parents to discuss the appropriate educational setting.

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

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

The school will employ teachers with proper certifications available to serve students with disabilities as projected by an estimated 13% of SWDs currently attending the charter schools in the district. The school teaching staff will include a certified ESE Teacher with demonstrated experience in providing support and services to children with disabilities. The ESE Teacher will be an employee of the school and will at a minimum possess full certification in special education. The school will increase the number of staff based on actual enrollment of SWD, in accordance with the level of support needed to implement specialized instruction detailed on the IEP. The ESE Teacher will ensure the implementation of all IEPs and Section 504 Plans. The needs of the population of students with disabilities will dictate the role of the ESE Teachers. The ESE teacher will provide services within the General Education setting through consultation, collaboration, and/or support facilitation, as well as maintain all ESE records in compliance. If the needs of the SWDs include consultative and collaborative services, the ESE teacher can arrange his/her

schedule to meet the needs of the students and maintain compliance of records. Consultation provided by the ESE Teacher may include modifications of instructional methods, adjustments to the learning environment, and/or adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. However, if the need arises to hire additional ESE teacher(s), that decision will be made based on the needs of the population of students with disabilities.

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

The School's effectiveness in serving special education students will be evaluated in the ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, data from State, district, and school-based assessments (baseline, screening, progress monitoring and diagnostic) will be collected and monitored regularly by the ESE and General Education teachers to measure growth and determine if accommodations to instruction and testing/assessments are needed. Accommodation may involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to handicapping conditions. Similarly, to these goals, data from interim assessments, districts, state assessments will be used to determine whether students' needs are being met.

Parents will be notified of student progress on a quarterly basis, at minimum, through a Status Report on such goals. In addition, participation in the Sponsor's ESE Charter School meetings to obtain current best practices on student evaluations and feedback from the Sponsor's ESE compliance review(s) will also help the school to measure its effectiveness in delivering a quality instructional program to their exceptional student education population.

- [300.106](#) Extended school year services.

We will ensure that extended school year services are available as necessary to provide FAPE only if a child's IEP team determines, on an individual basis, in accordance with 300.340 through 300.324, that the services are necessary for the provision of FAPE to the child. We will not limit extended school year services to a particular category of disability. We will provide these services beyond the normal 180- day school calendar, if necessary, in accordance with the child's IEP at no cost to the parents or the child. The services provided meet the standards of the SEA. For example, ESY services will be determined for each student by the IEP or FSP team and may be different than those services provided during the regular school year. The school district, the IEP or FSP team determines initiation, duration, and frequency of ESY services. Please see attachment for additional information on ESY services.

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

The school will serve the needs of Gifted students in accordance with State Board Rule 6A-6.03019, FAC, Special Instructional Programs for Students Who Are Gifted, and Broward County's Exceptional Student Education Policies and Procedures (SP&P) for Gifted Students. The school will adopt the Sponsor's Gifted instructional program philosophy which states:

- a. Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.

b. Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each student who is gifted.

c. A range of service delivery options is available to meet the students' special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to ensure reasonable class size, adequate funds for materials and in-service training. Thus, teachers must be gifted and endorsed to teach gifted students: Gifted Education Specialist.

The school will adopt the Sponsor's Gifted curriculum which states:

a. Curriculum options include an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.

b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.

c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.

d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.

e. The curriculum for the student who is gifted will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

To implement the curriculum for gifted students, the following curriculum differentiation strategies are in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate.

- Curriculum Compacting – involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study – opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters – learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Flexible Grouping – grouping of students according to their learning needs, strengths, and preferences. Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:
 - Providing critical information regarding the strengths of their child.
 - Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education.

- Participating in discussions about the child's need for specially designed instruction.
- Participating in deciding how the child will be involved and progress in the general curriculum.
- Participating in the determination of what services the school will provide to the child and in what setting. The EP team considers the following during development, review, and revision of the EP:
 - The strengths of the student and the needs resulting from the student's giftedness
 - The results of recent evaluations, including class work and state or district assessments
 - In the case of an ELL student the language needs of the student in relation to the EP. The Educational Plan (EP) for each student will be individualized, measurable, and observable.

The plan will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results.
- A statement of goals, including benchmarks or short-term objectives.
- A statement of the specially designed instruction to be provided to the student.
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

The specific measures to be used in the quarterly progress monitoring of Gifted Students as required by Rule 6A-6.030191(4)(d), are as follows:

- Use of performance-based tools to assess learning should be employed in classrooms. Pre-testing enables the teacher to implement curriculum compacting, subject acceleration, flexible pacing, and other strategies to meet the needs of the student.
- Collection of portfolio artifacts may represent the accumulation of long-term high-level skills.
- Standardized testing in core areas of the curriculum attests to gifted student growth (e.g. Critical thinking).
- Above-level testing allows students to demonstrate what they know, as well as what they are ready to learn. Above-level testing is the most accurate assessment to prescribe appropriate curriculum for gifted students.

Counseling and guidance services should be offered to gifted learners at all levels of programming.

- Teachers, parents, administrators and services personnel should be provided with information and training regarding the characteristics of gifted students and their related social-emotional development.
- Gifted teachers should incorporate strategies to support affective learning in their classrooms.
- Counselors and others with specific training in the social-emotional needs of gifted students should provide counseling and guidance services at all levels of schooling.
- Guidance and counseling services to meet the social-emotional needs of gifted students should be ongoing, K-6. Gifted children are aware that they are not like their age peers and may struggle

with social adjustment.

- All educators, administrators, counselors, psychologists and other professionals in the school system should be trained in identifying gifted characteristics and needs so that unidentified gifted students may be referred for gifted evaluation as part of the behavioral or academic planning processes. These professionals should also be knowledgeable about special populations, including gifted identification of ELLs.
- Referrals should be made to community resources/professionals for special needs as necessary

6A-4.01791 outlines the requirements for teachers who provide gifted services and the specialization requirements for the Gifted Endorsement. These requirements include:

- A bachelor's degree or higher with certification in an academic class coverage
- 15 semester hours in gifted education, including:
 - 3 semester hours on the nature and needs of gifted students
 - 3 semester hours on curriculum and instructional strategies for gifted students
 - 3 semester hours on guidance and counseling for gifted students
 - 3 semester hours on educating special populations of gifted students
 - 3 semester hours on the theory and development of creativity

Attachments

Section 6: Exceptional Students

– No Attachments –

7.English Language Learners

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

1. **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.**

Innovation Preparatory Charter has several procedures for classifying English Language Learners (ELLs), including:

- Home Language Survey

All students entering a Broward County Public School for the first time must complete the Home Language Survey. The survey asks if the student's first language is not English, if the student speaks a language other than English most often, and if a language other than English is used in the home.

- Informal interviews

The school registrar may informally interview the student to better understand their language proficiency.

- ACCESS for ELLs

Students in grades 1–12 take the ACCESS for ELLs assessment, which is based on the WIDA English Language Development (ELD) Standards.

- Initial Language Classification Assessment Form

The Initial Language Classification Assessment Form, along with interview and background data, helps determine D and E language classifications.

- Re-evaluation of ELLs

ELLs who withdraw from the LEA and re-enroll may need to be re-evaluated for English language proficiency.

- Post Reclassification Dates

A student's performance is reviewed after they have been classified as fully English proficient.

The Bilingual/ESOL Department at Broward Schools provides support services, including interpreters and translators, to help students and families.

6A-6.0902 of the Florida Administrative Code (F.A.C.) is a rule that covers the requirements for identifying, assessing, and providing programmatic services to English Language Learners (ELLs) in Florida public schools. The rule includes requirements for:

- Identification

The Home Language Survey (HLS) is used to identify students who may be eligible for ESOL services. The HLS is part of the student's registration packet and is completed by the parent or guardian.

- Assessment

The ACCESS for ELLs 2.0 test measures students' abilities to understand and produce English in school settings. The test has four sections: Listening, Reading, Speaking, and Writing.

- Programmatic services

ELL students are entitled to programming that is appropriate to their level of English proficiency, academic achievement, and any special needs. They also have equal access to English language instruction and basic subject areas.

The Every Student Succeeds Act (ESSA) requires annual measurement of English proficiency for limited English proficient students.

Innovation Preparatory Charter has several policies and procedures for placing students in the English Language Learner (ELL) program, including:

- ELL Committee

An ELL Committee is convened to determine if a student should be placed in the ESOL program for grades K-12. The committee considers a variety of factors, including:

- Student interviews
- Prior educational and social experiences
- Written recommendations from staff
- Student's mastery of English and home language skills
- Grades from previous years
- Test results

- Placement decisions

Placement decisions are based on a number of factors, including:

- Age appropriateness
- Prior educational services
- ELL Committee recommendation
- Assessment results

- Documentation

All decisions regarding placement are documented in the ELL folder.

- Home Language Survey

A Home Language Survey (HLS) is included in the student's registration packet. The parent or guardian completes the form to identify students who may be eligible for ESOL services.

The goal of the ESOL program is to ensure that all students receive comparable instruction, regardless of their level of English proficiency

Innovation Preparatory Charter will use a variety of assessments to measure English language learners' (ELLs) proficiency and placement, including:

- ACCESS for ELLs

A suite of assessments that helps determine a student's English language proficiency, and is used to make decisions about whether to exit the English for Speakers of Other Languages (ESOL) program. ACCESS for ELLs is administered to all ELLs during a yearly testing window, typically from late January to late March.

- WIDA Screener

An assessment that evaluates a student's language skills in listening, speaking, reading, and writing. The WIDA Screener produces score reports for each student, including proficiency levels and composite scores.

- Comprehensive English Language Learner Assessment (CELLA)

An assessment that measures ELLs' English proficiency in listening, speaking, reading, and writing.

- **Postsecondary Education Readiness Test (PERT)**

A placement test that assesses a student's skills in English, mathematics, and reading. The PERT is not a pass or fail test, but instead the scores are used to determine the most appropriate courses for a student to take

Innovation Preparatory Charter will use The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) joint guidance when identifying and assessing all potential EL students. According to The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) we must have procedures in place to accurately and timely identify potential EL students. Upon registering as Broward County Public School student, a Home Language Survey (HLS) is completed for all K through grade 5th students as the first step in identifying a potential English Language Learner (ELL). Broward County Public School System has requirements we will use:

1. Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. The Home Language Survey is part of the district's registration form used by all schools. It is available in the top four languages represented in the District: English, Spanish, Haitian Creole and Portuguese. These forms have been included in the ESOL Department Handbook, Appendix A and posted on the Department website www.broward.k12.fl.us/esol/Eng/ESOL/Handbook.htm. Information on registration and identification of English Language Learners (ELLs) is shared at ESOL Contact Meetings and included in the ESOL Department Handbook.

1. Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. All students register at our school and comply with the requirements outlined in the Checklist for Enrollment of Students K-12 (as per School Board Policy 5.1). This checklist is available at www.browardschools.com/info/register.htm. The registration form, which includes the three Home Language Survey questions, is available in English, Spanish, Haitian Creole, and Portuguese.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

Parents of students who answer "yes" to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district's ESOL Program. The parents are informed orally of the need for a language assessment by the school registrar or ESOL contact/designee or by the guidance counselor. The student is then referred to a trained language

assessor at the school. If the assistance of a language assessor from the Multicultural, ESOL and Program Services Department is needed, these services are requested by completing the form Request for Assessment Form found at www.broward.k12.fl.us/esol/Eng/Forms.htm.

Identify the title of the personnel responsible for processing all affirmative responses to HLS:

Registrar and Other (Specify) In addition to the registrar, the ESOL Contact/Designee or Guidance Counselor, as designated by the school administration, is responsible for processing all affirmative responses to the Home Language Survey.

1. Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. From the time of students' registration, every effort is made to inform and orient parents to the Broward County Public Schools System using materials translated into the district's three predominant non-English languages: Haitian- Creole, Portuguese, and Spanish. Newcomers Packets and Code of Student Conduct Books are made available to parents in the major languages as well. If we have 15 or more students who speak the same language, we will have available bilingual staff to assist with registration.

Upon registration in a Broward County Public School, a Home Language Survey (HLS) is completed for all Pre-K through grade 12 students as the first step in identifying a potential English Language Learner (ELL). Therefore, students who register at our school K through 6 grade students will complete the Home Language Survey (HLS).

1. Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. Upon registration and assessment, the registrar, guidance counselor or ESOL contact/designee collects student demographic data and provides this information to the school Data Processing Clerk (DPC). The school DPC then inputs pertinent information in the TERMS database and panels required for ELLs.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar, Data Entry Clerk, and Other (Specify) Guidance Counselor or ESOL contact/designee.

· School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing

as follows:

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA?

ESOL Coordinator/Administrator and Other (Specify) Guidance Counselor or District or School-based trained language assessor

1. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-6 student is an ELL.

- IDEA Language Proficiency Test I Form G (grades K-5)
- IDEA Language Proficiency Test II Form E (grades 6)
- WIDA MODEL (kindergarten)
- WIDA Online Screener (grades 1-6)

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency using the approved listening and speaking proficiency assessment listed above.

The school's ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District-trained school-based language proficiency assessors are available to test at school sites. In addition, schools may request language assessors from the district's Bilingual/ESOL Department.

If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency in English, within 20 days of registration. If the student is not assessed within the 20 days, this period is extended an additional 20 days if parents are notified in writing in their native language. The Parent Notification of a 20- day Oral Language Assessment Expiration is available at <http://esol.browardschools.com> (Department Handbook)

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-6?

K-6 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-6, we will request a Reading and Writing assessment from the district to determine if a student needs ESOL services. The Request for Assessment Form is available at <http://esol.browardschools.com>. (Department Handbook).

Any students in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of the approved test or scores below the English proficient level on an approved assessment in reading and writing shall be classified as

ELL and provided ESOL services.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-6.

- WIDA Online Screener

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

To ensure that the Reading/Writing test is administered within 20 days of the aural/oral test, the following procedures are implemented. If a student is not assessed within the 20 days, the period is extended to an additional 20 days, if parents are notified in writing in their native language.

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by district ESOL Program staff to grades 3-6 students identified as Fluent English Speakers (FES).
- This testing is completed within 20 days of the identification of the student as FES.
- District ESOL Program staff informs the school ESOL Contact/designee of the results so appropriate student placement is made, and information can be entered in TERMS database.

1. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

For students in grades K-6 with inconsistent test data, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting.

The ELL Committee may determine whether a student to be an ELL or not to be an ELL according to consideration of at least two of the following criteria in addition to the results of the assessments used for placement.

Two of the state approved criteria must be documented on the ELL plan:

- a. extent and nature of prior educational and social experiences; and student interview.
- b. written recommendations and observations by current and previous instructional and supportive services staff.
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards
- d. grades from the current or previous years

e. test results other than those from the district assessments of listening/speaking/reading/writing.

ELL Committee decisions are documented in the English Language Learner Plan (ELL) under ELL Committee recommendations. ELL Committee members must be present at the meeting and sign for documentation purposes. For a copy of the ELL folder, go to <http://esol.browardschools.com> (Department Handbook)

B. Describe 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.

The goal of the ESOL Program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

Since our school will have students classified as English Language Learners (ELL) we must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Sunshine State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL.

We will adhere to [School Board Policy 6000.1 - Student Progression Plan](#)

We will also use the District Comprehensive Instructional plan:

Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>.

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Dual Language (Two-Way Developmental Bilingual Education)

Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

There are multiple types of documentation related to English learners (ELs), including:

- Home language survey

A survey that parents or legal guardians complete to help determine if a student is an EL. The survey should be completed in a language and format that the family understands.

- English language proficiency (ELP) screener

A test that determines if a student is eligible for EL status.

- Academic records

These can include scores from standardized tests, grades in English classes, and work samples.

- Communication with parents

This can include information about the EL identification process, the student's English proficiency level, and the criteria for reclassification.

- Notification to parents

Districts must notify parents of ELs and potential ELs about the available English language education (ELE) programs in the district.

- Program evaluation

Federal law requires that programs for ELs are based on a sound educational theory, adequately supported, and periodically evaluated

Innovative Preparatory Charter with ESOL self-contained classes (Sheltered English), ELLs are grouped by grade levels and receive comprehensible instruction from teachers in language arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education. Basic Program using ESOL Strategies (Inclusion) is another approach used to provide comprehensible instruction to ELLs. Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. Native Language Instruction in Content Area (Dual Language Program) is an approach offered at two elementary schools. The Dual Language program provides native English speakers and native Spanish-speaking students with integrated academic instruction delivered in English and Spanish. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Florida Administrative Code (FAC) Rule 6A-6.09022, also known as Section 11, covers the extension of services in the English for Speakers of Other Languages (ESOL) program for English Language Learners (ELLs):

Detail	Explanation
Eligibility	Students may receive additional years of ESOL instruction and services beyond the initial three years of funding, based on their needs as determined by annual evaluations.
Assessment	If a student's date falls between the administration of the ACCESS for ELLs and October 1 of the following school year, the ACCESS for ELLs and FSA scores are sufficient. If the student's date falls after October 1, an assessment must be administered at least 30 school days before the student's anniversary date.
Procedures	The LEA procedures for determining extension of services should include the timeline based on DEUSS, the role of the ELL Committee, and the supporting documentation used to determine if continued ESOL services are necessary.

The ESOL program is a state-funded program for eligible ELLs in grades K-12. It's designed to meet the needs of ELLs who come from homes where the native language is not English

To ensure Equal Access for English Language Learners (ELLs), we will implement programs and services that include: comprehensive language assessments to identify individual needs, differentiated instruction tailored to their English proficiency level, dedicated ESL support, access to bilingual staff and materials, parent engagement strategies in their native language, and ongoing monitoring of progress to adjust interventions as needed; all while integrating ELLs into mainstream classrooms with appropriate accommodations to fully participate in the curriculum.

Key components of an Equal Access plan for ELLs:

- Student Identification and Assessment:
 - Utilize standardized language proficiency tests (like ACCESS) to identify ELLs upon enrollment.
 - Conduct comprehensive needs assessments to determine individual language strengths and weaknesses.
- Instructional Strategies:
 - Provide dedicated ESL classes or pull-out support for focused language development.
 - Incorporate differentiated instruction in mainstream classrooms, including visual aids, simplified language, and hands-on activities.
 - Utilize bilingual materials and resources when appropriate.
 - Teach vocabulary and academic language explicitly.
 - Foster a culturally responsive classroom environment.
- Teacher Training:
 - Mandatory professional development for all teachers on effective strategies for teaching ELLs.
 - Training on culturally sensitive practices and understanding language acquisition

stages.

- Parent Engagement:
 - Regular communication with parents in their preferred language through translated materials, conferences, and phone calls.
 - Provide opportunities for parents to learn about the school's ELL program and how to support their child's language development.
- Program Monitoring and Evaluation:
 - Regularly assess student progress in English language development using formative and summative assessments.
 - Analyze data to identify areas of strength and need for program adjustments.
 - Collaborate with specialists and administrators to evaluate the effectiveness of ELL interventions.

Important Considerations:

- Placement Decisions:

Place ELLs in grade-appropriate classrooms with appropriate language support, considering their individual needs.

- Exit Criteria:

Establish clear criteria for when an ELL student is ready to exit the ESL program and transition fully into mainstream classes.

- Collaboration:

Foster collaboration between ESL teachers, mainstream teachers, administrators, and specialists to ensure coordinated support for ELLs.

By implementing these strategies, we can create an inclusive learning environment that allows ELLs to access the same quality education as their peers, promoting their academic achievement and language development.

Regardless of the approach implemented, ELLs receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate B.E.S.T Sunshine State Standard, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry, prior to placement into the ESOL program. District ESOL administrators and ESOL Resource Teachers are available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through scheduled ESOL contact meetings and training. All information is available on the department website at www.broward.k12.fl.us/esol. On-going classroom visitations and walk-throughs are conducted by school administrators.

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. They must meet the B.E.S.T Sunshine State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials.
- District-recommended supplementary ESOL materials
- The state adopted Language Arts ESOL textbooks.
- Content area textbooks in the student's native language may be used.
- Implementation of ESOL Strategies (students are assessed and monitored on an ongoing basis).
- Developmental Language Arts through ESOL Instructional Frameworks

Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics, and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts/reading and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix in which consists of numerous ways a teacher can reach an ELL student. It is also attached for reference.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELL student:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the curriculum is structured so that prior knowledge is considered;
- methods and materials used in the program reflect second language acquisition strategies and needs;
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL student.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. (*Check all that apply*)

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) ESOL Contact/Designee and ESOL Resource Teacher

Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. (*Check all that apply*)

- Student Portfolios
- PM Practice Tests
- FAST Test

14) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes No

If yes, indicate where in the Student Progression Plan these are described.

www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf

Describe the district's Good Cause Policy (ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

The district's Good Cause options are described in detail in School Board Policy 6000.1. Go to www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf. ELLs who have had less than 2 years of instruction in an ESOL program are exempt from mandatory retention. Retention requires the recommendation of an ELL Committee.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

When an ELL student is considered for retention, an individual ELL Committee is convened to evaluate the student's educational progress. ELL Committee members assist in reviewing the student's current educational needs. If retention is in the best interest of the child, the ELL Committee ensures that the decision to retain a ELL student is not "solely based" on a student's lack of English language proficiency. The ELL committee must also analyze all available academic information and determine the most appropriate educational placement. ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign and date the folder for documentation purposes. Go to

www.broward.k12.fl.us/sbbcpolicies/docs/p6000.1pdf.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

The parents are invited to attend the meeting of the ELL Committee with a translated letter of invitation. Schools keep a record of parent contacts in the ELLSEP folder. The school principal takes whatever action is necessary to ensure that the parents understand the proceedings of the meeting, which may include arranging for an interpreter through the Multicultural, ESOL and Program Services Department for parents whose home language is other than English.

Allowable accommodations for state, district, and classroom assessments in Broward County, Florida include:

- Extended testing time: Students may be given more time to complete the test
- Reduced distractions: Students may be tested in an environment with fewer distractions
- Assistive technology: Students may use devices to help them participate in the assessment
- Magnification devices: Students may use devices like reading loupes, handheld magnifiers, or CCTV/video magnifiers
- Dictionary access: English Language Learners (ELLs) may have access to dictionaries that translate English to their heritage language or vice versa
- Testing over multiple days: ELLs may be able to take the test in multiple sessions over the course of a school day
- Document accommodations: Accommodations must be documented in a student's IEP or Section 504 plan

Accommodations that would make a test invalid are not allowed. For example, students cannot leave campus during a test session and then return to finish it.

Rule 6A-6.09091 of the Florida Administrative Code (FAC) outlines the accommodations that are available for English Language Learners (ELLs) to take part in the statewide standardized assessment program. These accommodations include:

- Dictionaries and glossaries: ELLs can use dictionaries or glossaries that translate from English to their heritage language or vice versa. These resources can be in print, electronic, or digital formats. They can only provide word-to-word translations and cannot include definitions or other information.
- Bilingual content glossaries: These resources are useful for academic terms specific to a content area.
- Bilingual dictionaries: These resources are useful for general vocabulary that cannot be determined through context clues.

Other accommodations that may be available include:

- Providing extra time for students to think before answering questions or completing assignments

- Slowing down and pronouncing words clearly

The accommodations that are provided to a student depend on their individual needs and can be a combination of any of the authorized accommodations.

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

In Florida, the English for Speakers of Other Languages (ESOL) Program has specific policies and procedures for exiting English Language Learners (ELLs):

- Exit criteria

Students must score at or above the 33rd percentile on a norm-referenced reading and writing assessment to exit the program.

- Exit timing

Students must be exited by the last day of the school year, or within two weeks of the start of the next school year if scores are received after the school year ends.

- Monitoring

After exiting the program, schools must monitor students' academic progress for at least two years.

- Re-testing

If a student's academic progress is not as expected, schools can re-test them to determine if they need additional language assistance.

- Re-entry

If a student is re-entered into the program, schools must document the reasons and obtain parental consent.

- Training

Schools must provide teachers and staff with training if they need to change exit criteria or procedures.

- Parent involvement

Parents are included in the decision to reassign a student, and they can opt out of the reassignment

Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. (*Check all that apply*)

- Student Portfolios
- PM Practice Tests
- FAST Test

Name of Listening and Speaking Instruments	INDICATE THE CUT SCORE USED FOR EXIT				A r r t n o p a s r f c a q o a t (A s s i s a r
	Determination by Type of Score				
	Grade Level	Raw Score	Scale Score	National Percentile	
IDEA Language Proficiency Test I	K-2		E(FES)		
Comprehensive English Language Learning Assessment (CELLA)	3-5		720		
CELLA	6		733		
CELLA			739		

score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

Reading and Writing Proficiency Assessment

The Reading and Writing assessment instrument(s) used in the Broward County district to determine whether or not a student is English proficient and ready for exit is a norm-referenced test that may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit.

Name of Reading and Writing Instrument(s):

FAST Level 3 or greater or equivalent development scale score on the Reading Test

A score of proficiency on the Writing section of the CELLA.

Identify the title of the personnel responsible for conducting the exit assessments described above:

ESOL Teacher/Coordinator and District Level Assessors.

Describe the process by which the ELL Committee makes exit decisions.

For students in Grades K-2 that score FES on the IPT-I, a classification code of C1 (continues ESOL services) may be given if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation. If a 3rd -6th grade student scores inconsistent assessment information or discrepancies between scores, the ELL Committee determines if the student should remain in or exit from the ESOL Program after considering the criteria set forth in the Consent Decree. This decision is documented on the ELLSEP Folder. The ELL Committee could recommend the following:

Student remains in ESOL (student may also be recommended for placement in an additional program)

Student exits ESOL (may also be recommended for placement in a categorical or a basic program)

When a student exits the ESOL program, parents are notified via Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program letter.

Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The school ESOL contact/designee at the school site is responsible for updating the ELLs exit data in the ELLSEP Folder. The school principal/designee is responsible for ensuring this process is completed.

Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The same procedures apply for students who meet the exit criteria at the end of the school year. When a student exits the ESOL program, parents are notified via Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program

Explain how the ELLs' progress is documented in the Student ELL Plan.

The ELLSEP folder includes a section for documenting the exited ELL progress. An exited student's academic performance is monitored on an on-going basis and is documented on the ELLSEP folder at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year.

Indicate what documentation is used to monitor the student's progress. Check all that apply.

- Report Cards

- Test Scores
- Classroom Performance

Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

If the student's performance is unsatisfactory, the ESOL contact or designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program.

When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the

Responsible staff includes school ESOL contact and or Guidance Counselor/ designee. The school ESOL contact initiates a new ELLSEP folder. Appropriate placement is made based on the recommendations of the ELL Committee. All post- reclassification information is documented on the student's ELLSEP folder.

Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

The recommended program delivery model is based on the student's instructional needs and previous academic placement as discussed at the ELL Committee meeting. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student's difficulty and areas of academic needs.

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

EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.

· School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

- English Language Learners classified as A1-A2 B1 (if necessary) -Schools that have 18 or more K-3rd ELLs, or 22 or more 4th -5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction through a Sheltered Instruction Program using identified curriculum and materials.
- Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th -5th grade ELLs, classified as A1-A2, in the same grade level must provide instruction in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is recommended.
- English Language Learners classified as B1-B2-C1- Students may receive instruction in the basic mainstream using differentiated instruction or in a Sheltered Instruction Program using

identified curriculum and materials. (School-based decision)

If the program requires Spanish-speaking bilingual assistants, how will the district ensure that the assistants are fluent in Spanish?

We will test our candidate's Spanish fluency with a language proficiency test to make sure they can communicate efficiently on the job.

What are the training needs (i.e., in-service training and formal college course work) of current staff?

All ESL teachers are required to hold a minimum of a bachelor's degree, preferably in education, writing, English, or teaching English as a foreign language.

In addition to education, candidates must pass specific tests to begin teaching ESL. There are three separate tests available for ESL teachers, the Florida Teacher Certification Examination (FTCE) General Knowledge Test, the FTCE Professional Education Test, and the FTCE ESOL K-12 subject area exam.

Professional Development/Training

Sheltered Instruction Observation Protocol (SIOP): A proven, research-based model of instruction specifically designed to meet the needs of ELLs is the *Sheltered Instruction Observation Protocol (SIOP)*. *SIOP* provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. This model gives teachers a structure for how to teach what students need to learn in terms of both the language skills in English and the specific content students need to learn, along with their grade-level English speaking peers. *SIOP* is an approach that stresses student engagement through activities that utilize content and language knowledge. Ongoing assessment and specific feedback are provided to students, enabling teachers to adjust instruction and ensure achievement of objectives. Professional development will be offered for teachers by the district via face-to-face sessions and online coursework. District ESOL staff are assigned as facilitators to assist schools with effective implementation of *SIOP*.

Building Blocks for Teaching English Language Learners: Elementary teachers and Reading Coaches participate in a 3-day professional development opportunity that assists teachers in integrating listening, speaking, reading, and writing skills into the instruction. The workshop focuses on teaching reading comprehension strategies, vocabulary development, building and activating background knowledge, assessment for ELLs, and the effective use of Marzano's instructional strategies coupled with the ESOL instructional strategies. Participants receive a professional book that contains practical information on teaching reading to culturally and linguistically diverse students who enter the classroom with a broad range of experiences.

Developmental Language Arts through ESOL: Secondary teachers and Reading Coaches participate in a 3-day professional development opportunity offered to assist them in the delivery of instruction for the Developmental Language Arts through ESOL course. At this workshop,

participants receive an overview of the supplementary materials purchased by the ESOL Department. A yearlong Instructional Framework is disseminated, and participants have an opportunity to plan lessons and learn about effective ESOL strategies for ELLs. Participants also receive a professional book, *Meeting the Needs of Second Language Learners: An Educator's Guide*, to enhance their knowledge and understanding when meeting the needs of English language learners.

Describe strategies that will be used to attract high-quality, highly qualified teachers.

Our Human resources and Staff development departments work collaboratively to retain and recruit highly qualified, certificated in the field, effective ESL teachers. We will collaborate with the district, which will be evidenced by participation in Broward County Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and refereed by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Innovation Preparatory Charter to grow professionally. We will retain highly qualified, certified in field, effective teachers in our school by utilizing New Educations Support System (TIER), Professional Learning Communities (PLC), District Training, School-Based Professional Development, Teacher recognition, and Incentives.

Attachments

Section 7: English Language Learners

7.1	ESOL Instructional Strategies	Collins, Wanda Jean, 9/22/24 4:44 AM	PDF / 185.03 KB
7.2	K-12 ESOL Program	Collins, Wanda Jean, 9/22/24 4:44 AM	PDF / 272.203 KB

8.School Culture and Discipline

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

1. 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.

The school's approach to classroom management and student discipline is derived from our mission, which is to inspire all children to reach their full potential. The school's belief systems include:

Set high expectations; foster a love of learning through recognition and encouragement; Meaningful curriculum; effective; build long lasting relationships with students; be respectful and responsible. Evaluate when necessary and hire qualified teachers.

The School Board of Broward County, Florida, is committed to the teaching of Character Education and has adopted eight core character traits as part of the Standards of Service Policy. The core character traits are *Responsibility, Citizenship, Kindness, Respect, Honesty,*

Self-Control, Tolerance, and Cooperation. Through the promotion of cross-cultural understanding and core character traits, youth are equipped with the tools to succeed in the global community in which they live. Multicultural practices that spell success mean providing curriculum and activities that promote the eight core character traits adopted by the Board.

Definitions of the core character traits are:

<i>Citizenship:</i>	Knowing, understanding, and displaying high regard for rules, laws, government, heritage, and those who have served and sacrificed for community and country.
<i>Cooperation:</i>	Working with others to accomplish a common purpose.
<i>Honesty:</i>	Being truthful, trustworthy, and sincere.
<i>Kindness:</i>	Being helpful, thoughtful, caring, compassionate, and considerate.
<i>Respect:</i>	Showing consideration, understanding, and regard for people, places, and things.
<i>Responsibility:</i>	Meeting obligations by being reliable, accountable, and dependable to self and others.
<i>Self-Control:</i>	Having discipline over one's behavior or actions.
<i>Tolerance:</i>	Recognizing and respecting differences, values, and beliefs of other people.

The governing board members of Innovation Preparatory Charter, Inc. believe that the future of education lies in partnerships between communities, parents, and educators and their commitment to prepare lifelong learners. Therefore, Innovation Preparatory Charter, Inc. upholds an educational culture where academic excellence is respected and pursued and caring for others is an intrinsic part of our being. Students will be taught the school's values and beliefs along with

character education throughout the school year, as a vehicle for reinforcing a sense of responsibility in their actions and deeds, molding them to be self-aware, caring, and responsible citizens.

All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a disciplined and structured learning environment. It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Innovation Preparatory Charter family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

Thus, in addition to promoting the eight core character traits, we will implement a research based social emotional learning program called Second Step to teach life skills to our students.

The Second Step program is comprised of comprehensive units that are based on up-to-date research and are split up into age-appropriate lessons that engage and inform both students and staff.

The focus of the program is to help students develop social and emotional skills necessary for life. Students and teachers will develop proficiency in vital social and emotional learning skills through well-designed, interactive learning modules.

RtIB -The school will use the Response to Intervention for Behavior /Multi-Tiered System of

Supports model (RtIB/MTSS) as the school-wide model in creating a safe and positive school climate.

RtIB/MTSS is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

Tier I consist of school-wide behavioral policies (rules, routines, and physical arrangements), which will be created by school staff and taught to students to prevent initial occurrences of problem behavior. Interventions may include: Increasing Positive Reinforcements, Safety, Alternative to Suspension Program (ASP) or Crisis Prevention Planning, Positive Behavior Support (PBS).

·Tier II provides services for students whose behaviors require supplemental group intervention matched to the function of the students' behavior. Interventions may involve small group counseling sessions for specific topics such as anger management, problem-solving and conflict resolution, violence prevention, grief, assertiveness, developmental issues and social skills; Alternatives to Suspension such as detention after school, Saturday school, etc.

·If a student is not meeting expectations after it is determined that Tier I core instruction + Tier II supplemental interventions have been implemented with fidelity, the student may require intensive/Tier III interventions through the SST process. RtIBTier III increases the individual student's rate of progress through intensive individualized interventions derived from the results of the functional assessment of behavior (FAB), used to create the behavior intervention plan (BIP).

2. State whether the applicant intends to use the local school district's code of conduct policy.

The school will follow the BCPS Student Code of Student Conduct.

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

The School will adopt and follow the most recent version of the BCPS Student Code of Conduct incorporating the district's policies and expectations for students related to discipline including the right to appeal and grievance procedures. A culture of respect for teachers, staff, and students will be developed, reinforced, and maintained throughout the school year to provide a disciplined learning environment.

The school will also accept the Sponsor's system of Positive **Behavioral Interventions and Supports (PBIS)** which is an evidenced based tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS supports social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. We use 'students' to refer to all children and youth in any educational or therapeutic setting (e.g., K-12 school, early childhood program, treatment program, juvenile justice program). Learn more about PBIS in schools, classrooms, and juvenile justice programs. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. Thus, we place an emphasis on promoting character traits.

Incentives for Positive Behavior (proactive behavior program)

School Store

We will establish a school store in which students can earn points in the classroom and whenever they are caught displaying positive behaviors. They can redeem the points for items in the store such as snacks, school supplies, sports tickets, technology items, backpacks, memorabilia, etc. We will implement the store with fidelity in order to integrate the PBIS dynamics of our school culture as well as providing real-world financial literacy.

The school expects each parent to take an active role in supporting this plan. Some school-wide incentives for positive behaviors may include extra-curricular activities, award ceremonies, Monthly Drawings (gift cards; tablets; etc.); class field trip, pep rallies, recognition from the principal, and school assemblies.

Teachers will create Classroom Discipline Plans approved by the administration, which all students will be expected to follow. These plans will be posted in the classroom and will contain positive reinforcements (rewards) and teacher-enforced consequences such as warnings, telephone call home, removal of privileges, parent-teacher conference and detention. Parents and students will receive, sign, and return each teacher's discipline plan at the beginning of the school year. Full compliance of the classroom plan will be expected.

The school will address the level of behavior as indicated in the Student Code of Conduct and use the appropriate corrective strategies. As the school is a learning environment, emphasis will be placed on corrective behavior strategies rather than punishment.

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.

Behaviors requiring modification, as noted in the Code of Conduct (Please see attached), are ranked in levels ranging from I-V. The behaviors requiring disciplinary action may include cheating, cutting class, violating the dress code, bullying, sexting, vandalism, theft, and disrupted behavior, to name a few.

Some of the disciplinary actions in accordance with the district's Code of Student Conduct) include removal from class, student work assignment, peer-mediation, counseling session, revocation of the right to participate in social and/or extracurricular activities, referral to outside agency for service, other alternatives (e.g. after-school detention, parent/teacher conference, etc.).

Following the Code of Conduct, offenses for suspension and/or recommendation for expulsion include:

-Level III–Major Acts of Misconduct

-Level IV–Serious Acts of Misconduct/Most Serious

The school will hold a zero-tolerance policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive, and the school administration will reserves the right and discretionary authority to enforce consequences accordingly.

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

With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. Stakeholders of the school will share the responsibility of uphold and implementing the Code of Student Conduct to ensure a safe and productive school environment. Examples of roles include, but are not limited to:

Administrators

- Implement the Code of Student Conduct and all board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention/intervention strategies
- Use professional judgment to prevent minor behavioral incidents from escalating

- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner

Teachers

- Teach and review the Student Code of Conduct
- Set expectations, teach, model, and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that support academic success
- Refer students in need of additional support to Problem Solving/School Based Team
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrated misconduct
- Use well planned, creative, and engaging instructional plans daily

Staff

- Provide students with meaningful & relevant positive feedback on their behavioral progress
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor behavioral incidents from escalating

Governing Board

- Provide appropriate training & resources to implement positive behavior interventions and support at the school
- Assist parents who are unable to resolve issues at the school
- Protect the legal rights of the school staff, principal, students, and parents
- Ensure policies and procedures. Encourage a safe and orderly school for all students, staff, and administrators.

Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

Procedures for Section 504 Disciplinary Considerations

Suspension of a student eligible under Section 504 for more than ten consecutive school days is considered a significant change in placement. Additionally, a series of suspensions within a school year that exceeds 10 cumulative days may create a pattern of exclusions that the OCR would consider to constitute a significant change in placement. These suspensions must be determined on a case-by-case basis when making that determination.

1. If the student is being considered for suspension (and it would result in more than 10 cumulative school days during one academic year) or for expulsion, a Reevaluation Meeting and Manifestation Determination review must be conducted prior to implementing a disciplinary removal.

“Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with a disability, a school district must conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student’s disability and, if so, whether the student’s current educational placement is appropriate.” (OCR Publication – Discipline of Students with Disabilities in Elementary and Secondary Schools)

Given the rights regarding discipline afforded by Section 504/ADA, it is particularly important that the Section 504 Team develop a Positive Behavioral Intervention Plan for students who present significant behavioral problems. This is best accomplished in tandem with a Functional Behavior Assessment (FBA). The Section 504 Team should also identify the types of problem behaviors that might legitimately be considered a manifestation of the student’s disability.

Further information regarding the suspension and/or expulsion of students who are Section 504 eligible is addressed within School Board Policy 5006. This document can be found at:
<https://www.browardschools.com/Page/37754>

The Discipline of IDEA/Section 504 Eligible Students flowchart can be found at (Quick Links):
<https://www.browardschools.com/Page/34158>

o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion because of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion and a plan for providing services to students who are out of school for more than ten days; and

The school will adhere to BCPS Board Policy regarding disciplinary procedures and due process for suspensions and expulsions. The BCPS School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the school will follow the Board’s established regulations:

Suspension:

·A student must be given both written notice of his/her suspension and the reasons therefore and the opportunity to appear and respond to the charges against him/her prior to the suspension.

Recommendation for Expulsion: In severe cases when the school has exhausted administrative disciplinary action, or when the school has considered those alternatives and rejected them as inappropriate in a given situation, a hearing for due process will be held to determine further appropriate disciplinary action. Once this has transpired, the principal may request Innovation

Preparatory Charter's Governing Board to vote whether to make a request to the Superintendent that a student be considered for expulsion by the school district. Only the Sponsor can expel a student from the school, and therefore the decision to expel lies only with the School Board of Broward County.

A student and his/her parent or guardian must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the

Superintendent to answer the charges. A student and/or his/her parent or guardian will also be provided with a brief description of the student's rights and of the hearing procedure. The Board shall act on any appeal to an expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.

Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

At the start of the school year, the school will distribute the Sponsor's Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in the office with student records. Parents will be expected to take an active role in supporting this plan. For students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive, and productive learning environment. Upon request, the school administration will be available to discuss the Code of Conduct with parents. When confronted with an act that may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The school will make every effort to inform a parent of disciplinary action prior to the action being taken or at minimum within 24 hours.

.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.

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Set high expectations; foster a love of learning through recognition and encouragement; Meaningful curriculum; effective; build long lasting relationships with students; be respectful and responsible. Evaluate when necessary and hire qualified teachers.

The School Board of Broward County, Florida, is committed to the teaching of Character Education and has adopted eight core character traits as part of the Standards of Service Policy. The core character traits are *Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control, Tolerance, and Cooperation*. Through the promotion of cross-cultural understanding and core character traits, youth are equipped with the tools to succeed in the global community in which they live. Multicultural practices that spell success mean providing curriculum and activities that promote the eight core character traits adopted by the Board.

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Respect:	things.
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All stakeholders will reinforce student intellectual success as well as positive social development by actively participating in fostering a disciplined and structured learning environment. It is in students' best interest that parents and staff work together to ensure a happy, safe and productive learning experience. The Innovation Preparatory Charter family will promote this culture through communication and upholding a common philosophy of high expectations for all, a commitment to educational excellence, an expectation of parental involvement, and a collaborative infrastructure.

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Incentives for Positive Behavior (proactive behavior program)

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We will establish a school store in which students can earn points in the classroom and whenever they are caught displaying positive behaviors. They can redeem the points for items in the store

such as snacks, school supplies, sports tickets, technology items, backpacks, memorabilia, etc. We will implement the store with fidelity in order to integrate the PBIS dynamics of our school culture as well as providing real-world financial literacy.

The school expects each parent to take an active role in supporting this plan. Some school-wide incentives for positive behaviors may include extra-curricular activities, award ceremonies, Monthly Drawings (gift cards; tablets; etc.); class field trip, pep rallies, recognition from the principal, and school assemblies.

Teachers will create Classroom Discipline Plans approved by the administration, which all students will be expected to follow. These plans will be posted in the classroom and will contain positive reinforcements (rewards) and teacher-enforced consequences such as warnings, telephone call home, removal of privileges, parent-teacher conference and detention. Parents and students will receive, sign, and return each teacher's discipline plan at the beginning of the school year. Full compliance of the classroom plan will be expected.

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Some of the disciplinary actions in accordance with the district's Code of Student Conduct) include removal from class, student work assignment, peer-mediation, counseling session, revocation of the right to participate in social and/or extracurricular activities, referral to outside agency for service, other alternatives (e.g. after-school detention, parent/teacher conference, etc.).

Following the Code of Conduct, offenses for suspension and/or recommendation for expulsion include:

-Level III–Major Acts of Misconduct

-Level IV–Serious Acts of Misconduct/Most Serious

The school will hold a zero-tolerance policy for the following infractions of the Code of Student Conduct as listed in the severe clause below. Please note that this list is NOT all-inclusive, and the school administration will reserves the right and discretionary authority to enforce consequences accordingly.

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

With direction from the Code of Student Conduct, the principal and staff have the responsibility and authority for upholding a proper discipline policy thus ensuring an orderly educational system. Stakeholders of the school will share the responsibility of uphold and implementing the Code of Student Conduct to ensure a safe and productive school environment. Examples of roles include, but are not limited to:

Administrators

- Implement the Code of Student Conduct and all board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention/intervention strategies
- Use professional judgment to prevent minor behavioral incidents from escalating
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner

Teachers

- Teach and review the Student Code of Conduct
- Set expectations, teach, model, and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that support academic success
- Refer students in need of additional support to Problem Solving/School Based Team
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrated misconduct
- Use well planned, creative, and engaging instructional plans daily

Staff

- Provide students with meaningful & relevant positive feedback on their behavioral progress
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor behavioral incidents from escalating

Governing Board

- Provide appropriate training & resources to implement positive behavior interventions and support at the school
- Assist parents who are unable to resolve issues at the school
- Protect the legal rights of the school staff, principal, students, and parents
- Ensure policies and procedures. Encourage a safe and orderly school for all students, staff, and administrators.

Provide an explanation of how the school will consider the rights of students with disabilities in disciplinary actions and proceedings.

Procedures for Section 504 Disciplinary Considerations

Suspension of a student eligible under Section 504 for more than ten consecutive school days is considered a significant change in placement. Additionally, a series of suspensions within a school year that exceeds 10 cumulative days may create a pattern of exclusions that the OCR would consider to constitute a significant change in placement. These suspensions must be determined on a case-by-case basis when making that determination.

1. If the student is being considered for suspension (and it would result in more than 10 cumulative school days during one academic year) or for expulsion, a Reevaluation Meeting and Manifestation Determination review must be conducted prior to implementing a disciplinary removal.

“Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with a disability, a school district must conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student’s disability and, if so, whether the student’s current educational placement is appropriate.” (OCR Publication – Discipline of Students with Disabilities in Elementary and Secondary Schools)

Given the rights regarding discipline afforded by Section 504/ADA, it is particularly important that the Section 504 Team develop a Positive Behavioral Intervention Plan for students who present significant behavioral problems. This is best accomplished in tandem with a Functional Behavior Assessment (FBA). The Section 504 Team should also identify the types of problem behaviors that might legitimately be considered a manifestation of the student’s disability.

Further information regarding the suspension and/or expulsion of students who are Section 504 eligible is addressed within School Board Policy 5006. This document can be found at:

<https://www.browardschools.com/Page/37754>

The Discipline of IDEA/Section 504 Eligible Students flowchart can be found at (Quick Links):
<https://www.browardschools.com/Page/34158>

o Describe procedures for due process when a student is suspended or recommended to the local school district for expulsion because of a violation, including a description of the appeals process that the school will employ for students facing recommended expulsion

and a plan for providing services to students who are out of school for more than ten days; and

The school will adhere to BCPS Board Policy regarding disciplinary procedures and due process for suspensions and expulsions. The BCPS School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the school will follow the Board's established regulations:

Suspension:

·A student must be given both written notice of his/her suspension and the reasons therefore and the opportunity to appear and respond to the charges against him/her prior to the suspension.

·An appeal may be Superintendent to answer the charges addressed to the principal whose decision will be final.

Recommendation for Expulsion: In severe cases when the school has exhausted administrative disciplinary action, or when the school has considered those alternatives and rejected them as inappropriate in a given situation, a hearing for due process will be held to determine further appropriate disciplinary action. Once this has transpired, the principal may request Innovation Preparatory Charter's Governing Board to vote whether to make a request to the Superintendent that a student be considered for expulsion by the school district. Only the Sponsor can expel a student from the school, and therefore the decision to expel lies only with the School Board of Broward County.

A student and his/her parent or guardian must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the

Superintendent to answer the charges. A student and/or his/her parent or guardian will also be provided with a brief description of the student's rights and of the hearing procedure. The Board shall act on any appeal to an expulsion. Due process rights will be included in all student handbooks in a manner that will facilitate understanding by students and their parents.

Explain the process for informing students and parents about their rights and responsibilities under the code of conduct.

At the start of the school year, the school will distribute the Sponsor's Code of Student Conduct to all students. Both parents and students will be required to sign and return the Acknowledgement form provided in the handbook within the first few weeks of school. The school will retain the signed form in the office with student records. Parents will be expected to take an active role in supporting this plan. For students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive, and productive learning environment. Upon request, the school administration will be available to discuss the Code of Conduct with parents.

When confronted with an act that may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The school will make every effort to inform a parent of disciplinary action prior to the action being taken or at minimum within 24 hours.

Attachments

Section 8: School Culture and Discipline

– No Attachments –

9. Supplemental Programming

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

1. 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.

With a core philosophy combining high expectations for both students and teachers, the school will stress academic and character/social development. The school will provide students with a rigorous curriculum, as well as an extra-curricular program of activities, including team sports and a range of school clubs. Each student will have the opportunity to get involved and learn important skills such as sportsmanship, hard work, accountability, and teamwork. Students will also have opportunity to compete both athletically or academically through athletic leagues and various Future City and Project Lead the Way Robotics competitions. Students will be able to participate in school-wide productions such as the Holiday Show, a Talent show, End of Year Show, Career Day, Hispanic Heritage Show, Black History Month, and Spring Show. Other Co-curricular and extra-curricular activities may include: Art Club, Spanish, Robotics Club, Environmental Club, Safety Patrol, Guitar Club, Newspaper Club, Future City, Math Club, Science Club and Tech Club. Students will have opportunities to practice their sport at least three times per week while in season. Co-curricular activities will meet weekly; though, when preparing for a competition, or special event, it may require meeting more often to adequately prepare. The school will give all students an opportunity to participate in an array of sports that will be implemented based student interest. Students are exposed to opportunities for project-based learning. Project-based learning is the nation's leading provider of STEM programs. Students will be exposed to engineering and critical thinking. Project-based learning was developed to work with current standards such as the Common Core Standards for Math and English Language Arts and the Next Generation Standards for Science. We will incorporate modules where students study concepts such as light, sound, motion, algorithms, and nature.

The school is implementing this program in addition to the science curriculum with a certified Elementary School teacher. Fundraising will serve as a catalyst to fund these programs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

The school will also offer parents an After Care Program, which in turn helps to fund the various expenses for co-curricular activities and tutoring that will take place after school and on Saturdays. The school will also participate in various community service projects and fundraisers such as the

Scholastic Book Fair, United Way, World's Finest Chocolates, and McDonalds Teacher Night.

Attachments

Section 9: Supplemental Programming

– No Attachments –

ORGANIZATIONAL PLAN

10. Governance

Section Evaluation

– Not Rated –

– No Final Rating –

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

Innovation Preparatory Charter, Inc operating as Innovation Preparatory Charter, a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation, (Attachment H) and Bylaws (Attachment J). Innovation Preparatory Charter, Inc. is exempt from federal income tax as per the 501(c)(3) tax-exempt filing paperwork (Attachment I).

2. Provide the following documents, if available, as attachments:

- 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

3. 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.

Innovation Preparatory Charter, Inc's Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school. Innovation Preparatory Charter Inc. will hire Innovation Preparatory Charter to oversee academic direction, curriculum, and budgetary functions. The school principal, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board.

The school's faculty and staff will report directly to the principal, who shall report to the Governing Board. The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the

mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community. The policies and procedures by which the board will operate, including specific board member 72 powers are specifically detailed in the attached Bylaws. A brief overview of those policies and procedures is as follows:

Board Member Powers: Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board.

The Board shall have the following powers in addition to any other powers enumerated in the Bylaws and permitted by law

§ Select and remove all of the officers, agents and employees of the corporation and prescribe powers and duties for them which are not inconsistent with the law

§ To conduct, manage and control the affairs and activities of the corporation

§ To adopt, make and use a corporate seal

§ To borrow money and incur indebtedness for the purpose of the corporation

§ To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust

§ To acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property

§ To assume any obligations, and enter into any contracts or other instruments

§ To form and be a member or shareholder of a not-for-profit entity organized under the law of any state

§ To carry out such duties as described in the Articles of Incorporation and Charter Contract
Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified in the Bylaws:

- Oversee operational policies; Academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- • Report progress annually to its sponsor

Advisory Bodies

Innovation Preparatory Charter Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc. All meetings are open to the public and operate in the Sunshine. 73 School Advisory Council (SAC): SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

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

We must comply with the Florida Sunshine Law and Public Records Act, which require that meetings and records are open to the public:

- Meetings: our governing board must hold at least two public meetings per year, which must be open to the public, well-noticed, and accessible. Attendees should be able to provide input and learn about the school.
- Records: Our school records will be available for public inspection and copying upon request.
- Notice: Our Meetings will give proper notice to the public.
- Minutes: Detailed minutes of meetings will be kept.

The public can speak at our school board meeting in a variety of ways, including:

- Speaking

We will reserve time for public speakers at our meetings. Speakers may be called in the order they request to speak or grouped by topic. We will limit the time each speaker can speak depending on the number of speakers, and the total time spent on a topic. Speakers should direct their comments to the board, not to staff or other audience members.

- Written comments

We will accept written comments from the public, which can be emailed to the board.

- Handouts

We request that community members who want to give handouts to board members provide 10 copies to the communications staff before the meeting.

- Electronic devices

Attendees need to silence all electronic devices during the meeting

A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. Please see Attachment J. The Applicant will vote upon and post their meeting schedule for the opening

school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

5. 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.

When vetting potential governing board members, organizations we will consider the following:

- Job description

Create a job description that outlines the duties and expectations of board members, and incorporate the organization's mission.

- Application

Create an application with questions about the candidate's skills, interests, and experiences.

- Interview

Interview candidates and ask them about their commitment to the organization's goals, and how their skills and experience can support the mission.

- References

Ask for references and follow up to check them.

- Due diligence questions

Ask candidates questions about their ability to fulfill the board's legal and fiduciary responsibilities, their time commitment, and whether they can meet fundraising requirements.

- Warning signs

Ask questions about whether the candidate could exert undue influence over other board members.

A nominating committee may evaluate candidates, and then present their recommendations to the board for acceptance or further review

In Florida, charter school governing board members must undergo background checks and training:

- Background checks

Charter school board members must submit fingerprints to the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI) for criminal records checks. Fingerprints can be taken by an authorized law enforcement agency or a trained school or school district employee.

- Training

Charter school governing board members must participate in governance training approved

by the Department of Education. This training includes topics such as government in the sunshine, conflicts of interest, ethics, and financial responsibility.

In Broward County, Fieldprint is the authorized vendor for fingerprinting and badging services for the School Board of Broward County. The online registration and scheduling process can be started at www.fieldprintbrowardschools.com

The Florida State Board of Education's Rule 6A.6.0784, also known as the Governance Training Rule, establishes training requirements for charter school governing board members. The rule includes the following requirements in which we will adhere to:

- Initial training

All governing board members must complete a minimum of four hours of training within 90 days of their appointment. This training covers topics such as conflicts of interest, ethics, financial responsibility, and government in the sunshine.

- Refresher training

After the initial training, board members must complete a two-hour refresher training every three years to maintain their position.

- Additional training

Training plans can include additional topics that are supported by research or practitioners as important for effective governance.

- Approval process

The rule also establishes procedures for the approval of charter school governance training submitted to the Florida Department of Education.

The following is a list of the members of the school's governing board and a brief description of their backgrounds, skills, and experience highlighting their proposed contribution in servicing as a governing board member.

Innovation Preparatory Charter Inc, INC. BOARD MEMBERS

Wanda Collins – Director / Chair/Treasure/President

Ms. Wanda Collins is an accomplished educator with over 15 years of experience in the field of education. Ms. Collins also owned a successful blog for 5 years, which she has decided to close to give this new opportunity all of her attention: MathConcentration. Ms. Collins is a life and health insurance agent focused on the needs of family. Ms. Collins tailors her presentations to meet their specific needs when it comes to sustainability and leaving a legacy. Ms. Collins has experience with management/ownership and budgetary skills. Her background in S.T.E.M initiatives is a valuable asset to Innovation Preparatory Charter Inc.

Camia McDowel – Vice-President

Ms. McDowell is currently enrolled at Broward College to pursue a degree in Psychology. Ms. McDowell is caring, passionate, responsible, mobilized, guided, and can navigate and solve many

difficult situations. She is professional and exerts professionalism when dealing with others in which makes her a valuable asset to the Innovation Preparatory Charter family.

Ciara McDowell- Secretary

Ms. McDowell has experience working with others as a crewmember for Chipotle. She effectively collaborated with others to ensure customers received their orders in a timely fashion. Thus, providing excellent customer service mitigated foreseeable issues. Surveys revealed that she increased their customer retention rate by 10% due to remembering customers' orders by name. Ms. McDowell's interpersonal skills will come in handy as a secretary at Innovation Preparatory Charter.

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

The Applicant's Bylaws, Attachment J, clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. There will be a Notice of the Governing Board's intentions to elect a Director shall. This should be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. The newly created directorships resulting from an increase in the number of directors that make up the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. **Term Limits:** Each member of the Board of Directors shall have a term of life unless they resign.

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

Innovation Preparatory Charter, Inc. is a Florida not-for-profit newly developed educational institution founded on the backing of an experienced teacher. Ms. Collins has over a decade of experience in operations and management and oversight of public funds. As stated, Ms. Collins was the successful owner of a blog for the past 5 years. She also taught economically disadvantaged children for 15 years. Ms. McDowell has experience solving problems and she is caring, passionate, responsible, mobilized, and guided. She is a valuable asset to strategic planning and helping our organization solve difficult problems.

Innovation Preparatory Charter has developed a multi-tier system (management, instruction, assessment and professional development) that will increase performance across all student populations and subgroups as evidenced by their academic performance over the past two decades. Ms. Collins has worked directly with disadvantaged youth for the past 15 years. Year after year her students have made learning gains.

Innovation Preparatory Charter Inc. will implement unique and innovative strategies as Ms. Collins did to reach her students. These strategies will result in student achievement because they

are research based and proven strategies to be successful with all student populations, including ELL and ESE students, as well as those entering schools below grade level. This Board has a proven track record of operating successful, financially sound programs.

1. Complete the table below (add lines as necessary) and for each individual identified hereprovide 1) a completed and signed Board Member Information Sheet(template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Wanda Collins	Current	President/Treasurer	☒ Information Sheet ☒ Resume
Camia McDowell	Current	Vice President	☒ Information Sheet ☒ Resume
Ciara McDowell	Current	Secretary	☒ Information Sheet ☒ Resume
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I. 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:

The Governing Board is an existing entity and therefore has already been established. The Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward our school's mission. Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the school as well as participants of the charter school will complete governance training and successfully undergo a background check by the Sponsor, as specified by law. Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida

Sunshine Law, and the Florida Public Records Law. This training will be provided by The Florida

Consortium of Charter Schools or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

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

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties.

Conflicts of Interest Disclosure. The Company requires that employees disclose any situations that reasonably would be expected to give rise to a conflict of interest. If you suspect that you have a conflict of interest, or something that others could reasonably perceive as a conflict of interest, you must report it to your supervisor, an on-site Ethics Officer or an Ethics Committee Member. Such person will work with you to determine whether you have a conflict of interest and, if so, how best to address it. Although conflicts of interest are not automatically prohibited, they are not desirable.

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

Innovation Preparatory Charter Inc. currently does not have any advisory bodies. However, we will form the following advisory bodies to provide the school and the school's governing board with knowledge, understanding, and advise on school related matters. Their main purpose will be to become actively involved in fostering the school's vision and mission as well as guiding the school towards continuous improvement.

Advisory Bodies

Innovation Finance and Strategic Planning Committee: The Finance & Strategic Planning Committee serves as an advisory board to the Governing Board of Directors. They provide non-binding strategic advice and recommendations to the charter school board. The committee consists of the board members, president, vice-president, and principals, all of which are appointed by the board at a regularly posted public meeting. The committee reviews agenda topics such as facility/ project requests, budget forecasting, special projects, guidance to principals, network growth, future facility reviews, etc.

All meetings are open to the public and operate in the Sunshine. School Advisory Council (SAC):SAC will consist of school personnel, parents, students, local business, and community members. Members will be able to address and vote on pertinent school matters on a regular basis. The SAC's function and purpose is to involve stakeholders in decisions that affect instruction and the delivery of programs.

L. 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. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.

The school's governing board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The representative may be a governing board member, charter school employee, or individual contracted to represent the governing board. The representative's contact information will be provided annually in writing to parents and posted prominently on the charter school's website if a website is maintained by the school. The appointed representative and charter school principal or director, or his equivalent, will be physically present at board meetings in accordance with 1002.33 (7)(d)(1) and 1002.33(7)(d)(2), Florida Statutes. Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

Step 1: Make an appointment to clarify issue with your student's teacher (if applicable).

Step 2: Make appointment to clarify issue with the school administrator.

Step 3: Contact Educational Support Provider

Step 4: Contact Board Appointed Parent Liaison

Step 5:State concerns at a scheduled Governing Board meeting.

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:

N/A

M. Name of the partner organization. N/A

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

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

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

Attachments

Section 10: Governance

10.1	Attachment J	Collins, Wanda Jean, 9/22/24 6:29 AM	DOCX / 19.731 KB
10.2	Attachment I	Collins, Wanda Jean, 9/22/24 6:26 AM	PDF / 1.376 MB
10.3	Articles of Incorporation Ammendment	Collins, Wanda Jean, 9/22/24 6:24 AM	PDF / 402.559 KB
10.4	Attachment H	Collins, Wanda Jean, 9/22/24 6:23 AM	PDF / 60.698 KB
10.5	Statement of Assurances	Collins, Wanda Jean, 9/22/24 5:58 AM	PDF / 747.764 KB
10.6	Attachment L- Camia Resume	Collins, Wanda Jean, 9/22/24 5:58 AM	DOCX / 22.205 KB
10.7	Attachment L - Ciara Resume	Collins, Wanda Jean, 9/22/24 5:58 AM	DOCX / 18.675 KB
10.8	Attachment L - Wanda Resume	Collins, Wanda Jean, 9/22/24 5:58 AM	DOCX / 19.087 KB

11. Management and Staffing

Section Evaluation

– Not Rated –

– No Final Rating –

1. A. Submit as Attachment M organization charts that show the school governance, management, and staffing structure in
 1. The pre-operational year; The first year of school operations; At the end of the charter

term; and

2. 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.

See Attachment M – Organizational Charts

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.

At the time of application and charter contract approval with the Sponsor, the Innovation Preparatory Charter Governing board alongside support personnel, will begin the process of identifying the school leader. The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Board intends to recruit talented individuals who have knowledge of and experience with instructional, educational, and school-site matters. In order to recruit the most qualified individual who will carry out the mission and vision of the school, the Innovation Preparatory Charter, Inc Board will evaluate administrators/assistant principals within the network to identify any possible candidates who are prepared and qualified for a principal position at the new school and who have expressed an interest in such a position.

When recruiting, selecting, and hiring a principal, the board will consider the following:

- Start early

We will start the hiring process as early as winter or spring to attract and retain qualified candidates.

- Estimate staffing needs

We will estimate our staffing needs for the upcoming year by considering incoming and outgoing students (other schools within the scope of our school) as well as anticipated program enrollments.

- Create an interview team

The governing board will create an interview team that will include themselves and representation from the school and teacher leaders, and additional staff.

- Review job description

The hiring team can review the job description to establish the priorities of principal candidates.

- Consider search services

Search services can be a tool to find and hire the best leaders such as Indeed, Monster, and Zip Recruiter.

The time it takes to complete the application review process, interviewing, and assessment, and final selection for one of our jobs can vary depending on the role:

- Resume review: This can take around one week.
 - Technical assessments: These can take one to two weeks, and are often required for positions that require technical skills.
 - Interviews: These can take three to four weeks, and may include technical and behavioral interviews.
 - Offer and negotiation: This can take one to two weeks, and includes final checks and offer negotiations.
 - Response time after an interview: 24 business days.
 - Time to hire: The average hiring process is three to six weeks
-
- The school will adhere to the anti-discrimination provisions of s. 1000.05, Florida Statutes. At minimum, the Governing Board will seek an individual who has: extensive administrative and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; letters of recommendation; excellent communication skills; and demonstrated capacity to meet and or exceed the Florida Principal Leadership Standards. See Attachment O. School Leader Qualifications. The governing board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. More details on the evaluation of the school leader may be found in Section 12B of this application

B. 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 management structure for the school's day-to-day operations will be as follows:

- Governing board

Our school will be governed by an independent board that is responsible for the school's mission, vision, and values. The board will also develop policies to ensure these fundamentals are maintained.

A school's management structure typically includes a hierarchy of positions with well-defined roles and responsibilities:

- President of Governing Board: Responsible for the school's management and objectives
- Principal: Assists the president in achieving the school's vision and mission
- Assistant Principal: An administrative officer appointed by the president
- Treasurer: Responsible for the school's financial resources
- Cashier: Assists the treasurer with routine financial transactions
- Secretary: The secretary ensures the board complies with local, state, and federal requirements for board information. This helps the board and district succeed and promotes

transparency and trust.

The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the School and/or board members for school's operational needs to be met.

The administration will implement policies and procedures for the daily operations of the school. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies and procedures are being implemented in accordance with the school's mission. Faculty and staff will be responsible for carrying out these procedures in their day-to-day duties, activities, and interactions with students, teachers, and parents of the school. The duties and key roles for these key personnel are detailed in the job descriptions. The Governing Board has the ultimate responsibility of ensuring that the school's finances are managed properly. As per the duties described in Section 10 Governance, the Board will annually adopt and maintain an operating budget and maintain oversight of all school-based finances.

The Governing Board will ensure that the charter school has retained the services of a certified public accountant for the annual financial audit. The board has also established financial policies and internal controls for the school's operational and internal accounts. These policies and controls are detailed in Section 21, Financial Management and Oversight, of this application.

C. 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. Refer to Staffing plan provided in Attachment X (Operating Budget/Staffing Plan) Refer to Attachment Q for Job Descriptions for the school's teachers

D. 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. Note: Innovation Preparatory Charter Inc. is committed to interviewing any and all staff members currently employed with BCPS. An orientation will be conducted for staff members interested in working in our School.

This process will include an observation of the teacher by subject area specialists prior to the end of the 2029-2030 school year. In addition to the observation, a verbal interview will be conducted with a panel of Innovation Preparatory Charter Inc. educators.

Recruitment – The School will ensure that faculty members are certified, highly qualified professional personnel.

Accordingly, the School will: Recruit teachers through various local and national job fairs and teacher fairs, coordinate efforts to partner with postsecondary educational institutions to serve as

host school for interns whenever possible, and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities and via word of mouth.

Selection Process- The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; State Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

Hiring Process - The Principal, once hired, recruits teachers and may appoint a committee to screen highly-qualified and certified teachers. This committee develops an interview questionnaire for specific positions, conducts initial screening interviews and makes recommendations to the principal. The principal reviews recommendations, conducts final interview, and makes all final hiring decisions within the scope of the budget, as approved by the Governing Board. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes. Furthermore, the school will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees.

Staff Development Plan - In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high-quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. Detailed information on the School's plan for professional development may be found in Section 13. Professional Development of this application.

Retention of Staff: The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive.

We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns. The school's plan for professional development also serves to enhance each employee's experience at the school. Innovation Preparatory Inc. offers teachers and staff opportunities for growth and advancement within the Innovation Preparatory Charter Inc. family through participation in an Aspiring Assistant Principal and Aspiring Principal program. The school will provide a wide range of benefits such as Flexible Benefits Plan; Retirement/401(k) Savings Plan; Bereavement Leave; Dental Insurance; Family Medical Leave; Financial Counseling; Health Insurance; Holidays; Life Insurance; Long-Term Disability; Sick Leave; Vision Care Insurance to ensure the retaining of qualified and capable staff. These fringe benefits are reflected in the budget – See Attachment X.

Flexible Spending Account (FSA): A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses for predictable non-reimbursed health care expenses and dependent care expenses

during the plan year.

Support for Beginning and Struggling Teachers: Observation of new and struggling teachers by veteran teachers and support strategies will be implemented as applicable. Additional information on staff retention may be found in Section 12.B and 12.C.

Attachments

Section 11: Management and Staffing

11.1	Attachment P	Collins, Wanda Jean, 9/22/24 4:02 AM	DOCX / 5.659 KB
11.2	Attachment M	Collins, Wanda Jean, 9/22/24 3:42 AM	PDF / 300.313 KB
11.3	Attachment O	Collins, Wanda Jean, 9/22/24 3:41 AM	DOCX / 13.638 KB
11.4	Attachment N	Collins, Wanda Jean, 9/22/24 3:41 AM	DOCX / 3.592 KB
11.5	Attachment Q	Collins, Wanda Jean, 9/22/24 3:40 AM	DOCX / 27.325 KB

12. Human Resources and Employment

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

1. 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 uses contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.

The relationship between the school and its employees is that of an employment-at-will and will be entered voluntarily in accordance with §1002.33(16)(c)(3), Florida Statutes.

Although employment is based on mutual consent and both the employee and the school have the right to terminate employment at will, with or without cause or advance notice, the school may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps 1) verbal warning 2) written warning 3) suspension with or without pay, or 4) termination of employment, depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

- **Contracts** - Instructional personnel will receive either a probationary contract (for instructional personnel new to the profession or new to the district) or an annual contract (for personnel who have completed a probationary contract or are already under an annual contract). The nature and purpose of these contracts is to clearly provide just cause reasons, and process, for suspension or dismissal of instructional personnel during the term of an annual contract. At the end of the probationary contract, the Governing Board may choose to award or not award the Teacher an

annual contract pursuant to §1012.335, Florida Statutes, with or without cause. Teachers will be evaluated in accordance with provisions of §1012.34, Florida Statutes.

2. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (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.

A value-added model (VAM) method will be used to measure the impact of a teacher and principal on student learning and evaluation requirements. VAMs are often used in education.

Here's how VAMs work:.

- Predict scores: VAMs use a variety of measures to predict how each student will score on a test.
- Compare scores: VAMs compare the predicted scores to the actual scores of the students.
- Isolate teacher contribution: VAMs isolate the impact of each teacher by comparing their students' scores to the scores of other students in the same grade and to the scores of those same students in previous years.

VAMs are considered fairer than simply comparing student achievement scores because they account for factors like past performance and income. However, some critics say that VAMs are biased and that much of the results are due to chance or conditions beyond the teacher's control.

Here are the ways we will use the VAMs tool to evaluate principal performance:

- Measure school improvement: Principals can use VAMs to measure school improvement and determine the effectiveness of programs and instructional methods.
- Target professional development: Principals can use VAMs to target professional development initiatives.
- Evaluate the impact of a principal: Research in Texas has shown that principals have a large impact on student achievement, and that an effective principal can improve student performance by two months or more per year.

The Florida Statutes for Evaluations

• Administrator Evaluations - In compliance with s. 1012.34, F.S., the administrator's evaluation must be based on the following components:

1. Performance of students - At least one-third of a performance evaluation will be based upon data and indicators of student performance* This portion of the evaluation will include growth or achievement data of the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available will be used.
*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16. For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some, or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.)
2. Instructional Leadership - At least one-third of the performance evaluation must be based on instructional leadership. Evaluation criteria for instructional leadership must include

indicators based upon each of the leadership standards adopted by the State Board of Education under s. 1012.986, including: performance measures related to effectiveness of classroom teachers, recruitment and retention of effective & highly effective teachers, improvement in the percentage of instructional personnel rated as highly effective & effective, appropriate use of evaluation criteria and other practices that result in student learning growth.

3. Professional & Job Responsibilities - the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as adopted by State Board of Education and/or the Governing Board of the school and may also include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate.

The principal will be governed by The Florida Principal Leadership Standards (FPLS) as set forth in rule as Florida's core expectations for effective school administrators. The FPLS matrix provides a means for Level I educational leadership programs to describe the program's alignment to each FPLS.

The Governing Board will conduct formal administrator evaluations annually in accordance with s. 1012.34, F.S. The evaluation systems for school administrators must:

- Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Identify those teaching fields for which special evaluation procedures and criteria are necessary.
- Differentiate among four levels of performance as follows:

1. Highly effective;
2. Effective.
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
4. Unsatisfactory.

- Provide training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

• Employee Evaluations - In compliance with s. 1012.34, F.S., instructional personnel evaluations must, at minimum, be based on the following components:

1. Performance of Students – in accordance with s. 1012.34, F.S., at least one-third of a performance evaluation will be based upon data and indicators of student performance. This will include growth or achievement data of the teacher's students.

*Student learning growth will be assessed annually and measured by statewide assessments using performance standards adopted into State Board Rule for courses beginning in 2015-16.

For courses/subjects not measured by statewide assessments, and courses with statewide assessments without a state-adopted growth model, the school will abide by the district's adoption of either all, some or none of the results of statewide assessments in the performance of student's component. (s. 1012.34, F.S.)

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

Accordingly, the School will implement the Instructional Performance Evaluation and Growth System (IPEGS). In alignment with the Florida Educator Accomplished Practices (FEAPs) and in compliance with s. 1012.34, F.S.

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the district and/or new to the profession) will be formally evaluated at least twice in the first year of teaching and will be under a probationary contract. All personnel must be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription (s. 1012.98, F.S.)

The CWT (Classroom Walk -Through) Program will be used frequently to provide feedback on objective - setting, appropriate higher-level thinking strategies and appropriate use of texts and Materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated to inform instruction and provide professional growth opportunities.

- Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- Differentiate among four levels of performance as follows:

1. Highly effective;
2. Effective;
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing; or
4. Unsatisfactory. - Provide training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

3. The School will be a not-for-profit, public employer, and will participate in the Florida Retirement System. Full-time, salaried employees will be entitled to Health Insurance and other benefits as detailed below. For employee insurance and benefits selection, the Governing Board has engaged the services of AvMed.

Compensation structure Note: Innovation Preparatory Charter Inc. intends to create a salary scale that is substantially higher than that of neighboring counties to recruit and retain the best teachers possible.

Innovation Preparatory Charter Inc. has studied the salary scale of counties adjacent to

Broward County and those in the southern part of the state due to its proximity to Broward County. Teachers with verified teaching experience will be placed on the appropriate step and have 7K added to their salaries. Future raises for teachers will take place in accordance with the Florida Performance Pay system.

The proposed school will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to Compensation and Salary Schedules. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "highly effective," as determined by his or her evaluation, would receive a salary increase of 5.00% of the annual salary.
- An employee who is "effective," as determined by his or her evaluation, would receive a salary increase of 3.75% of the annual salary.
- An employee who is in "need of improvement (or developing)" or is "unsatisfactory," as determined by his or her evaluation would not be eligible for a salary increase.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22). Advanced Degrees will not be used for base salary calculations but may be used for supplements. Supplements will be annual additions to the base pay but will not be part of the continuing base salary.

Employee Benefits

The compensation and benefits structure mentioned above offers teachers and staff an attractive program, which Innovation Preparatory Charter believes will help us gain a high teacher/staff retention rate. The employee may roll over his/her 401K plan or roll it over into an IRA should they change or leave jobs. Innovation Preparatory Charter Inc. benefits offer their employees a comprehensive health insurance plan with \$0 co-pays, lower family plan rates, low out of pocket maximum and \$0 coinsurance plans: Surest is a no deductible health plan where our employees can see prices in advance of seeking care. Our employees will know what they will owe in advance. Even better, prices are low for what is usually considered higher-value options, such as those based on quality, efficiency and overall effectiveness of care. With the Surest plan, our employees have option, flexibility, and they have more control.

What does the Surest plan cost?

Our employees will pay for the Surest plan through regular payroll deductions, or premiums. Their premium is the monthly amount they pay to have health insurance coverage, just as they would pay any monthly bill or subscription. We will pay \$300 towards their premium. Dependents can be added at group rates.

Employees will be provided with a group code in which they will be able to find the actual deductions on our company's benefits site.

When our employees receive care, there will also be a copayment associated with the service they receive. With Surest, our employees can look up those prices in advance and find more opportunities to save.

What is a copayment?

Copayments, often known as "copays," for short, are specific dollar amounts our employees pay for using routine services—like a doctor's visit or picking up a prescription—defined by their health plan. They will pay these prices until they hit a specified amount in health care spending. This specified amount is factored into their out-of-pocket limit.

Will I owe more than the copay?

No, the copay is the full amount our employees owe for care received from an in-network provider. The Surest plan pays the amount above the copay directly to the provider.

Is there an out-of-pocket limit?

Yes. There's an OOP limit, or the most our employees pay in copays—a cap—during a given year. Once they hit this number, they will not owe for covered services the remainder of the year, presuming they stay in-network. (Monthly premiums and out-of-network expenses don't count toward out-of-pocket limits.)

With Surest, 7 out of 10 members spend less than \$500 out-of-pocket annually!

What does the Surest plan cover?

The Surest plan covers:

- Preventive care (your annual checkup, some health screenings, vaccinations)
- Primary and specialty care
- [Maternity care](#)

- Mental and behavioral health services
- Hospital services
- Urgent and emergency services
- [Cancer care](#)
- Treatment for chronic conditions
- Substance use disorders
- Most diagnostic testing (ultrasounds and bloodwork)
- Durable medical equipment
- Prescription drugs
- And more

How does Surest work when it comes to accidents, catastrophic events and/or unexpected illnesses?

The Surest plan includes coverage for emergency care. If the emergency room visit results in a hospital stay, our employees will be covered for the hospital stay as well.

Is preventive care covered?

Yes, the Surest plan covers preventive care. Preventive services include vaccinations, routine screening tests and provider visits. If our employees also receive non-preventive services during the same visit, they might pay for that service separately.

What types of services are *not* covered under the Surest plan?

Services that are not medically necessary or considered cosmetic might not be covered under the Surest plan.

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

The School will adhere to all antidiscrimination provisions of section 1000.05, F.S. The School will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation in the hiring of its employees. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to

teach in the School. The definition of a highly qualified teacher includes meeting at least the following three criteria: - Having a bachelor's degree; - Having State credentials or certificate; and - Demonstrated core academic subject matter competence. All instructional and non-instructional personnel who are hired or contracted to fill positions and members of the governing board of the school must undergo background screening as required by Section 1012.32, F.S.

The School will be a safe, Drug-Free and Tobacco-Free Environment. All employees will be required to undergo background checks and drug-screenings.

Additionally, School employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in FAC Rule 6A – 10.080.

All **charter school personnel** will now use Fieldprint, Inc. for fingerprinting and badging. For more information, go to: <http://www.broward.k12.fl.us/police/secclear.html>.

5. 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.

Please see Attachment R - Leave of absences policies.

All other policies will be developed and approved by governing board before the start of the school year.

6. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover. As stated above, the Governing Board will evaluate the school leader and handle “Unsatisfactory leadership” by taking measures that are in the best interest of the students at the School (e.g. Professional development opportunities, additional mentorship or support, or removal/dismissal.)

The school principal and school leadership will conduct evaluations of faculty and staff in accordance with 1012.34, F.S. and take necessary actions also in the best interest of the students. The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

- Probation Period - Pursuant to Florida Statute, Section 1012.335, all instructional personnel will be issued a probationary employment contract for a period of one school year upon initial employment in the school.
- Voluntary Termination - The School will consider an employee to have voluntarily terminated

or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school. - Fails to return to work without notice to the school for three (3) consecutive days.

• **Involuntary Termination** - The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The school assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay for the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence more than 180 days, incompetency, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Attachments

Section 12: Human Resources and Employment

12.1	Attachment R	Collins, Wanda Jean, 9/22/24 6:41 AM	PDF / 22.983 KB
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13. Professional Development

Section Evaluation

– **Not Rated** –

– **No Final Rating** –

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

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

The School Principal will appoint a PD Liaison to lead the School's Professional Learning Support Team (PLST) as well as the School's Professional Learning Community. The PLST and PLC will include: the School's Principal, PD Liaison, Department Heads, and all persons who share the responsibilities of researching, developing, and providing professional learning opportunities for faculty and the School.

1. 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 professional development will be evaluated.

The School's Professional Learning Support Team (PLST) and Professional Learning Community (PLC) will create a professional development plan that will: be related to specific performance data for the students (to whom the teacher or administrator is assigned); define the in-service objectives and specific measurable improvements expected in student performance as a result of the in-service activity; and include an evaluation component that determines the effectiveness of the PD Plan. As part of the continuous improvement model at the School, the goal of the PLST will be to discuss, plan and implement a comprehensive PD Plan that aims to deliver professional development activities that are timely, relevant, research based and aim to 'increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum', improve teacher effectiveness and prepare students to be college and career ready. Research has found the following components are necessary to make professional development effective:

Components include:

- Focus on Student Learning and School Improvement Goals;
- A Systemic Approach;
- Supportive Leadership;
- Data-Based Planning;
- Research-Based Content;
- Collaborative Learning; and

- Follow-up to Facilitate Implementation;

-Evaluation.

The core components of the school's professional development plan are aligned with the continuous improvement model to support effective implementation of: - Targeted instruction based on data analysis of summative and formative assessments; - Differentiated Instruction to meet the needs of all learners; and

- The school's adopted curriculum and program design.

The School will address PD needs of staff through both school-wide and individualized PDs that may be employee initiated or administratively recommended and/or mandated. Some mandated courses may include but are not limited to: state mandated coursework in exceptional student education; specific endorsements such as reading, gifted or ESOL; and the like. The professional learning communities at the school for the entire staff, will seek to augment institutional capacity of the staff for the benefit of increased student learning and encouraging reflective practices. Additionally, the School will benefit from being part of a larger network as Somerset shares professional development opportunities amongst all Somerset Schools within the System (e.g. gifted endorsement, CRISS training, CollegeBoard – SpringBoard Curriculum Training, to name a few). Schoolwide professional learning communities also implement certain school wide PD as well as the School's projected plan for their site (as a means to address their learner's and teacher's needs), teachers and staff will also have the opportunity to pursue additional courses and resources offered by the Sponsor in order to pursue PD that will address their pedagogical needs, improving teacher effectiveness and as a result student performance and achievement (and it should be noted – that is the goal, not merely earning requisite in-service points needed for recertification).

The PLST and PLC will support the faculty and staff throughout the year by leading and directing professional learning on-site, while documenting all on-site activities through MyLearningPlan, or any approved process the Sponsor has dedicated.

The effectiveness of the School's professional development plan will be assessed utilizing both the appraisal system within the MyLearningPlan platform and the end of year climate surveys submitted by the staff. The results of these systems will be evaluated by the members of the PLST and PLC used to project learning objectives for the following school year

1. 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?

- Prior to school opening, there are two phases of teacher preparation, one addressing the entire faculty and staff, and the other addressing the unique needs of new teachers- New Teacher Orientation. New teachers will have the opportunity to participate in the Innovation Preparatory New Educator Support Training, which provides new educators with tools for entering the field such as classroom management techniques, strategies for effective communication with parents and how to access student data and gradebooks.
 - Professional Learning Communities- A Professional Learning Community (PLC) is a process where teachers work together to improve their teaching skills. Teachers work in teams and use student information to develop strategies to improve their classroom practices. We will allow teachers to participate in an "Early Bird Training" two weeks before teacher planning at the start of the school year. During this time, teachers will be able to disaggregate student data at the start of the school year.
 - School Mission and Vision Training - All personnel will participate in schoolwide Vision/Mission discussion and learn the School's program and philosophy
 - Curriculum Implementation by Subject/Specialty – Teachers will participate in individual department trainings related to curriculum implementation
 - School Literacy Plan – Teachers will be exposed to the School's literacy plan on how to differentiate and individualize instruction in order to create effective targeted instructional lessons
 - Data-Driven Decision-Making – Administrators and staff collaborate to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement..
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 scheduled for common planning. All teachers will receive a 50-minute individual planning time each day. The School-wide professional development plan will be ongoing, sustained, inquiry-based learning that occurs weekly throughout the school year. In-Service -Professional Development Calendar:

K-6 Teacher Planning Days: 8:00 - 11:00 All Sessions

K-6 Early Release Days (3 hours) Professional Learning Community(PLC)/Centers to Maximize Learning

Professional Learning Community Rotations According to Groups:

(3 hours) Innovative Projects-Based Learning

(3 hours) Cross-Curricular Writing Strategies

(3 hours) Differentiated Instruction to Increase Student Achievement

(3 hours) Project-Based Learning

Attachments

Section 13: Professional Development

– No Attachments –

14. Student Recruitment and Enrollment

Section Evaluation

– *Not Rated* –– *No Final Rating* –

A 1. 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.

Applying at Our School

Applications are continuously accepted by our school through our online enrollment system or in person.

Parents/Guardians will be able to use their computer, smartphone, or tablet to enroll their child. If they do not have access to the internet or they need assistance, they will be advised to contact the school.

The parent/guardian will be directed to bring with them valid documentation such as proof of residency, proof of age, proof of medical exam, proof of immunization, and school records: submit the most recent report card and/or transcript needed for appropriate grade level placement; or, complete a Release of Information Form and our school will request the appropriate educational records from all previous educational programs. Please note: Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes the registration form) Attachment S.

A comprehensive advertising and promotional plan will include the use print and online media to disseminate information about the School's educational program and open enrollment period. The School will utilize a variety of media and prepare a plethora of promotional materials to promote the School and recruit students from the community. The School will make a concerted effort to make this educational option known and available to the harder-to-reach families, including families living in poverty, academically low-achieving students; students with disabilities and ELL students. The School will use traditional venues, such as preparing promotional flyers and/or brochures and postcards and sending via direct mail, posting in minority and community periodicals as well as sending Materials to community groups, placing at a variety of churches throughout the community and other places of worship, and local public facilities such as community centers, parks/recreation centers, libraries and other locations of public access as permitted by local regulations. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it.

Promotional items and announcements will be prepared in multiple languages, as needed to best reach out to the county's growing diverse population, and ensure all families feel welcomed and are encouraged to apply. The advertising and promotional effort will attempt to attract diversity of the student body, making certain that harder-to-reach families are not only aware of the School, but also informed of their eligibility for their children to attend this free, public, high-quality charter school option. By publicizing the availability of the School throughout Broward County, the racial/ethnic balance of the School should reflect the diversity of the community.

Digital and social media marketing/advertising will also be used in order to reach out to a broad audience through ads which direct parents to click on the School's website. Examples of social and digital marketing/ads include: Ads on Facebook, Digital ads on Pandora, Sponsored ads on Instagram, Google Ads. The School will also capitalize upon the success and presence of the Innovation Preparatory Charter brand in the Florida community and tap the "word of mouth" and social media frenzy using existing social media venues (e.g. twitter and Facebook) making "friends" and friends of friends... aware of a new School option that will replicate a quality program in a new geographic location that may be more advantageous to them.

The School will distribute press releases and/or public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information, including the school's website information. Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials and community leaders will be invited to visit the School. They will also be given an updated on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings. As a charter school, our marketing campaign, alongside the lack of zoning boundaries, allows for a more diverse student population. The School will make great efforts to reach families reflective of the demographic of the community it serves and of the traditional public schools in surrounding areas. Costs for advertising and promotion of the school are listed in the school's start-up and operating budget, Attachment X.

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.

Discrimination Policy Statement:

Innovation Preparatory Charter does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The governing board and administrators will also work with diverse community groups to seek assistance in disseminating information.

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. Innovation Preparatory Charter will enroll all students who are eligible to attend Broward County Public Schools.

Open Enrollment and Lottery

Open Enrollment for the 2025-2026 school year is June 1- July 31, 2025. Lottery day is 08/01/25 with results on the 2nd. All applications submitted within the Open Enrollment period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment.

When Innovation Preparatory Charter has reached the point where we have a waiting list, we will use [Unified Solutions for School Districts & Charters - SchoolMint](#) lottery component that offers blind lottery to enroll students.

School Mint is a system-generated, random lottery, that will be processed to determine who is offered a seat at the school. Lottery results will be emailed to the address entered into the application as well as posted on their SchoolMint Dashboard. For more information regarding lottery preferences, enrollment, and registration, please do not hesitate to call.

Enrolling with our Online Registration

When their child has been offered a seat at our school, they will go to their SchoolMint Dashboard to continue with the registration process. In order to enroll their child, they will need to accept the offer within 10 calendar days. Next, they will need to complete the registration process online using their School Mint account within 20 calendar days of accepting their offer. Lastly, but not least, our enrollee must upload the required documents within 20 business days of accepting their offer. If they have trouble uploading their documents, they can call our enrollment department at the school for further assistance or bring them in. Someone will be happy to assist them when they arrive on our campus.

Attachments

Section 14: Student Recruitment and Enrollment

14.1	Attachment S	Collins, Wanda Jean, 9/22/24 6:45 AM	PDF / 925.834 KB
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15. Parent and Community Involvement

Section Evaluation

– Not Rated –

– No Final Rating –

A 1. Briefly explain 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.

Parental and community involvement in the School is a fundamental and required part of the philosophy and operation of the School. The goal is to encourage parents to be active participants in their child's education and give the community ownership of a high-quality educational program and teach children to be civic-minded and socially responsible. Parents and community members will have extensive opportunities for involvement in aspects of school operations. Through the parent/teacher group, PTSA -), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process.

Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Volunteers – parents will be welcomed to volunteer at the School during various school activities, e.g. assemblies and meetings, student activities, etc. Volunteer opportunities to complete parent participation hours will also be communicated through newsletters, the School website, schoolnotes.com, email and calls home. Volunteer opportunities will be plentiful and yearlong. Some of these will include activities such as chaperoning field trips, assisting with class and community service projects, helping in the library, participating in Career Week and Family Day, and assisting with the School store. Volunteerism will also include completing climate and other on-line surveys, attending open house and/or parent to teacher conferences; serving as a mentor family to a new family, etc.

Parent Teacher Student Association. **PTSA** is a volunteer association where parents, educators, students, and other citizens can be active in their **schools** and communities.

- Quarterly Parent/Teacher Conferences – hosted in the mornings at the School where parents can discuss topics that affect their children's educational progress.
- Open houses, Career Fairs, Family Day - events held to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Newsletters, and Event Calendar – updated regularly to disseminate information and maintain open lines of communication in the community.
- Community Service Projects – students, faculty and parents will participate in activities to help, give back to, and connect with, the community.
- Parent Club- dedicated to work in partnership with the families, faculty, and community to

provide resources for the school through fundraising and volunteering. The club strives to support students in an academic environment that encourages character building.

- Parent-Link Phone calls – to broadcast messages pertinent to the families (these calls may include upcoming testing info reminders, emergency updates, and/or scheduled early release reminders).
- Parent Workshops on education-related topics, (e.g. navigating the parent portal and electronic gradebook, decision-making regarding school performance, how to apply for financial aid for college, student assessment needs, to name a few) will be offered.

Before the start of school, the governing board will appoint a non-partial representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The information for this individual will be found on the school's website and will also be accessible through staff at the school. Please refer to Section 10 - Governance for specific procedures for resolving disputes.

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, purposes, 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 School will also partner with all other schools within the district, and benefit from numerous partnerships that the district has already solidified. Additionally, the School will look to work to partner with the local municipality, for a variety of community projects in an effort to be a good neighbor and have the local area embrace the School, thereby forging a mutually beneficial relationship.

Additionally, the School will work to form partnerships with local businesses, including the uniform supply store, local grocery stores, local banks and other area vendors who may elect to assist with beautification projects and school fundraisers. The School will also invite in-kind donations. The School will also seek to partner with various non-profit organizations and mentoring programs to assist in the holistic educational experience for the student.

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). The school will enroll all students eligible to be enrolled in Broward County.

D. Describe the process of appointing a representative to facilitate parental involvement, provide parents access to information, and resolve parental disputes. Include a 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.

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](#).

Attachments

Section 15: Parent and Community Involvement

15.1	Attachment T	Collins, Wanda Jean, 9/22/24 6:49 AM	DOCX / 16.027 KB
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BUSINESS PLAN AND ADDENDUMS

16. Facilities

Section Evaluation	
– Not Rated –	– No Final Rating –

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

Based on our enrollment assumptions, we would need about 58,800 square feet and this is without a playing field. We desire a location that is available and meets the size, and layout of space needed in any area in Broward County. We will need about 53 classrooms, 2 offices; a gym, cafeteria space; library; computer and science lab.

As far as classrooms are concerned, 60% is the minimum occupancy rate for student stations required by Florida Statutes.

- Space per student

Our school will typically allocate 60 square feet of space per student.

- Space division

Two-thirds of the space will be allocated to classrooms, and one-third will be allocated to office and support areas.

- Flexibility

Our school is designed to be flexible, with modular partitions that can be adapted to the needs of students and teachers.

We will choose a school location accessible to the target student demographics, and it should be close to public transportation, parking, and school buses. It can also be beneficial to be close to other educational or cultural institutions.

We will utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. We will also use a facility that complies with the Florida Fire Prevention Code, pursuant to s. 633.208, as adopted by the authority in whose jurisdiction the facility is located as provided in paragraph (a).

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

If we reach capacity of 840 students, we will need a facility that is at least 50,400 square feet to accommodate 53 classrooms, 2 offices, a gym, cafeteria space, library, computer and science lab because Florida mandated class sizes are as follows:

18 students in prekindergarten through grade 3; 22 students in grades 4 through 8; and 25 students in grades 9 through 12. Thus, we will need about 46 classroom teachers by year 5 as well as 4 Physical Education teachers, 1 art teacher, 1 music teacher, 1 world language arts teacher, 2 reading specialists, 1 ESL teacher, 1 gifted teacher, and 1 ESL teacher.

The estimated costs is based on an assumption of 840 students by year 5. We estimate, 60 square feet per student with a need of about 50,400 square feet. We will assume a facilities allowance of \$1020 per student. We will multiply the number of projected students x our facilities allowance: $840 \times \$1,020 = \$856,800$. Thus, the total estimated annual cost for lease would be \$856,800. We anticipate electricity to reach to \$57,282 in year 5. Please see attachment X for years 1-5 utilities projections. We project water and utilities to reach to \$13,820 in year 5. Please see attachment X for years 1-5 water and utilities projections. We anticipate other services such as fire alarm, pest control, etc to reach a cost of \$10,365. Please see attachment X for years 1-5. We anticipate inspection costs to reach \$2706 in year 5. Please see attachment X for years 1-5. We anticipate repairs and maintenance of facility to reach \$2706. Please see attachment X for years 1-5. We do not anticipate renovation costs during the first 5 years of operation. We anticipate maintenance supply costs to reach \$21,595 by year 5. Please see attachment X for years 1-5.

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

There are a number of strategies that we will use to secure a facility, including:

- Leasing: Leasing can be a good option because it has lower upfront costs, fewer property management responsibilities, and provides flexibility. However, management and other fees may be higher in the long run, and we may not build financial assets.
- Incubator sites: Using a leased public or private facility as an incubator site can help control costs in the short term.
- Bond financing: Bonds are a common way to finance public development projects, and can also be used as a way for us to secure a facility.
- Public funding programs: We will explore public funding programs as a way to secure a facility as well.
- Fundraising: We can raise funds to help secure a facility.

I. Describe the back-up facilities plan

We will buy land and build modular classroom and offices as a temporary solution or we could transform a warehouse into our school if the warehouse meets building code requirements.

Attachments

Section 16: Facilities

– No Attachments –

17. Transportation Service

Section Evaluation

– **Not Rated** –– **No Final Rating** –

Transportation is the responsibility of the school and and therefore we **must provide it according to the district, state and federal rules and regulations**. The school agrees to provide transportation for the school's students in accordance with the requirements of Chapter 1006, Florida Statutes so there is not a barrier to equal access for all students residing within a reasonable distance of the charter school.

Therefore, we will provide free bus transportation to registered students who live within 2–4 miles of the school.

Attachments

Section 17: Transportation Service

– No Attachments –

18. Food Service

Section Evaluation

– **Not Rated** –– **No Final Rating** –

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.

Note: It is the intent of Innovation Preparatory Charter to contract with the school district to provide a breakfast and lunch program for students. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. Innovation Preparatory Charter Inc. will be an approved Sponsor of the National School Lunch Program (NSLP) once I receive my signed Charter school agreement and therefore the School will participate in the free/reduced priced meal program.

We will have a Verification Plan that is implemented each school year. During the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR).

Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits. The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Florida Automated Nutrition System (FANS).

The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment;
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into student information system;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.
- Contracting Services - The School may contract with an independent provider to prepare and provide meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from registered vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The private vendor will be required to maintain and supply the school with equipment to hold the meals and daily records of all lunches served and current copies of inspection and insurance certificates.
- Lunch Area - The school facility will include a lunchroom or, at minimum, a seating area that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Attachments

Section 18: Food Service

– No Attachments –

19. School Safety and Security

Section Evaluation

– *Not Rated* –– *No Final Rating* –

1. Describe what steps the school would take to assure there is a safe-school officer present while school is in session, pursuant to section 1006.12, F.S.

To ensure a safe-school officer is present while school is in session, we will take the following steps:

- Partner with law enforcement or security agencies

We will work with these agencies to assign safe-school officers to our school facility.

- Collaborate with charter schools

Our charter school governing board will work with district school boards to ensure we have access to safe-school officer options.

- Respond to notices of deficiency

Our school safety specialists will respond to notices of deficiency in writing and verify that a safe-school officer is present by the next school day.

- Submit a written plan

If a deficiency is not corrected within the specified time, a written plan must be submitted to describe how the district will bring the school into compliance. The plan must include an estimated completion date and alternate security measures.

- Notify the Commissioner of Education

If a deficiency is not resolved in a timely manner, the Office will notify the Commissioner of Education.

Safe-school officers are responsible for protecting the safety of students, faculty, and visitors at Innovation Preparatory Charter. They may be police officers, deputy sheriffs, or Guardians. We will be open to any of the safe-school officers willing to protect the safety of our students.

1. Alyssa's Alert. A charter school is authorized to select any mobile panic alert system that meets all

requirements of Section 1006.07(4), F.S., including a system that is not the same one selected by the charter's

sponsor. Prior to contracting for a system that differs from that used by the charter's sponsor, a charter school

must consult with the sponsor on any potential safety impact of using a different system.

Alyssa's Alert Vendor:

Raptor Technologies

A K-12 safety software provider with a presence in Florida. Raptor offers a suite of school safety software and services, including automated attendance and dismissal products.

2. Explain how the school will adopt an active assailant response plan and provide annual training on the plan, as required by section 1006.07(6), F.S.

- Adoption

Our charter school governing board will adopt an active assailant response plan.

- Training

All school personnel will receive annual training on the plan's procedures during teacher/staff planning such as mock training exercises which will be conducted regularly to ensure preparedness and familiarity with response strategies. Training will be conducted by qualified instructors with experience in law enforcement or military operations.

- Emergency Drills

- Emergency Drills. Drills conducted at our school must be coordinated with the district's school safety specialist and documentation required by subsection (15) must be provided by our school to the sponsoring district's school safety specialist, by the method and time, as established by the district's school safety specialist.
- Certification: By October 1 of each year, the charter school principal must certify that all school personnel have received training.

- Documentation

The training completion must be documented in the Florida Safe Schools Assessment Tool (FSSAT).

- Training participation

The training should include participation from the district school safety specialist, threat assessment team members, faculty, staff, and students.

- Training provider

The training should be conducted by the law enforcement agencies designated as first responders to the school's campus.

The School Safety Specialist Training Program will be developed and implemented by the office. This program will be based on national and state best practices and include active shooter training.

3. Explain how the school will establish a threat assessment team as required by section 1006.07(7), F.S.

Our threat assessment team will include people with expertise in counseling, instruction, school administration, and law enforcement. We will also have a designated leader, such as a principal or administrative designee.

The following are components we have established for our threat assessment team in Innovation Preparatory Charter:

- Training: All team members must complete mandatory annual threat assessment training.
- Protocols: The team should have clear protocols and procedures.
- Meetings: The team should meet regularly to collaborate (At least once a month).
- Guidance: The team should provide annual training and guidance to students, staff, and parents. (Preferably at the beginning of the school year).
- Reporting: The team should have a process for receiving and responding to reports that raise safety concerns.
- Guidelines: The team should follow established guidelines and best practices, such as the Florida Student Threat Assessment Guidelines (FSTAG).
- Core team members: The principal should identify core team members and alternate core team members before the start of each school year.
- Purpose: The primary purpose of the team is to determine if someone poses a threat, mitigate risks, and ensure safety

Law enforcement and mental health professionals are both important members of our threat assessment team, whom are apart of our multidisciplinary threat assessmet team that aims to prevent potential threats:

- Law enforcement

A sworn law enforcement officer is essential to a threat assessment team because they have access to law enforcement databases and resources. Law enforcement is also important for intervening if a threat escalates.

- Mental health professionals

Mental health professionals can provide insight into the state of mind of the person being assessed, and whether they need help such as hospitalization or crisis treatment.

4. Explain how the school will accurately and timely report incidents related to school safety and discipline as required by section 1006.07(9), F.S.

According to Florida Statute 1006.07, we are required to report the following events:

- Threats: We must notify parents of threats to students in a timely manner.
- Unlawful acts: We must report unlawful acts that occur on school grounds, during school transportation, or at school-sponsored events. These include:
 - Weapons possession or use
 - Murder, homicide, or manslaughter
 - Sex offenses
 - Natural emergencies
 - Exposure as a result of a manmade emergency

We are to report incidents through the School Environmental Safety Incident Reporting (SESIR) System. SESIR collects data on incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events.

Parents of public-school students have the right to access school safety and discipline incidents as reported pursuant to s. 1006.07(9)

Attachments

Section 19: School Safety and Security

– No Attachments –

20. Budget

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

1. Please see attachment X contains an operating budget covering each year of the requested charter term that contains revenue projections as well as first year of operation projections such as expenses and anticipated fund balances. The budget is based on the projected student enrollment. I decided to use my own budget template.

2. See Attachment Y

3. N/A

D.

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district. The income is budgeted conservatively, as it is based on the 2024-2025 FEFP second calculation revenue estimator for our income estimates in year one. The school will be eligible for Capital Outlay in year 3. For each of the subsequent years of the budget, there is a slight percentage annual increase of 1.44% in FTE and 3.20% increase pertaining to other funds. Therefore, we must be extremely careful about how we spend our funds.

Transportation Revenue is consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers here reflect the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders and "ESE Student Riders" include only ESE Riders.

Florida Statutes School Meals Reimbursements - Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

Florida Statutes Teacher Salary Allocation is provided pursuant to Specific Appropriation 87, Chapter 2013-40, Laws of Florida, and Section 26 of Chapter 2013.

Staff Salaries: Assumed an average teacher salary according to Broward School district of \$47,500 + benefits towards retirement.

\$90,000 per year for the Principal Salary, \$65,000 for the Assistant Principal.

Academic Supplies \$35,700: Calculated at \$70 per student for academic supplies for year 1.

Academic Supplies \$25,650: Calculated at \$45 per student for academic supplies for year 2.

Academic Supplies: \$28,642: Calculated at \$45.90 per student for academic supplies for year 3.

Academic Supplies: \$32,024: Calculated at \$46.82 per student for academic supplies for year 4.

Academic Supplies: \$38,108 Calculated at \$47.75 per student for academic supplies for year 5.

Estimate Liability and Protection Insurance is about \$20,400: Assumed approximately \$40 per student for corporate insurance policies which would include general liability, directors and officers, student accident insurance, etc. The Florida charter support unit recommends \$40 per student be set aside for this purpose for year 1.

For year 2, we estimate approximately \$42 per student, which will equate to \$23,940. For year 3, we estimate approximately \$44.10 per student, which will equate to \$27,518.40. For year 4, we estimate approximately \$46.31 per student, which will equate to \$31,672.62. For year 5, we estimate approximately \$48.62 per student, which will equate to \$38,798.96.

Estimate Renters Insurance will be per square foot. For the first year, we estimate 0.80 per square foot, which will equate to \$23,920. For year 2, 0.84 per square foot, which will equate to \$30,240.00. For year 3, 0.88 per square foot, which will equate to \$34,927.20. For year 4, 0.93 per square foot, which will equate to \$40,007.52. For year 5, 0.97 Per square foot, which will equate to \$49,009.21.

Textbooks (\$129,600-540): Set aside funds to purchase 3 books per student at \$80 per textbook for the first year. For year two with the anticipation of 60 new students, we would spend \$14,544 at \$80.80 per textbook; year 3 we anticipate 60 new students. Therefore, we would spend \$14,836 at \$81.61 per textbook; year 4 we anticipate 60 new students. Therefore, we would spend \$14,836 at \$82.42 per textbook; year 5 we anticipate 120 new students. Therefore, we would spend \$29,969 at \$83.25 per textbook.

Year 2, we anticipate paying \$6,545 for 81 replacement books. Year 3, we anticipate paying \$7,345 for 90 replacement books. Year 4, we anticipate paying \$8,160 for 99 replacement books. Year 5, we anticipate paying \$2,248 for 27 replacement books.

Year 4 is a new textbook adoption and if we are full, we expect to pay \$59,345 for 720 new books. Year 5, if we are full, we expect to pay \$69,929 for 840 books.

During year 1, we will purchase 1080 consumable books at \$8.00 per book for a total of \$8,640. During year 2, we will purchase 1,200 consumable books at \$8.08 per book for a total of \$9,696. During year 3, we will purchase 1,320 books at \$8.16 per book for a total of \$10,772. During year 4, we will purchase 1,680 books at \$8.24 per book for a total of \$11,869. During year 5, we will purchase 1,680 books at \$8.32 per book for a total of \$13,986.

Furniture: We anticipate 30 classrooms in year 1, thus it will cost about \$2,850 per classroom for leasing furniture, which will equate to \$22,555. We anticipate an additional 4 classrooms in year 2, thus it will cost \$25,592 to lease furniture. We anticipate an additional 4 classrooms in year 3, which will equate to a lease amount of \$28,660. We anticipate 2 new classrooms in year 4, which will equate to a lease amount of \$30,209. We anticipate an additional 6 classrooms in year 5, which will equate to a lease amount of \$34,903. We anticipate spending \$5000 the first year for office furniture.

Computers: The school will purchase 189 computers at wholesale price of which will be 41 teacher computers during year 1 and 13 administrative computers during year 1.

\$255/computer for year 1. We will add more computers to our inventory over the five-year period please see attachment W, X, and Y. We will spend approximately \$48,195 in the first year. We will spend \$1600 on technology per classroom for Smartboard equipment with all its supplies as well as other pertinent technology. During our first year, we will put this technology in 30 classrooms for a total of \$48,000. We will add the technology to the remainder of our classroom over the 5-year period. Please see attachment W, X, and Y.

We will hire our own IT service provider contractor to service in-house needs pertaining to computer infrastructure: year 1 is \$12,000 and year 2 is \$12,600. Year 3 is \$13,230 and year 4 is \$13,891.50. Year 5 is \$14,586.08.

We will start the process of getting a fidelity bond to provide protection for losses we incur because of fraudulent acts by specified individuals once we are approved as a Charter School. Since we are uncertain of the precise number of employees, we are unable to provide a more precise budget. However, an estimated amount is provided in the section for anticipated insurance and bond premium costs.

We will start the process of getting approved with the National School Lunch Program to qualify to receive reimbursements once we are approved as a Charter School. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise budgeted structure for food service. However, an estimated amount is provided in the Food Services section of the budget for cafeteria expenses.

Operation of Plant (\$270,433): includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 100 successfully charter schools currently operating in Florida; online statistical resources; and Broward County budgets. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers. We anticipate spending \$299,527 in year 2; \$328,433 in year 3; \$405,091 in year 4; \$437,587 in year 5 for Operation of Plant. Please see attachments W, X, and Y 5-year budget section.

Facilities Rent: Calculated at \$700/student. This is listed as an expense on our budget, but it has not been designated towards specific expenses. We anticipate that there will be expenses that we have not planned for, and the Board will be able to allocate the reserve funds as necessary, and if they are not spent, they will be used to build an ongoing cash reserve fund. For year 1, we

anticipate a maximum enrollment of 540. Thus, the total estimated annual cost would be \$378,000 to lease a facility.

If we reach capacity of 840 students in year 5, we will need a facility that is at least 50,400 square feet to accommodate 54 classrooms, 2 offices, a gym, cafeteria space, library, computer, and science lab because Florida mandated class sizes are as follows:

18 students in prekindergarten through grade 3; 22 students in grades 4 through 8; and. 25 students in grades 9 through 12. Thus, we will need about 46 classroom teachers by year 5 as well as 4 Physical Education teachers, 1 art teacher, 1 music teacher, 1 world language arts teacher, 2 reading specialists, 1 ese teacher, 1 gifted teacher, and 1 esol teacher.

The estimated costs are based on an assumption of 840 students by year 5. We estimate 60 square feet per student with a need of about 50,400 square feet. We will assume a facilities allowance of \$1020 per student. We will multiply the number of projected students x our facilities allowance: $840 \times \$1,020 = \$856,800$. Thus, the total estimated annual cost for rent would be \$856,800. We anticipate electricity to reach \$57, 282 in year 5. Please see attachment X and Y for years 1-5 utilities projections. We project water and utilities to reach \$13,820 in year 5. Please see attachment X and Y for years 1-5 water and utilities projections. We anticipate other services such as fire alarm, pest control, etc to reach a cost of \$10,365. Please see attachment X and Y for years 1-5. We anticipate inspection costs to reach \$2706 in year 5. Please see attachment X and Y for years 1-5. We anticipate repairs and maintenance of the facility to reach \$2706. Please see attachment X and Y for years 1-5. We do not anticipate renovation costs during the first 5 years of operation. We anticipate maintenance supply costs to reach \$21,595 by year 5. Please see attachment X and Y for years 1-5.

Other facilities' cost and the subsequent years' estimated costs can be found on the facilities section of attachment X and Y.

E.

Contingency Budget Plans to show a modified budget should revenues not materialize as projected.:

- 75% Revenue Projection Budget:
 - Prioritize core instructional programs and staff salaries.
 - Reduce non-essential spending on professional development, equipment upgrades, and extracurricular activities.
 - Explore temporary hiring freezes or reduced work hours for non-teaching staff.
 - Alternative Funding Strategies:
 - Explore additional income streams:
 - Grant applications from private foundations or government agencies.
 - Fundraising initiatives like community events, sponsorships, and donations.
 - Partnering with local businesses for in-kind contributions or revenue sharing agreements.
 - Offering additional fee-based services like tutoring or after-school programs.
 - The governing board will also seek grants for securing charter school money in which falls into three categories: state grants, federal grants, and private foundations if
- 50% Revenue Projection Budget:

- Implement significant cost-cutting measures across all departments.
- Consider reducing class sizes or consolidating programs.
- Actively pursue additional funding sources through grants and fundraising initiatives; offering additional fee-based services like tutoring or after-school programs, fundraising initiatives like community events, sponsorships, and donations.
- The governing board will also seek grants for securing charter school money in which falls into three categories: state grants, federal grants, and private foundations if

Important Considerations:

- Flexibility:

The contingency plan should be adaptable to changing circumstances and allow for adjustments based on real-time financial data.

- Regular Monitoring:

Continuously monitor revenue and expenditure trends to identify areas for proactive adjustments.

- Collaboration:

Involve key stakeholders (administrators, teachers, parents) in the planning and implementation of contingency measures.

F. See attachment X and Y in the year one cash flow section of the budget.

G. See attachment X and Y in the year one cash flow section of the budget gives you monthly cash flow projections for the start-up period.

Attachments

Section 20: Budget

20.1	Attachment W	Collins, Wanda Jean, 9/22/24 10:17 PM	XLSX / 1.902 MB
20.2	Attachment X	Collins, Wanda Jean, 9/22/24 10:17 PM	XLSX / 1.902 MB
20.3	Attachment Y	Collins, Wanda Jean, 9/22/24 10:16 PM	XLSX / 1.902 MB

21. Financial Management and Oversight

Section Evaluation

– Not Rated –

– No Final Rating –

1. 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 Board will contract with an outside agency which will assist the Board and the School Principal with the preparation and reporting of the School's finances. The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the 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.

Controls - The Board of Directors 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 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.

Internal accounting procedures for the School pertaining to receivables and disbursements:

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 voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are reviewed and approved by the Principal. For operating and lunch accounts, disbursements require the Principal's signature for any check in the amount of \$2,500 or above.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.

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. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Segregation of Duties relating to financial controls – The school principal/administrator 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 Accounting service contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

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

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each 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 Board will adopt a policy whereby the Principal will

need to seek prior 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.

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

The Board of Directors selects an external independent audit firm through a formal RFP process. The selected firm performs an independent examination of financial statements and internal controls on an annual basis for the period ending June 30th.

4. 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 Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, 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 and a school fundraising account with an FDIC insured institution**
- Record transactions managed by these accounts in a QuickBooks (accounting software) or similar program or may hire a personal accountant**

- **Reconcile monthly reports and bank statements and keep in monthly binders at the school**
- **Record and log all cash and checks received and deposit daily.**
- **Require dual signatures for all checks over \$2500.00, as established by the Board**
- **Prepare disbursement voucher packages at school-site as authorized by the Principal**
- **Make disbursements only to authorized/approved vendors**
- **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 which is updated throughout the school year as items are purchased and disposed**
- **Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual**
- **Retain documents for a specified amount of time**

5. 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 school's Board of Directors, for review and approval and its compliance.

Budgets are also prepared and presented to the Board of Directors 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. Annual Audited Financial Statements are presented to the Board of Directors upon completion and submitted to the Sponsor and Auditor General per reporting requirements.

6. 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.

We will contract with ADP Payroll services and HR that will provide services to the school, including but not limited staffing recommendations, human resources coordination, regulatory compliance, legal and corporate upkeep, maintenance of books and records, bookkeeping, budgeting, and financial reporting. ADP is ranked #2 as the leader in Payroll services. ADP has provided over 60 years of payroll services.

7. Describe how the school will store financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law. All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled.

All students leaving the school to attend an out of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled. All student and financial records are kept in locked, fireproof cabinets or in a fireproofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

Financial Data Security - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

8. 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 maintain insurance coverage limits that either meet or exceed the District minimum insurance limit requirements.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy.

The minimum amount of coverage for those customarily insured under Part 2 of the standard Worker's Compensation Policy shall be:

EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL

Disease-Each Employee: \$500,000

Insurance limits and deductibles are as follows:

o General Liability Limit - \$1,000,000/\$3,000,000 Deductible: \$0

o Auto or Hired Non-Owned Auto Liability Limit - \$1,000,000 Deductible: \$0

o Educators Legal Liability and Employment Practices - Limit: \$1,000,000 Deductible:

\$2,500 Aggregate: \$2,000,000

o Umbrella/Excess Liability Limit: \$10,000,000 Deductible: \$10,000

o Crime Coverage – Limit: \$1,000,000 Deductible: \$5,000

o Comprehensive Property Coverage – Limit: 100% TIV Deductible: Named Windstorm 5% of TIV, \$2,500 All other Perils

The insurance carrier has AM Best financial rating of A XII, with over \$1 billion in retained earnings according to AM Best.

For Worker's Compensation: Aon Risk Services, Inc. of FL is licensed in the State of FL and Illinois National Insurance Company is rated "A (Excellent)" by AM Best Company.

Employee Benefits:

Surest

Employee health benefit options are structured as follows:

What does the Surest plan cost?

Our employees will pay for the Surest plan through regular payroll deductions, or premiums. Their premium is the monthly amount they pay to have health insurance coverage, just as they would pay any monthly bill or subscription. We will pay \$300 towards their premium. Dependents can be added at group rates.

Employees will be provided with a group code in which they will be able to find the actual deductions on our company's benefits site.

When our employees receive care, there will also be a copayment associated with the service they receive. With Surest, our employees can look up those prices in advance and find more opportunities to save.

What is a copayment?

Copayments, often known as "copays," for short, are specific dollar amounts our employees pay for using routine services—like a doctor's visit or picking up a prescription—defined by their health plan. They will pay these prices until they hit a specified amount in health care spending. This specified amount is factored into their out-of-pocket limit.

Will I owe more than the copay?

No, the copay is the full amount our employees owe for care received from an in-network provider. The Surest plan pays the amount above the copay directly to the provider.

Is there an out-of-pocket limit?

Yes. There's an OOP limit, or the most our employees pay in copays—a cap—during a given year. Once they hit this number, they will not owe for covered services the remainder of the year, presuming they stay in-network. (Monthly premiums and out-of-network expenses don't count toward out-of-pocket limits.)

With Surest, 7 out of 10 members spend less than \$500 out-of-pocket annually!

What does the Surest plan cover?

The Surest plan covers:

- Preventive care (your annual checkup, some health screenings, vaccinations)
- Primary and specialty care
- [Maternity care](#)
- Mental and behavioral health services
- Hospital services
- Urgent and emergency services
- [Cancer care](#)
- Treatment for chronic conditions
- Substance use disorders
- Most diagnostic testing (ultrasounds and bloodwork)
- Durable medical equipment
- Prescription drugs
- And more

How does Surest work when it comes to accidents, catastrophic events and/or unexpected illnesses?

The Surest plan includes coverage for emergency care. If the emergency room visit results in a hospital stay, our employees will be covered for the hospital stay as well.

Is preventive care covered?

Yes, the Surest plan covers preventive care. Preventive services include vaccinations, routine screening tests and provider visits. If our employees also receive non-preventive services during the same visit, they might pay for that service separately.

What types of services are *not* covered under the Surest plan?

Services that are not medically necessary or considered cosmetic might not be covered under the Surest plan.

Fidelity bond: also known as employee dishonesty insurance will be purchased depending on the number of employees we have- price is contingent upon the number of employees. We will purchase a fidelity bond to cover losses we incur as a result of fraudulent acts by specified individuals.

Attachments

Section 21: Financial Management and Oversight

– No Attachments –

22. Start-Up Plan

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

A.

1. Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)
2. Identifying and securing facility
3. Recruiting and hiring staff (leaders, teachers, and other staff)
4. Staff training
5. Finalizing curriculum and other instructional materials
6. Governing board training
7. Policy adoption by Board (if necessary)
8. Recruiting students
9. Enrollment lottery, if necessary
10. Establishing financial procedures
11. Securing contracted services
12. Fundraising, if applicable
13. Finalizing transportation and food service plans
14. Procuring furniture, fixtures, and equipment
15. Procuring instructional materials, the activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor. A formal timeline may be negotiated in the charter agreement) The school's projected timetable for start-up is as follows:

Attachments Section 22: Start-Up Plan 1. Applying for and securing appropriate legal status.	Applying for non-profit status.	December 20, 2024
– No Attachments –	Applying for non-exempt tax status	Process takes about 6 months to be approved
1. Identifying and securing facility	Use real estate agent to identify and secure a facility	By February 2025
1. Recruiting	Section Evaluation	
and hiring staff (leaders, teachers, and other staff)	Not Rated Begin the recruitment process of hiring leaders who will hire teachers or decide to appoint a committee to hire teachers.	No Final Rating – June 2025
Attachments Section 23: Addendum A: Replications	Train school personnel on active assailant response plan before school opens.	

2

N

– No Staff Training	Begin the process of working with the selected team to plan and execute a two-week teacher-training institute to be conducted in July in relation to professional development weeks before school opens.	July 2025	2
1. Finalizing curriculum and other instructional materials	Purchase the textbooks that will be used in each of the core subject areas K-6 and finalize curriculum and other instructional materials	July 2025	N
Section Evaluation			N
1. Government board training	New members joining a charter school board must complete a four (4) hour training within 90 days of appointment to the board	Not Rated	
			2
1. Policy adoption by board	We will adopt our policy before school opens	July 2025	
Section 24: Addendum A1: High Performing Replications			2
– No Admission Students	Open Enrollment for the 2025-2026 school year is June 1-July 31, 2025. Lottery day is 08/01/25 with results on the 2nd. All applications submitted within the Open Enrollment period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of Open Enrollment.	January 2025-July 31, 2025.	2
2. Enrollment lotter if necessary			
1. Establishing Financial Procedures	Located within the application. Please see financial management and oversight		N
Section Evaluation			N
1. Securing contracted services	– Not Rated –	– No Final Rating –	
	Needs to be completed before the start of school.	July 2025	2
Section 25: Addendum B: Education Service Providers			2
1. Finalizing transportation and food service plans	Catalog fundraiser initiative starts	July 2025	
– No Transportation and food service plans	We will finalize transportation and food service plans based on the precise population of enrollments gathered during open enrollment.	July 2025	2

1. Procuring furniture, fixtures, and equipment	We will procure furniture, fixtures, and equipment before school starts.	March -July 2025	- *
1. Procuring Instructional Materials	We will order instructional materials based on the precise population of enrollments and purchase any additional materials on an as needed basis.	July 2025	
Section Evaluation			
– Not Rated –		– No Final Rating –	

N/A

Attachments

Section 26: Addendum - Consultant Information * District Request

– No Attachments –

27. Addendum - Review Extension Waiver * District Request

Section Evaluation	
– Not Rated –	– No Final Rating –

Attached

Attachments

Section 27: Addendum - Review Extension Waiver * District Request

27.1	Review Extension Waiver	Collins, Wanda Jean, 9/22/24 11:25 PM	DOCX / 3.808 KB
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ATTACHMENT TEMPLATES

28. Application Cover Sheet

Section Evaluation	
– Not Rated –	– No Final Rating –

Attached.

Attachments

Section 28: Application Cover Sheet

28.1	Cover Sheet	Collins, Wanda Jean, 9/22/24 11:37 PM	DOCX / 6.034 KB
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29. Statement of Assurances

Section Evaluation	
– Not Rated –	– No Final Rating –

Attached

Attachments

Section 29: Statement of Assurances

29.1	Statement of Assurances	Collins, Wanda Jean, 9/22/24 11:38 PM	PDF / 747.764 KB
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30. Board Member Information Form

Section Evaluation	
– Not Rated –	– No Final Rating –

Attached

Attachments

Section 30: Board Member Information Form

30.1	No Title	Collins, Wanda Jean, 9/22/24 11:40 PM	PDF / 747.764 KB
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31.Applicant History Worksheet

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Not Required

Attachments

Section 31: Applicant History Worksheet

– No Attachments –

CHART OF ATTACHMENTS

1.Chart of Attachments

Section Evaluation	
– Not Rated –	– No Final Rating –

Attached.

Attachments

Section 1: Chart of Attachments

1.1	Extension Waiver	Collins, Wanda Jean, 9/23/24 12:09 AM	DOCX / 3.808 KB
1.2	Attachment T	Collins, Wanda Jean, 9/23/24 12:08 AM	DOCX / 16.027 KB
1.3	Attachment S	Collins, Wanda Jean, 9/23/24 12:08 AM	PDF / 925.834 KB
1.4	Attachment R	Collins, Wanda Jean, 9/23/24 12:07 AM	PDF / 22.983 KB
1.5	Attachment Q	Collins, Wanda Jean, 9/23/24 12:05 AM	DOCX / 27.325 KB
1.6	Attachment N	Collins, Wanda Jean, 9/23/24 12:05 AM	DOCX / 3.592 KB
1.7	Attachment O	Collins, Wanda Jean, 9/23/24 12:04 AM	DOCX / 13.638 KB
1.8	Attachment M	Collins, Wanda Jean, 9/23/24 12:03 AM	PDF / 300.313 KB
1.9	Wanda Resume	Collins, Wanda Jean, 9/23/24 12:01 AM	DOCX / 19.087 KB
1.10	Camia Resume	Collins, Wanda Jean, 9/23/24 12:01 AM	DOCX / 22.205 KB
1.11	CeCe Resume	Collins, Wanda Jean, 9/23/24 12:01 AM	DOCX / 18.675 KB
1.12	Statement of Assurances	Collins, Wanda Jean, 9/23/24 12:01 AM	PDF / 747.764 KB
1.13	Attachment H	Collins, Wanda Jean, 9/23/24 12:00 AM	PDF / 60.698 KB
1.14	Articles of Ammendment	Collins, Wanda Jean, 9/22/24 11:58 PM	PDF / 402.559 KB
1.15	Attachment I	Collins, Wanda Jean, 9/22/24 11:58 PM	PDF / 1.376 MB
1.16	Attachment J	Collins, Wanda Jean, 9/22/24 11:57 PM	DOCX / 19.731 KB
1.17	ESOL Strategies	Collins, Wanda Jean, 9/22/24 11:56 PM	PDF / 185.03 KB
1.18	K-12 Program	Collins, Wanda Jean, 9/22/24 11:55 PM	PDF / 272.203 KB
1.19	Attachment F	Collins, Wanda Jean, 9/22/24 11:53 PM	DOCX / 82.38 KB
1.20	Broward Student Progression	Collins, Wanda Jean, 9/22/24 11:52 PM	PDF / 1.109 MB
1.21	Attachment C	Collins, Wanda Jean, 9/22/24 11:51 PM	PDF / 3.487 MB
1.22	Attachment D	Collins, Wanda Jean, 9/22/24 11:50 PM	DOCX / 125.63 KB

1.23	Attachment B	Collins, Wanda Jean, 9/22/24 11:48 PM	DOCX / 3.326 KB
1.24	Attachment P	Collins, Wanda Jean, 9/22/24 11:46 PM	DOCX / 5.659 KB
1.25	Attachment X	Collins, Wanda Jean, 9/22/24 11:43 PM	XLSX / 1.902 MB
1.26	Attachment W	Collins, Wanda Jean, 9/22/24 11:43 PM	XLSX / 1.902 MB
1.27	Attachment Y	Collins, Wanda Jean, 9/22/24 11:42 PM	XLSX / 1.902 MB

Office of the Superintendent

Dr. Howard Hepburn

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**The School Board of
Broward County, Florida**

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Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
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Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

May 23, 2025

Wanda Collins, President
2157 NW 37th Avenue
Coconut Creek, FL 33066

RE: DEFICIENCIES SUMMARY - INNOVATION PREPARATORY CHARTER

Dear Ms. Collins:

Pursuant to Section 1002.33(6)(b)2.a(3), Florida Statutes, the purpose of this letter is to provide you with the deficiencies identified by the Superintendent's Charter Schools Review Committee for the application submitted for Innovation Preparatory Charter.

The School Board of Broward County, Florida, denied the charter school application during its Regular School Board Meeting on May 13, 2025. Please review the attached Deficiencies Summary for Innovation Preparatory Charter. Per Section 1002.33(6)(c)(1), Florida Statutes, an applicant may appeal the denial of the applicant's application to The State Board of Education no later than 30 days after receipt of the sponsor's decision.

Should any further information be needed, please contact **Donté F. Collins, Director, Choice/Charter Schools Management Support Department, at 754-321-2135.**

Sincerely,



Dr. Howard Hepburn
Superintendent of Schools

HH/RPV/VSW/DFC

c: Robert Paul Vignola, Deputy General Counsel
Dr. Valerie S. Wanza, Chief Strategy & Innovation Officer
Donté F. Collins, Director, Choice/Charter Schools Management Support Department

Innovation Preparatory Charter Deficiencies Summary

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

- Educational Plan
- Organizational Plan
- Business Plan

Pursuant to Section 1002.33, Florida Statutes, a sponsor shall receive and review all applications for a charter school using the evaluation instrument developed by the Florida Department of Education. A sponsor shall receive and consider charter school applications for charter schools to be opened at a time determined by the applicant. Applications are reviewed and evaluated by the Superintendent's Charter Schools Review Committee which is comprised of representatives from several departments within the organization.

Evaluators' Comments and Recommendations:

The charter school application for Innovation Preparatory Charter was reviewed by the Superintendent's Charter Schools Review Committee and is recommended for denial. It is recommended that the application of Innovation Preparatory Charter is denied due to the following deficiencies:

- I. Failure to describe the educational foundation of the school and the teaching and learning strategies that will be employed. Section 1002.33(7)(a)2, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)2, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The focus of the curriculum, the instructional methods to be used, and any distinctive instructional techniques to be employed and identification and acquisition of appropriate technologies needed to improve educational and administrative performance which include a means for promoting safe, ethical, and appropriate used of technology which comply with legal and professional standards."
 - i. Application Deficiency: The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District's Comprehensive Evidence-Based Reading Plan.
 - ii. Application Deficiency: The application fails to provide information regarding the educational program design for grade 6 although the

application discusses offering credit recovery courses for middle school students.

- iii. Application Deficiency: The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
- iv. Application Deficiency: The application fails to include a professional development plan for teachers to ensure that the reading curriculum is implemented with fidelity and how implementation will be monitored.
- v. Application Deficiency: The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
- vi. Application Deficiency: The application fails to identify a plan for addressing Tier 2 and Tier 3 students which includes data management for placement of students and monitoring of implementation.
- vii. Application Deficiency: The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.
- viii. Application Deficiency: The application fails to clearly describe the professional development plan for the school which includes but is not limited to how the school will determine its needs, who will provide the professional development, and how it will be evaluated for effectiveness.
- ix. Application Deficiency: The application fails to clearly describe the Extended Learning Opportunities that will be offered to students which includes but is not limited to how students will be identified, the frequency of and duration of the extended learning opportunities, the types of extended learning opportunities, how the school will decide which curriculum material will be appropriate, who will be providing the instruction, and how the school will progress monitor the students who are receiving tutoring services.
- x. Application Deficiency: The application fails to include information for the science program that the school will offer.

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

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

- i. Application Deficiency: The application fails to identify accurately the academic standards that the school will use for mathematics instruction.

- ii. Application Deficiency: The application fails to clearly explain its rationale for the choice of mathematics instructional materials.
- B. Section 1002.33(6)(a)4, Florida Statutes, states that, “Charter School applications are subject to the following requirements: Describes the reading curriculum and differentiated strategies that will be used for students reading a grade level or higher and a separate curriculum for students who are reading below grade level... A sponsor shall deny an application if the school does not propose a reading curriculum that is consistent with effective teaching strategies that are grounded in scientifically based reading research.”
- i. Application Deficiency: The application fails to identify state-adopted and evidence-based curriculum and materials despite mentioning alignment to the District’s Comprehensive Evidence-Based Reading Plan.
 - ii. Application Deficiency: The application fails to identify the criteria that will be used to determine the appropriate programs and curriculum to be used to meet the needs of all students.
 - iii. Application Deficiency: The application fails to indicate that the required 90 minutes of uninterrupted instruction in reading for grades K-5 will be provided as per State Board Rule. The application states 60 minutes.
 - iv. Application Deficiency: The application fails to identify a plan for addressing Tier 2 and Tier 3 students which includes data management for placement of students and monitoring of implementation.
 - v. Application Deficiency: The application fails to include differentiated instruction to meet the needs of all students in all content areas, not just reading.
- C. Section 1002.33(7)(a)2a, Florida Statutes, states that, “The charter shall ensure that reading is a primary focus of the curriculum and that resources are provided to identify and provide specialized instruction for students who are reading below grade level. The curriculum and instructional strategies for reading must be consistent with the state’s academic standards and grounded in scientifically based reading research.”
- i. Application Deficiency: The application fails to provide a clear and coherent framework for teaching and learning.
 - ii. Application Deficiency: The application fails to clearly identify state-adopted curriculum materials for English Language Arts, Reading, Reading Interventions, and Writing at each grade level/band.
 - iii. Application Deficiency: The application fails to select a curriculum for grades K-5 that is state-adopted.
 - iv. Application Deficiency: The application fails to include the curriculum that is selected for grade 6.
 - v. Application Deficiency: The application fails to provide adequate evidence of a state-aligned Multi-tiered System of Support/Response to Intervention (MTSS/RtI) Process to meet the needs of all students.

- vi. Application Deficiency: The application fails to identify a state-adopted curriculum program for Tier 2 and Tier 3 interventions or a plan of implementation which includes but is not limited to data analysis, student placement for Tier 2 and Tier 3 interventions, person(s) responsible, frequency of interventions, documentation/data used for decision-making, and curriculum.
- III. Failure to define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured. Section 1002.33(6)(a)3, Section 1002.33(7)(a)3, 4, and 5, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)3, Florida Statutes, states that, "Charter school applications are subject to the following requirements: Contains goals and objectives for improving student learning and measuring that improvement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction."
 - i. Application Deficiency: The application fails to provide a current progression plan for students.
 - B. Section 1002.33(7)(a)3, Florida Statutes, states that, "The charter shall address and criteria for approval of the charter shall be based on: The current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used..."
 - i. Application Deficiency: The application fails to include evidence of assessments to determine baseline data for students in grades K-2.
 - ii. Application Deficiency: The application fails to include evidence of progress monitoring and student academic performance for students in grades K-2.
- IV. Failure to demonstrate an understanding of the requirements of the school to serve exceptional students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all enrolled students with a quality education. Section 1002.33(16)(a)3, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. State Board Rule 6A-6.03028, Florida Administrative Code, (1) "Entitlement to FAPE. All students with disabilities aged three (3) through twenty-one (21) residing in the state have the right to FAPE consistent with the requirements of Section 1003.571, F.S. and State Board Rules 6A-6.03011 through 6A-6.0361, F.A.C."
 - i. Application Deficiency: The application fails to provide a clear plan to ensure the participation in standardized testing with allowable accommodations for Students With Disabilities (SWD) as Section 1008.22, Florida Statutes and State Board Rules 6A-1.0943(3) and 6A-1.09401, Florida Administrative Code require.

- ii. Application Deficiency: The application fails to include the testing plan to include students with disabilities in standardized testing with allowable accommodations.
 - iii. Application Deficiency: The application fails to identify the specific measures to be used in the quarterly progress monitoring of SWD/Gifted students as required by State Board Rule 6A-6.03028(3)(h)7 and State Board Rule 6A-6.030191(4)(d), Florida Administrative Code.
 - iv. Application Deficiency: The application fails to include a plan for quarterly progress monitoring of academic achievement and Individualized Education Program (IEP)/Education Plan (EP) goal attainment for SWD/Gifted students.
 - v. Application Deficiency: The application fails to provide for the opportunity for parent to fully participate in the Gifted EP meeting as required by State Board Rule 6A-6.030191(2)(a), Florida Administrative Code.
 - vi. Application Deficiency: The application fails to provide for clear, concise, and timely communication regarding procedural safeguards to parents of gifted students as required by State Board Rule 6A-6.03311(2)(a), Florida Administrative Code.
- V. Failure to demonstrate an understanding of the requirements of the school to serve English Language Learner students and to provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education as required in Section 1003.56, Florida Statutes: English language instruction for limited English proficient students and State Board Rules 6A-6.0900 to 6A-6.0909, Florida Administrative Code: Programs for Limited English Proficient Students and Section 1002.33(10), Florida Statutes, a required element of the Model Florida Charter School Application.
- A. State Board Rule 6A-6.0902, Florida Administrative Code, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners and the state-approved District ELL Plan require that all student with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services.
- i. Application Deficiency: The application fails to correctly identify the assessments used for placement and the 20-day timeline to access from initial date of registration.
 - ii. Application Deficiency: The application fails to identify supplemental materials used to support English Language Learner (ELL) students.
- B. State Board Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program requires that any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable

statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

- i. Application Deficiency: The application fails to demonstrate an understanding of the requirements to provide extension of services to ELL students.

C. State Board Rule 6A-6.0903, Florida Administrative Code, Requirements for Exiting ELLs from the ESOL Program require that all procedures be followed for a student to be properly exited from the ESOL Program.

- i. Application Deficiency: The application fails to provide a clear understanding of district policies and procedures for exiting ELLs from the ESOL Program.

VI. Failure to describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning. Section 1002.33(7)(a)7, and 11, Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(7)(a)7, Florida Statutes, states that, "The charter school shall address and criteria for approval of the charter shall be based on: The admissions procedures and dismissal procedures, including the school's code of student conduct."

- i. Application Deficiency: The application fails to explain the correct references to the District's Student Code of Conduct as it relates to procedures for dismissal from a charter school.
- ii. Application Deficiency: The application fails to align with the suspension appeal procedures for charter schools as outlined in the District's Student Code of Conduct.

VII. Failure to describe how the day-to-day administration of the school's operations will be structured and fulfilled. Section 1002.33(7)(a)9 and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

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

- i. Application Deficiency: The application fails to provide a narrative of the management structure of the school in Section C of the application.
- ii. Application Deficiency: The application fails to show an understanding of the current teacher job description and certification information.

VIII. Failure to describe how the school will address transportation services for its student body. Section 1002.33(20), Florida Statutes, a required element of the Model Florida Charter School Application.

A. Section 1002.33(20), Florida Statutes, states that, "Transportation of charter school students shall be provided by the charter school consistent with the requirements of

subpart I.E. of chapter 1006 and s. 1012.45. The governing body of the charter school may provide transportation through an agreement or contract with the sponsor, a private provider, or parents. The charter school and the sponsor shall cooperate in making arrangements that ensure the transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter.

- i. Application Deficiency: The application fails to indicate if the school will provide transportation to the students. If the school does plan to transport students, no information was provided regarding the school's plan to secure transportation.

IX. Failure to provide a description of the school's plan to ensure the safety and security of its students and faculty. Section 1002.33(7)(a)11, Florida Statutes and Section 1002.33(16)(b)8,12, and 14, Florida Statutes, a required element of the Model Florida Charter School Application.

- A. Section 1002.33(16)(b)8, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.12, relating to safe-school officers."

- i. Application Deficiency: The application fails to provide details for the safe-school officer plan and documentation of daily coverage.

- B. Section 1002.33(16)(b)9, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(7), relating to threat management teams."

- i. Application Deficiency: The application fails to provide an understanding of the Florida Model for Threat Management and ensuring participation from mental health experts and law enforcement in the threat management process.

- C. Section 1002.33(16)(b)10, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(9), relating to School Environmental Safety Incident Reporting."

- i. Application Deficiency: The application fails to provide information regarding School Environmental Safety Incident Reporting (SESIR) particularly regarding SESIR training and reporting.

- D. Section 1002.33(16)(b)13, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 1006.07(6)(d), relating to adopting an active assailant response plan."

- i. Application Deficiency: The application fails to provide details for the active assailant response plan adoption and use of plain language.

- E. Section 1002.33(16)(b)14, Florida Statutes, states that, "Additionally, the charter school shall be in compliance with the following statutes: Section 943.082(4)(b), relating to the mobile suspicious activity reporting tool."

- i. Application Deficiency: The application fails to provide details for the FortifyFL requirements.

- X. Failure to provide financial projections for the school over the term of the charter. Section 1002.33(6)(a)5, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(6)(a)5, Florida Statutes, states that, “A person or entity wishing to open a charter school shall prepare and submit an application on a model application form prepared by the Department of Education which: Contains an annual financial plan for each year requested by the charter for operation of the school for up to 5 years. This plan must contain anticipated fund balances based on revenue projections, a spending plan based on projected revenues and expenses, and a description of controls that will safeguard finances and projected enrollment trends.”
 - i. Application Deficiency: The application fails to align the FEFP revenue and the total revenue for year 5 on the FLDOE Revenue Estimate Worksheet.
 - ii. Application Deficiency: The application fails to provide documentation to support the \$40,000 donation for the planning year.
- XI. Failure to describe how the school’s finances will be managed and who will be responsible for the protection of student and financial records. Section 1002.33(6)(a)5, Florida Statutes, Section 1002.33(7)(a)9, Florida Statutes, and Section 1002.33(7)(a)11, Florida Statutes, a required element of the Model Florida Charter School Application.
 - A. Section 1002.33(7)(a)11, Florida Statutes, states that, “A description of procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses; plans to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior; and the manner in which the school will be insured, including whether or not the school will be required to have liability insurance, and, if so, the terms and conditions thereof and the amounts of coverage.”
 - i. Application Deficiency: The application fails to describe the approval processes for all operating expenditures and capital expenditures.
 - ii. Application Deficiency: The application fails to include the policy on compliance precautions and preventative measures for cash transactions.

It is requested that The School Board of Broward County, Florida authorize the Superintendent of Schools to notify Innovation Preparatory Charter of the denial of the charter application. A draft letter notifying the applicant of the decision is attached (see Draft Letter).

6A-6.0781 Procedures for Appealing a District School Board Decision Denying Application for Charter School.

The procedures for filing and reviewing all appeals to the State Board of Education under provisions of Section 1002.33(6), F.S., shall be as follows:

(1) **Appealing a Charter School Application Denial.** The district school board letter of denial required by Section 1002.33(6)(b)3.a., F.S., shall be provided to the applicant by the district school board via certified mail unless the applicant agrees in writing to accept receipt by hand delivery, regular mail, facsimile or electronic mail. Receipt of delivery shall be documented and filed with the Agency Clerk for the Department of Education. Within thirty (30) days after receipt by certified mail, or other verified mode of transmittal as provided by the parties' agreement, the decision of a district school board denying an application for a Charter School, the charter applicant may appeal the decision by submitting one (1) electronic copy and five (5) hard copies of the appeal to the Agency Clerk for the Department of Education, 325 West Gaines Street, Room 1520, Tallahassee, Florida 32399-0400.

(a) A copy of the appeal shall be sent by the applicant via regular mail or hand delivery, or by other mode of transmittal as provided by the parties' agreement, to the district school board, via the Superintendent or a designee of the Superintendent as specified within the letter of denial on or before the date of filing with the Agency Clerk. The applicant shall certify that it has provided the district school board a copy of the appeal as provided herein by filing a certificate of service with the Agency Clerk stating the person and address to which the copy was provided and the date of mailing or other transmittal. The State Board of Education does not have jurisdiction to hear late-filed appeals. The appeal must include: name and address of applicant; name and address of the district school board; date of the district school board decision; name and address of applicant's attorney or representative of record, if any; and written argument limited to due process and the reasons for denial identified in the district school board's notice of denial.

(b) The Charter School application, Form IEPC-M2 Florida Charter School Application Evaluation Instrument as incorporated by reference in Rule 6A-6.0786, F.A.C., available transcripts of all meetings before the district school board in which the decision was considered, and all documents considered by the district school board in making its decision shall constitute the record on appeal and shall be filed as exhibits to the appeal.

(c) Within thirty (30) days after receipt of the appeal the district school board shall file one (1) electronic copy and five (5) hard copies of its written arguments with the Agency Clerk for the Department of Education and certify that it has provided a copy to the charter school applicant or representative identified in the applicant's appeal by U.S. Mail, hand delivery, or other agreed upon mode of transmittal. The district school board shall file with its written arguments all documents considered by the district school board in making its decision that were not filed as exhibits to the applicant's appeal. The written arguments are limited to the reasons for denial identified in the district school board's notice of denial and any issues raised by the applicant in its appeal.

(d) Such written arguments required from both parties shall not exceed twenty (20) pages exclusive of any exhibit. The Chair of the Charter School Appeal Commission may grant leave to exceed the page limit only when necessary for both parties to address an extraordinarily large or complex set of issues on appeal. Written arguments may be produced by any duplicating or copying process which produces a clear black image on white paper. All written arguments shall be on 8 1/2" x 11" inch paper, double spaced, except quoted material and footnotes. Typewritten text, including footnotes must be no smaller than ten (10) pitch spacing, and there must be no more than twenty-six (26) lines of text per page. Margins shall be no less than one inch at the top, bottom, left and right. All written arguments and exhibits must be bound with tabs for each exhibit with a table of contents detailing each section. Electronic and hardcopy appeal documents shall be numbered consecutively throughout the entire submission with no breaks.

(e) Failure to meet the requirements herein specified may cause rejection of the submission by the Chair of the Charter School Appeal Commission, where the failure could result in prejudice to the opposing party. The rejection shall describe the submission errors and the filing party shall have fifteen (15) days to resubmit an appeal that meets the requirements herein.

(2) **Procedures for Charter School Appeals.** Upon receipt of a timely filed appeal by a Charter School applicant, the Commissioner of Education or designee, shall convene a meeting of the Charter School Appeal Commission to consider the appeal, with at least seven (7) days notice to the applicant and the district school board of that hearing date.

(a) At the hearing before the Charter School Appeal Commission, each party will be given a maximum of ten (10) minutes to allow representative(s) to summarize the written arguments previously submitted. Each party will also be given additional time, as determined by the Chair of the Charter School Appeal Commission, to individually address each of the reasons for denial. No evidence will be received or testimony presented, only oral argument, will be heard by the Charter School Appeal Commission at this time.

(b) The Charter School Appeal Commission may question the parties. During these questions, the Charter School Appeal

Commission may, in its discretion, request information to clarify the documentation presented to it by the charter school applicant and the district school board, as set forth in the appeal and exhibits thereto. Ex parte communications with either party or communication among commission members regarding the appeal is prohibited.

(c) Upon reviewing the record on appeal and hearing oral summaries of written arguments, if presented, and consideration of the answers to questions, if asked, the Charter School Appeal Commission shall then proceed by majority vote to either accept or reject the decision of the district school board.

(d) The Charter School Appeal Commission's recommendation, record on appeal, written arguments of the parties, and a copy of the Charter School Appeal Commission transcripts will be forwarded to the State Board of Education.

(e) The State Board of Education shall consider the appeal and the Charter School Appeal Commission's recommendation at the next scheduled State Board of Education meeting and no later than ninety (90) calendar days after an appeal is filed. Each party shall have five (5) minutes to summarize their arguments. Additionally, the State Board of Education may, in its discretion, ask questions to clarify the issues on appeal. Ex parte communications with either party or communication among board members regarding the appeal is prohibited. The State Board of Education shall approve or deny the appeal.

(3) Motions.

(a) Motions before the Charter School Appeal Commission or State Board of Education shall be filed with the Agency Clerk in the same format as required in paragraph (1)(d) of this rule, except that they are limited to three (3) pages. Motions shall include a statement that the movant has conferred with the other party, shall state whether such party has any objection to the motion, and shall certify that the other party has been served with a copy of the motion. If there is an objection, the other party may file a response, subject to the same filing requirements as the motion, within five (5) business days of receipt of the motion, or the day before the hearing, whichever occurs first. A request for extension of the deadline or leave to exceed the maximum page limit must be requested prior to the date the motion or response is due and may be granted only where the opposing party will not be prejudiced. Oral arguments shall not be requested, but may be scheduled at the discretion of the ruling entity.

(b) The Chair of the Charter School Appeal Commission shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted prior to the commission hearing.

(c) The Commissioner of Education shall rule upon evidentiary, procedural, and non-jurisdictional motions submitted before the State Board of Education. All other motions shall be ruled upon by the State Board of Education.

Rulemaking Authority 1002.33(28) FS. Law Implemented 1002.33(6) FS. History--New 2-2-97, Amended 5-27-12, 11-21-17.

Exhibit F – Certificate of Service

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that a true and correct copy of the foregoing Resubmitted Charter School Appeal in DOE No. 2025-4286 was furnished by electronic mail and regular mail on this 5th day of June, 2025, to the following:

Rhonda Stephanik – rhonda.stephanik@browardschools.com

Address:

Broward County School Board c/o School Board of Broward County 600 SE 3rd Avenue Fort Lauderdale, FL 33301

Respectfully submitted,

Wanda Jean Collins Appellant Representative Innovation Preparatory Charter

Thank you for your time and consideration.

Respectfully, Wanda Jean Collins Appellant Representative Innovation Preparatory Charter
561-399-9371