

oppaa

Orange Park
Performing Arts
Academy

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Eligibility Form

Charter schools that are currently open **are not** eligible to apply for this competition.<o:p

To be eligible to apply for this grant an applicant must meet one of the following criteria:<o:p
Submitted a charter school application to its Sponsor (district) in 2012 or 2013; or<o:p
Submitted a charter school application to its Sponsor earlier than 2012 **and** has a fully executed charter contract to open in the 2014-15 school year.<o:p

Applicants must also meet one of the following criteria:<o:p
Charter application has been approved by its Sponsor; or<o:p
2013 Charter application is pending; or<o:p
2013 Charter application has been denied and applicant has a pending appeal.<o:p

Does the applicant meet the eligibility criteria above?

Yes

Orange Park Performing Arts Academy

Overview Form (2014-2017)

Page 1

Full name of charter school (As listed on charter schoo... Orange Park Performing Arts Academy

Year Charter Application was Submitted to District: 2012

District Application was Submitted to: CLAY

Status of Application: Approved

Applicant's Name: (this person will serve as the Primar... Dr. Alesia Ford-Burse

Applicant's Title: Chair of the Board of Directors

Street address: 2031 Bluebonnet Way

City: Orange Park

Zip Code: 32003

Telephone: 904-563-5761

Email address: opperformingarts@yahoo.com

Is the proposed charter school a Virtual Charter School?

No

Grade levels to be served:

K-5

	2014-15 Projected	2015-16 Projected	2016-17 Projected
1.	275	348	392

FACILITY

No

Administration

No

Governing Board

No

Does the school have or plan to have a contract with a management company ?

No

Is the school affiliated with a university or community college?

No

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: <h2 style="text-align: center;">Charter School Grant Program</h2> TAPS NUMBER:	DOE USE ONLY Date Received								
B) Name and Address of Eligible Applicant: <h3 style="text-align: center;">Orange Park Performing Arts Academy (OPPAA)</h3> <h3 style="text-align: center;">1324 Kingsley Avenue, Orange Park, Florida 32073</h3>		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 365,000.00 <hr style="width: 25%; margin-left: 0;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Alesia Ford-Burse</td> <td>Telephone Numbers: 904-563-5761</td> </tr> <tr> <td>Fiscal Contact Name: Jeffrey Turner 904-710-4172</td> <td></td> </tr> <tr> <td>Mailing Address: 1324 Kingsley Ave. Orange Park, Florida 32073</td> <td>E-mail Addresses: opperformingarts@yahoo.com</td> </tr> <tr> <td>Physical/Facility Address: 1324 Kingsley Ave. Orange Park, Florida 32073</td> <td>DUNS number: 07841890 FEIN number: 37-1666722</td> </tr> </table>		Contact Name: Alesia Ford-Burse	Telephone Numbers: 904-563-5761	Fiscal Contact Name: Jeffrey Turner 904-710-4172		Mailing Address: 1324 Kingsley Ave. Orange Park, Florida 32073	E-mail Addresses: opperformingarts@yahoo.com	Physical/Facility Address: 1324 Kingsley Ave. Orange Park, Florida 32073	DUNS number: 07841890 FEIN number: 37-1666722
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CERTIFICATION I, _____, <i>(Please Type Name)</i> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.										
E) _____ Signature of Agency Head	_____ Signature of Charter Head									



Instructions for Completion of DOE 100A

- A. If not pre-populated, enter name and TAPS number of the program for which funds are requested.
- B. Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
- C. Enter the total amount of funds requested for this project.
- D. Enter requested information for the applicant's program and fiscal contact person(s). These individuals are the people responsible for responding to all questions, programmatic or budgetary regarding information included in this application. The Data Universal Numbering System (DUNS) number requirement is explained on page A-2 of the Green Book. The Physical/Facility address and Federal Employer Identification Number (FEIN) (also known as) Employer Identification Number (EIN) are collected for department reporting.
- E. **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
 - **Note: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**



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1. Project Abstract or Summary

Fixed Requirement

Provide a clear and concise mission and vision statement for the proposed school.

VISION AND MISSION STATEMENT

The Orange Park Performing Arts Academy (OPPAA) will be the first Charter School to ever open in Clay County, and is the only Public Performing Arts School in Clay County. The mission of OPPAA is to build an environment that promotes excellence in educational achievement, creativity, and character through a focus on both arts and academics. Through a tradition of artistic and academic excellence, OPPAA will create an environment of superior guidance, scholarship, and achievement preparing students to be successful high school graduates ready for college and career.

Our vision for OPPAA is to be a top performing arts school, infusing the curriculum with dance, music, drama, and visual arts to enhance academic performance for all students. OPPAA will provide:

- Effective research-based best instructional practices which meet the needs of diverse learners and fulfill all expectations of the Common Core State Standards (CCSS);
- A safe, caring, innovative, nurturing and progressive learning environment that promotes excellence in educational achievement, creativity, and character through a focus on both arts and academics;
- A tradition of artistic excellence in dance, music, instrumental, drama and visual arts to enhance academic performance; and
- Specialized programs and activities unique to the School District of Clay County (SDCC) and community.

Provide a brief summary of the proposed project including general purpose, each specific school-wide goal, a brief program design, and significance.

(Contribution and Rationale)

The primary goal of OPPAA is to promote academic excellence through the arts for students who may not be as engaged in a traditional school environment. At-risk students often "get lost" or "become invisible" within the traditional public schools. The configuration of OPPAA makes invisibility impossible. This school is not designed to serve the needs of all students; instead, we intend to focus on the unique needs of the ever-growing at-risk populations in many traditional schools. OPPAA's art-integrated model will provide a safe, academically rigorous and challenging program for students who are often overlooked in traditional public schools. Through dance, instrumental, theater and vocal and visual arts, the students will be more engaged in school activities.

By integrating the arts school-wide, we expect to increase student attendance, positive behavior, and motivation. We expect, among students and teachers alike, our cross-disciplinary arts-based model will increase creative thinking, problem-solving, and communication skills.

We believe that if we create an environment where there is joy and excitement in learning, the children will excel in their academic skills. We believe that arts-integrated learning can have a tremendous impact on academic performance. Our philosophy is research-based and supported by studies demonstrating the significant impact arts can have on learning (e.g., a child's self-confidence is directly related to his/her ability to play an instrument; early musical training helps develop brain areas involved in language and reasoning).

The program design is based on studies such as the one conducted by Dr. James Catterall at UCLA (2009) who found that students who study music achieve higher test scores, regardless of socioeconomic background. Students involved in the arts average 82 points higher on the SAT than non-arts students. The overall goal for all students is to demonstrate at least one year's growth annually as measured by Florida standardized tests.

Criteria

The proposed mission statement and vision statement are clear and concise and align with the overall proposal.

The proposed project is described in a brief summary, including general purpose, each specific school-wide goal, a brief program design, and significance (contribution and rationale).

2. Project Need

0-15 points

Describe the need for the charter school in the community it will serve and provide supporting data as evidence. Describe how the school's mission and goals address the learning needs of the students it will serve.

LOCATION AND TARGET STUDENT POPULATION

Within a five mile radius of the school's location, there were Two D Schools in 2012 and in 2013 there was one D and one F School. Sadie Tillis is located at 6084 Morse Ave. Jacksonville, Florida. Grove Park Elementary is located at 1643 Miller Street. OPPAA has strategically selected two High Needs Schools (Grove Park Elementary and Sadie Tillis Elementary) as well as 4 other schools with high percentages of FRL students. Montclair Elementary, W.E. Cherry, S.B. Jennings, and Argyle Elementary are the other target student population schools. These schools all have very high Free and Reduced Lunch (FRL) percentages: Grove Park FRL (73%), Sadie Tillis (81%), W.E. Cherry (74%), and SB Jennings (71%). These school also have very high minority percentages as follows: Grove Park (64%), Sadie Tillis (83%), W.E. Cherry (46%), S.B. Jennings (53%), and Montclair (38%), and Argyle Elementary (58%). Many of the target student population students who attend these schools needs are not being met by educational programs currently in place.

FULFILLING A NEED

Due to the fact that OPPAA is the first approved Charter School in Clay, it will fulfill a need for many parents by giving them a choice for their children. Not only is it the first Charter School but also the only Performing Arts School in Clay County that offers a common interest environment.

The Math and Reading scores for Sadie Tillis, Grove Park, Montclair and Argyle Elementary were below the State of Florida average. In 2011-2012, the Reading, Math and Science FCAT scores for Grove Park were below the State average for all grades. Montclair had below State average FCAT scores in Reading and Math for 3rd and 4th graders. Argyle Elementary in 2012 had below State average FCAT scores in Science and Reading for 5th graders. Hence, there are approximately 10 Elementary Schools within a 5 mile radius of OPPAA that can benefit from the performing arts program that will be offered.

Unlike previous AYP goals striving toward 100% proficiency, the new goal for the State of Florida is to reduce the percentage of non-proficient students according to the baseline data of the school year of 2010-11 to the end of target school year of 2016-17. Results from 2012-13 for the State of Florida, School District of Clay County and surrounding schools were not met. The Reading and Mathematics District- Level AMO Outcomes for 2012-2013 targets were not met.

UNIQUE EDUCATIONAL PROGRAM

While most schools in the Clay County School District offer music and art as an elective subject or part of a wheel, there is no deliberate effort to incorporate the arts in a cross-curricular, fluid and homogeneous design, which OPPAA does.

HOW PROGRAM PREPARES STUDENTS FOR GRADUATION AND COLLEGE

OPPAA's curriculum focuses on the core subject areas with an infusion of the Arts. The curriculum will address the knowledge, skills and attitudes necessary to empower students to achieve the Common Core State Standards. The program adds more time to the daily schedule for the infusion of the Fine Arts to the core subject areas. It focuses on students being engaged in active learning and higher-order thinking skills, The core subject areas infused with the arts uniquely connects formal education with other meaningful social contexts in everyday life The program will give teachers and students the opportunity to strengthen and develop special talents and abilities. Students will showcase their learning each nine weeks through culminating performances to invited audiences of peers, parents and the community. Students' participation in the program will lead to better understanding and ultimately higher levels of performance in other academic subjects and contribute to the development of critical thinkers, independent learning, and preparation for college and/or career.

GAPS IT ADDRESSES

Students will participate in Interest Focus Groups at least once a week. These groups will provide an opportunity for students to pursue their special interest(s) in the performing and visual arts. The format for each focus area includes instruction, practice and a culminating performance. The focus areas include oration, musical instruments, chorus, art, drama and dance. Each student will be administered an interest inventory and choose a major in one of the performing and/or visual arts areas, with input from parents and teachers to determine the most appropriate student placement into a focus group. The program is designed to meet the need and special talents of each student. Therefore, students will be given the flexibility and exposure to participate in a variety of interest groups, which will expand their horizons in the arts. Rich and diverse resources (i.e., playwrights, musicians, dancers and artists) from the community will serve as volunteers in the program, under the direction of the classroom teachers and instructional specialists. The Interest Focus Groups program will generate enthusiasm for the arts as well as different cultural and historical connections. Through the exploration of the arts, students will have the opportunity to develop higher-order thinking and creative problem solving skills.

To a large extent, the achievement gap among subgroups of students is a literacy gap; OPPAA will provide an intense focus on literacy. A significant amount of the school day is focused on reading and language arts. The proposed uninterrupted 120-minute block of time for reading will allow for remediation and added support for student success.

OTHER FACTORS THAT THE CHARTER SCHOOL ADDRESSES

Currently there are only two elementary schools in Clay County with any type of arts program. Due to budget cuts a few years ago, many of the elementary schools eliminated the arts and performance activities. OPPAA will address that need. Additionally, the school will offer Saturday School for remediation and tutoring. This will allow parents to assist their children on the weekend. The school is also offering an extra hour of instruction each day.

Criteria

The proposal clearly describes the need for this charter school. The applicant should clearly describe:

A specific targeted area within the county and identify the surrounding public schools (include list of schools with performance data in Appendix A); or,

If the applicant is unsure of the specific location, describe the specific targeted student population that the applicant proposes to serve. For example, "ABC charter school will locate in a high-need area where the surrounding schools are 60% free and/or reduced lunch eligible."; or,

A specialty program that meets the unique needs of a community. The applicant should clearly describe how the proposed program is unique and will prepare students for college and/or career.

The proposal identifies the targeted student population, including the projected percentage of students eligible for free and/or reduced lunch.

The proposal identifies gaps in educational opportunities that the charter school will address.

The proposal includes other factors that create the need for a high-quality charter school

The proposal includes data that are concrete, current, and clearly support the need for the charter school.

3a. Project Design and Implementation: Governance

0-15 points

Describe the school's strategies for implementing a strong governance model that ensures rigorous oversight of the school's operations.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

ROLE OF THE GOVERNING BOARD

The Governance Board of OPPAA will abide by the OPPAA bylaws. The Governance Board consists of 15 members with a chair and officers as well as non-voting members. Board members are up for renewal bi-annually on a rotational basis. The Governance Board

will hold 12 meetings per year. The governing board shall manage and direct the affairs of the charter school. The governing board will have authority for independent control of the charter school; the vision, mission, goals, and educational programs, including curriculum, student progress, policies, procedures, evaluation, and action plans for improvement. The hiring process will be facilitated by a Personnel Committee made up of the Governance Board members, selected OPPAA staff members, and the assigned district administrator and assigned Principal. The Governance Board on recommendation of the Personnel Committee will provide hiring and firing recommendations. The Governance Board will have full authority regarding money to be spent by OPPAA. The Governance Board will be responsible for approving OPPAA's annual budget prior to final approval by the Board of Education. The Governance Board will also be responsible for decision making with regards to finances, which will include, but is not limited to: budgeting and expenditures of discretionary funds, charter grant funds, fundraising and foundation donations.

The Governance Board will have fiduciary responsibility with oversight and decision making on school operations to include the development of policies for every phase of school activities, i.e. curriculum, business services, student expectations, staff selection, and evaluation. The Governing Board will then establish monitoring and evaluation criteria to assure that policies are followed. These procedures will be administered by the Principal. School policy and administrative regulations will comply with the charter contract.

It is expected that the Governing Board will appoint a number of committees composed of parents, community members, teachers, students, and administrators to study and recommend additions or deletions to the Board policy. The Governing Board will have open meetings in locations and at times which allow stakeholders in the school the opportunity to be part of the decision making process.

The Governing Board will oversee all operations and workings of the school. The bylaws of the governing board outline expectations and delineate all policies and procedures for the school. All financial transactions are subject to board scrutiny and all large expenditures will require Governing Board discussion and approval.

The day-to-day operations of the school, including but not limited to all aspects of parental and student interactions, will be the responsibility of the school administrator, who is directly accountable to the Governing Board. The school administrator or his or her representative will be present at all governing board meetings and will assist in representing the school and its interests to the community.

The Governance Board is the ultimate authority in decision making for OPPAA. The school administrator is directly accountable to and overseen by the governing board. The school administrator will attend all board meetings as well any parent or student meetings in order to report and receive information from both parties. The school administrator will oversee the three areas of service: academic services, business and financial services, and guidance and social services.

OPPAA expects that its board will be an active, policy-making body, which is responsible for direct financial oversight as well as managing the principal. Fiscal transparency is required of the school and its board; it will be the responsibility of the board to ensure that all financial reports and audits are performed in a timely manner and shared with the district.

The Governing Board will maintain continuity between the founding members' vision and mission for the school. It is anticipated that the majority of the members of the founding group will remain involved with the school ensuring continuity. The governing board will seek to establish a diverse membership with expertise applicable to the oversight of the activities of a charter school. The governing board will always seek to maintain members of varied backgrounds from the public and private sector.

Governing Board members will comply with all applicable statutory requirements and will receive no financial benefit from the school. The Governing Board will adopt policies which address conflicts of interest. The board will not, however, be involved in the daily operations of the school. This is the responsibility of school management. In addition, the governing board as a whole and as individual members will have the following responsibilities and obligations:

Governing Board Responsibilities and Obligations:

- Employ and annually evaluate the school administrator
- Set operational policies for OPPAA
- Oversee the use of funds, including establishing, approving and maintaining the annual budget
- Ensure the mission and guiding principles of OPPAA are upheld
- Ensure that assessment standards are being met
- Form committees to address concerns and problems
- Fill board vacancies as needed
- Attend board meetings
- Setting of policies
- Approving school procedures
- Ensure that the school has retained the services of a certified public accountant or auditor for the annual financial audit, review and approve the audit report, including audit findings and recommendations for a financial recovery plan, if any.
- Monitor a corrective action plan or financial recovery plan in order to ensure compliance, if needed.

- Annually report the school's progress to the Sponsor and the Florida Department of Education
- Participate in governance training that must include government in the sunshine, conflicts of interest, ethics and financial responsibilities
- Exercise continuing oversight over school operations
- Appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes
- Hold at least two public meetings per school year in the school district, and ensure that the representative to facilitate parental involvement is present at those meetings.

SKILLS AND EXPERIENCE OF SOME BOARD MEMBERS

Dr. Ann B. Wiggins (Former Clay County School Board Superintendent) She has been in education for over 30 years as a teacher and administrator.

Mrs. Betty Burney, Former Chairman of the Duval County School Board, She is an educator who is well versed in education matters concerning Charter Schools.

Attorney Lynn Martin is a practicing Clay County Attorney who has been a lawyer for over 20 years in the community.

Jeffrey Turner is the President and CEO of USA Tax and Accounting Services. He is a former Bank of America Vice President who currently has his own accounting company in Clay County.

Crystal Rountree is the Executive Director of Teach for America. She is an administrator that recruits and trains teachers for the Southeast Region.

Dr. Alesia Ford-Burse has a Ph.D. from the University of South Florida in Applied Anthropology. She has been an educator for over 25 years.

In accordance with Florida law, all board meetings shall be open to the public unless specifically exempted by Florida Statutes. No official action may be taken by the board at any time other than a public meeting.

The President of the Board shall establish the agenda for the board in conjunction with input from board members and school management. Minutes of all board meetings shall be promptly recorded by the secretary or the secretary's designee. All motions, resolutions and necessary information related thereto shall be recorded. The minutes shall also reflect the name of the person making the motion or submitting the resolution, the name of the person who seconds the motion, and the vote or action taken. All minutes shall be kept on file at the school.

The Board shall be responsible for ensuring the School's fiscal viability. The Board will adopt and maintain an operating budget annually. This annual budget will be reviewed regularly and amended as necessary to meet the needs of the school. In addition, the board will ensure that an annual independent audit is conducted. The board shall ensure that the School operates in accordance with the school's financial policies.

The Board is responsible for the organization and control of the school and is empowered to determine the policies necessary for the effective operation of the School. The Board establishes policy consistent with the school's mission and ensures the School's programs and operations are aligned to the terms of the charter including compliance with statutory and regulatory requirements. The board will oversee and set all policy directives to ensure student performance standards are met. The board, after considering recommendations from board members, School faculty and staff and members of the community, shall determine and adopt such policies, rules and regulations necessary for the efficient operation and general improvement of the school.

PRINCIPAL EVALUATION

The Board of Directors shall conduct the annual evaluation of the Principal's performance. The Principal shall be evaluated based on the State of Florida's Principal Leadership Standards outlined on the Florida School Leaders website. Training for the governing board on the evaluation process for the Principal will be held 7 months prior to the evaluation.

The Governing Board will hold the school principal accountable primarily through the performance expectations defined in the management agreement between the principal and the board. The comprehensive performance evaluation process developed is aligned with the expectations of the Educational Model, the Mission of the School and strategies that yield student progress and success. Board members will provide input on the Principal's Performance. To ensure that specific expectation of the Principal are met, the criteria for evaluation will be communicated each year. Performance will be monitored throughout the year on specified dates; feedback will be provided to support continued improvements and high student improvements. Monitoring methods will include: (1) semi-annual school site visits; (2) staff surveys; (3) parent surveys (4) monthly reporting and (5) benchmark tests disaggregation (6) leadership practices, (7) staff development

A formal evaluation will be conducted at the end of the year on the following:

1. Academic Excellence (curriculum; highly-qualified staff; assessment data; effective learning environment)
2. Operational Management (records, relations, compliance)
3. Culture of Excellence (parent/community involvement; effective learning environment, INCREASED STUDENT

ACHIEVEMENT)

4. Financial Health (budget management; fundraising,
5. Growth (enrollment, succession, sustainability)
6. Alignment with OPPAA & state goals
7. Teacher and organizational effectiveness
8. Leadership Practices (aligned to rigorous, well-designed statewide leadership standards)

Educational Service Provider (ESP)/Charter School Management Company

There is no ESP or Charter School Management Companies used.

Affiliated Charter Schools

OPPAA Board does not manage any other schools.

Criteria

The proposal clearly explains the role of the governing board in the operation and oversight of the school. The governing board role is detailed, specific, and includes the functions necessary to ensure a high-quality, efficient, and effective operation.

The proposal clearly demonstrates that the school's developers/founders and/or proposed governing board members possess the skills and experience in areas critical to charter school success.

The proposal clearly explains how the governing board will formally evaluate the school Administrator/Principal.

The proposal clearly explains how the governing board will formally evaluate the performance of any contracted Education Service Provider (ESP/Charter School Management Company.)

The proposal lists all of the other charter schools governed by the same governing board and their school grades for the most recently completed school year.

3b. Curriculum, Instruction, Assessment, and Accountability

0-10 points

Describe the school's strategies for implementing an effective educational model that will increase student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

EFFECTIVE EDUCATION MODEL

OPPAA's curriculum will be flexible and continuously updated and enhanced as needed to accommodate academic performance goals established by the Florida Department of Education, the local School Board, and the OPPAA Governing Board. The curriculum is designed to provide for specialized programs and activities unique to the school and community.

OPPAA's performing arts curriculum was adapted from two of the best elementary performing arts elementary schools in the country (Dekalb Elementary School of the Arts in Atlanta, and School for Creative and Performing Arts Cincinnati). OPPAA will be unique among schools in the district in the content and delivery of instruction, as well as the amount of supports available to students to ensure their success. Students are required to complete a standard academic curriculum alongside their arts studies, and go to class an extra hour per day. Attributes that make OPPAA stand out among other schools in the district include, but are not limited to:

- one to two hours of extra instruction per day;
- opportunity to participate in one of the arts areas 5 days per week (participating in each art at least once per week);
- opportunity to participate in a common interest environment;
- certified teachers and/or instructors who are trained musicians, dancers, singers, and artists;
- Saturday School from 10:00 am until noon to assist with remediation;
- opportunity for direct instruction through after school tutoring;
- a program that includes drawing, painting, photography, sculpting, digital art, and art history;
- a drama program with two major dramatic productions each year;
- a dance program that includes a rotation of ballet, modern dance, jazz, and other forms of dance;
- an instrumental music program offering band and percussion and enabling advanced students lessons with Jacksonville Symphony Orchestra; and
- vocal music concerts twice per year.

OPPAA's curriculum will focus on clear and measurable expectations for student learning. The curriculum will continuously reflect high quality instruction and research based strategies, innovation, and activities that facilitate achievement for all students.

Components of the program designed to support the delivery of the instruction include:

1. Research-based instructional practices (e.g., Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, and Coalition of Essential School's Principles);
2. principal evaluation through weekly classroom walkthroughs (principal is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity);
3. School Improvement Plan (SIP) used as a quality assurance tool to ensure that the curriculum goals are being accomplished;
4. assessment data will be utilized to make instructional decisions and plan interventions;
5. integration of long-term thematic projects across the curriculum;
6. multiple ELL and ESE strategies integrated across the curriculum;

Teachers will (1) use differentiated instructional strategies that connect with individual students' learning needs; (2) target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs; (3) manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences which personalize learning for all students.

The OPPAA instructional schedule will allow for common planning time for teams of teachers both within grade levels and subject areas. Professional development activities will provide opportunities to reflect on best practices, discuss new research findings, review educational journals, and examine student's body of work. A leadership team will be in place to ensure that horizontal and vertical planning is effective.

CURRICULUM ALIGNMENT WITH MISSION

The educational program has been designed in accordance with OPPAA's mission to build an environment that promotes excellence in educational achievement, creativity, and character through a focus on both arts and academics. The arts-infused program at OPPAA is not intended to serve as a conservatory or studio for developing professional artists, although we believe that the positive exposure our students will experience may lead to such a career choice. Instead, our program provides an innovative way for students to receive and process information and skills, as well as to demonstrate what they have learned. The CCSS provide the "what" OPPAA's teachers will teach. The "how" (across all subject areas) will include music, drawing/painting/sculpture, dance, and drama in conjunction with best practice in direct instructional methods.

SUFFICIENT EVALUATION OF STUDENT PERFORMANCE AND FREQUENCY – DETAILED TO DETERMINE PROGRESS

Targets are set independently for student subgroups as well as for the school, district, and state as a whole (i.e., all students; ethnicity defined groups (Asian, Black, Hispanic, Native American, and White); English language learners; students with disabilities; and economically disadvantaged). These targets show whether "all students" and each of the subgroups is making sufficient progress each year to be on track to reduce its percentage of non-proficient students by half by 2016-17. The overall goal for all students on subject assessments is to demonstrate at least one year's growth annually as measured by the FCAT 2.0.

In addition to the change from AYP to AMOs, the task of establishing achievement goals and objectives is additionally challenged by Florida's transition from the FCAT 2.0 to a new assessment based on the CCSS for ELA and mathematics. In light of those changes and without having baseline data to inform the development of achievement goals for the school, we have reviewed the most recent data available from the FLDOE website regarding student outcomes in charter schools and information from FLDOE regarding the changes to Florida's accountability system that will be implemented beginning with the 2014-15 school year.

OPPAA will utilize a range of standardized norm-referenced and criterion-referenced assessments as well as teacher-made tests, observation tools, and authentic assessment/artifacts to monitor and measure student performance. The school will follow the district's assessment calendar. Baseline assessments will be conducted at the start of each school year. Interim assessments will be administered December through March. Summative assessment will be conducted in April and May.

Assessment tools that will be used school wide include:

1. Continuous and ongoing assessment of student learning will be achieved through use of curriculum-based assessments included in the selected instructional materials and textbooks, including placement, chapter, and unit tests; teacher-made assessments and rubrics; teacher observations of student performance; and student work samples and projects.
2. As a key component of our program, the performing arts will be incorporated into the methods used for assessment as well as instruction. Art, music, or drama can serve as a vehicle through which students are able to demonstrate understanding of a subject.
3. The FLKRS will be administered to kindergarten students within the required 30-day timeline. All students will be assessed annually in reading and math.
4. The FAIR will be administered within the established window for each assessment period for all students in kindergarten through grade two. If collaboration with the district is possible, Performance Matters Reading will be administered to students in grades three through five; if not, STAR Reading will be used. In addition, the FAIR will be administered to students in grades four and five who scored at Level 1 or 2 on the prior year's State Assessment for E/LA assessment.
5. Mathematics will be assessed via Performance Matters Math or STAR Math for all students in kindergarten through grade six.
6. Writing will be assessed via Clay Writes for all grade four students.
7. Reading and writing will be assessed via the State Standardized Assessment for E/LA for students in grades three through five.
8. The State Standardized Assessment for Math for students in grades three through five.
9. Comprehensive English Language Learner Assessment (CELLA) will be administered as required to assess language acquisition of English language learners (ELLs).

Criteria

The proposal provides clear strong evidence that the educational model to be implemented will be effective for the targeted student population (Use information from Section 3B and 3C of the model charter school application).

The school's curriculum aligns with the school's mission (Use information from Section 3D of the model charter school application)

The proposal clearly describes how the curriculum and/or program are innovative and/or proven effective for the new school's target population.

The plan for evaluating student performance is sufficiently frequent and detailed to determine whether students are making adequate progress (Use information from Section 5 of the model charter school application).

The plan for evaluating student performance appears to be sufficient to effectively evaluate each student's performance.

3c. Business, Finance, and Accounting

0-5 points

Describe the school's strategies for implementing sound business, finance, and accounting practices that will safeguard public funds.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

ACCOUNTING PRACTICES AND POLICIES

OPPAA will hire a part-time Financial Manager for the first year to train the office manager to handle school funds and develop a financial management plan addressing all business operations, including:

- Educational program implementation,
- Facility operation and maintenance,
- Establish a management structure,
- Governance,
- Funding and budgetary issues,
- Employment and personnel matters,
- Student, staff, and parental rights and responsibilities, and
- Legal and regulatory matters.

Business office practices and policies will be described in OPPAA's Operations Procedures Manual including: fiscal policies, procedures, budget requirements; purchasing procedures, employee regulations, procedures and laws; grievance policies and procedures; file management; charter school policies and laws; school policies and procedures, disciplinary policies and procedures, and communication systems utilizing technology, i.e., fax, e-mail, etc., and reception procedures. The 1st year of operation budget will include a 5-year Strategic Plan, outlining OPPAA's strengths, challenges, opportunities and potential pitfalls.

The budgets will achieve OPPAA's mission and goals, relying upon expenses that are consistently less than revenues. Balanced yearly budgets will avoid reliance on variable income. The Governance Board will be knowledgeable of OPPAAs' finances, examine quarterly financial reports and monthly monitor the accounts payable and receivable records, led by the Board president or treasurer. The Board will regularly discuss and review financial responsibilities, including the district contract and state and federal regulations. The Board will receive accurate financial information including balance sheets, income statements compared to budget, and cash flow statements from which short and long-term decisions will be made. The Administration will participate in all Board meetings, as non-voting Board members, allowing them access to financial information necessary to support decisions critical to OPPAA's mission.

OPPAA will submit annual budgets for each upcoming school year in a timely manner per its Charter. The Florida Statutes outline requirements, application processes, and other matters pertaining to the formation of and ongoing operation of charter schools in the state of Florida that include financing and financial management of public and independent charter schools. As a public charter school and in accordance with its Charter School Contract, OPPAA will comply with all federal and state laws, any local ordinances, and other reporting agency policies pertaining to financial management, financial reporting, and financial information maintenance.

A Financial Manager will be hired part time to work with the Charter School Support Unit and the Office Manager. The Treasurer of the Board will also provide assistance. The Board Treasurer has an extensive financial background and presently owns an accounting business in Orange Park.

The OPPAA Board of Directors recognizes fiscal management and planning as of utmost importance to the success of all charter schools. Monthly financial statements will reflect OPPAA's revenue and expenditures using the Financial and Program Cost Accounting and Reporting for Florida Schools, referred to as the Red Book. These financial reports will include monthly information and year to date information. Governing board members will receive copies of monthly statements, as will OPPAA's financial consultant, along with any other required statement to the Clay County School Board's financial office. They will prepare the preliminary annual financial report for audit.

OPPAA will hire an independent CPA to audit the annual financial report. The governing board will use the "Auditor Selection Procedures for Charter Schools" specified in Section 218.39, Florida Statutes, and will establish an audit committee that:

1. Determines auditor selection factors,
2. Publicly announces requests for auditors,
3. Provides interested auditing firms with instructions to prepare their proposal,
4. Ranks and recommends the most highly qualified audit firms, and
5. Presents this information to the governing board, which negotiates and signs a written contract with the chosen audit firm.

Audits will be submitted annually to the Clay County School Board on or before September 30th to include a complete set of financial statements: assets, liabilities, fund balances, revenues and expenditures, as well as notes prepared by OPPAA's financial consultant(s).

OPPAA will further safeguard finance accountability by requiring:

- Two signatures on all checks,
- Board approval of proposed budgets and amendments,
- Annual audits by an independent accounting firm

OPPAA will abide by all current and future local, state and federal guidelines for financial controls. All accounting records will be maintained according to FDOE guidelines.

Accounting records will use Generally Accepted Accounting Principles (GAAP) and other appropriate pronouncements. Quick Books Pro shall likely be OPPAA's software choice as it can accommodate the structure for functions and code numbers aligned with the Red Book. However, the possibility of utilizing PCSB's PASS system is being evaluated as an option for part of the process (i.e. payroll, purchasing, and general ledger detail provided monthly), with potential summary entry in Quick Books for charter school cash management and financial reporting purposes.

Records will adhere to the secure systems recognized and required by FDOE and Clay County. OPPAA will obtain and store student and financial records in accordance with GS 7, the General Records Schedule for Public Schools Pre K-12, Adult and Vocational & Technical. OPPAA will also abide by the standards for retention applicable to charter schools, as documented in GS 1 (General Records Schedule for State and Local Governments). Student records and employee files will be stored in locked, fireproof filing cabinets in the assistant principal's office. PCSB's Human Resource division and the PASS system shall be utilized for most employee documentation.

RESPONSIBILITY FOR FINANCIAL HEALTH OF THE SCHOOL

The Board of Directors shall be responsible for administration and control of internal funds, and shall:

1. Adopt policies and procedures governing receipt and disbursement of all internal funds and accounting for property pursuant to Florida Statutes.
2. Provide for an annual audit of internal funds per Rule 6A-1.087, F.A.C.
3. OPPAA financial transactions shall be accounted for in OPPAA internal funds. All funds handled by employees shall be included in and become part of the internal funds of OPPAA unless accounted for in the district-level accounting system. All organizations or organizations operating in OPPAA's name that obtain public money shall be accountable to the Board for receipt and expenditure of funds in the manner prescribed by the Board. If authorized by school board rule, a school-based, direct-support organization as authorized by Section 1001.453, F.S., may have all financial transactions accounted for in school internal funds.
4. School internal account funds shall be used to benefit activities authorized by the district school board.
5. Funds collected shall be expended to benefit those students in school unless those funds are being collected for a specific documented purpose. Those internal account funds designated for general purposes shall be used to benefit the student body.
6. Collecting and expending school internal account funds shall be in accordance with the Florida Constitution, Florida Statutes, State Board of Education rules, and school board rules.
7. Each school organization should operate within a budget formulated by the organization members. Annually, the combined budget of OPPAA, including its organizations, shall be approved, presented, and adopted by the board.
8. An adequate system of internal controls, including segregation of duties, limits and approvals, timely reconciliation of bank accounts, monthly reporting verification of transactions shall be maintained to safeguard the assets of OPPAA's internal funds.

Criteria

The accounting practices and policies for the charter school are fiscally sound and include a

detailed explanation of strong internal financial controls to ensure adequate protections are in place.

The proposal provides a detailed description of who is responsible for the monitoring the financial health of the charter school.

3d. School Leadership and Management

0-15 points

Describe the school's strategies for ensuring strong and effective school leadership that will result in increased student academic achievement for all students.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

PLAN FOR PROVIDING LEADERSHIP

OPPAA Professional Development programs are not limited to just supplying teachers with knowledge or examples of expert teaching on specific subjects or content areas. Instead, the school's professional development programs includes the teacher's day-to-day classroom instructional and management practices, to ascertain how well their practices align with the OPPAA's Educational Program Design and the Curriculum Plan. The school's professional development program provides teachers with specific knowledge, opportunities to observe and be observed by other teachers in the school and by visiting teachers' classrooms in other schools. Teachers will be given opportunities to explore and examine effective and ineffective instructional strategies, to reflect upon them individually and collectively and to devise plans that utilize only the most effective methods and practices (Van Driel, J.H and Berry, A, 2012).

The school's Professional Development Plan is based on sound research conducted by the Rand Corporation (Berman and McLaughlin, 1978) who studied the effectiveness of educational projects to see which ones, over time, had longevity and lead to successful outcomes. Following the Rand Corporation research, the school's professional development plan includes the following:

1. Training that is concrete, continual, and tied to helping teachers want to become more effective in the classroom and to be excited about the academic progress they are making with students.
2. Training opportunities that are ongoing and include a coaching component to help guide teachers through didactic hands-on learning of effective instructional strategies and classroom management techniques.
3. Teachers are provided with opportunities for them to be observed by a peer or for the peer to observe them in the classroom.
4. Teachers are provided opportunities to engage in professional conversations and discussions in which they receive feedback, reinforcement, and encouragement.
5. The building administrator participates, along with teachers, in professional development training.
6. Regular meetings are scheduled with teachers by the Learning Coordinator, the building administrator and groups of teachers to problem solve and to adapt new techniques and skills learned in professional development training for effective use in the classroom.
7. Teachers are provided release days (without students) to allow for more in-depth study, reflection, and opportunities to visit classroom of teachers at other schools to examine their classroom effectiveness, or to plan and implement a "Best Practice" instructional method.
8. Pay for teachers doing a project that requires extensive work beyond what can be accomplished during release time.
9. Teachers are included in the staff development decision-making process.

The professional development plan encourages teachers to work collaboratively with each other and the administration. It encourages them to feel free to ask questions about classroom learning outcomes, behavioral conduct of students, and effective ways to deal with disobedient students. The school's professional development plans will encourage teachers to seek assistance in understanding building policies and procedure, how to effectively use new technology and any other issues that might impact their classroom effectiveness. The research suggests that professional development opportunities which allows for greater transparency and opportunities to seek and find help without being stigmatized lead to greater teacher satisfaction, greater chances for enhanced academic achievement and social growth for the students, and to a more positive school environment (Sprinthall and Thies, 1993).

The professional development plan mandates teachers and assistants to meet 2-3 weeks before school starts for full-day training sessions during the summer prior to the opening of school. This is followed by mandatory 1.5 hours of professional development training after school each week for the first 6 weeks of the new school year, followed by 1.5 hours of training twice a month for the next 6 weeks of school, and 1.5 hours of training once a month for the remainder of the school year. Additionally, OPPAA can set up professional development days throughout the year to provide for more intensive training on a given instructional topic or professional

need.

Before school begins in the fall of each year, all staff will be required to attend training on school policies and procedures, child abuse laws, sexual harassment laws and local, state, and federal school laws that pertain to effective school practices. During training sessions staff will be apprised of reporting encounters they may have with the law that results in a conviction, or other issues that might infringe upon their ability to work with children. These are incidents that happen after an employee has been cleared through the Florida Bureau of Investigation and deemed eligible to work with children in a school setting. Staff will be instructed regarding appropriate school attire, behavior, and conduct and that they are expected to demonstrate high moral character on and off school property, even when they are off duty.

The Professional Development Plan will employ course offerings made available to charter school staff by the Core Knowledge Foundation and the Clay County Public Schools Professional Development Department. Additional in-service and professional opportunities will be contracted with professional experts in the field for which training is needed.

Professional development and training of governing board members, administrators, teachers, and staff will be paramount in the school structure. The school culture will be that of continuous learning for all. Job-embedded training for teachers and staff will be a part of the daily routine and special budgeting will be important to professional development.

In setting high expectations for both students and teachers, the school is committed to maintaining quality instructors by implementing a comprehensive professional development plan. OPPAA will support the professional development needs of all professional staff by offering trainings in-house or externally.

In-house workshops and meetings will be held monthly by administrators and consultants in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs. In addition to the school-wide professional development opportunities, faculty members will each complete a Professional Development Plan (PDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its compatibility to ensuring the development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur.

The Principal will approve all PDPs or his/her designee at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. The Principal or member of the administrative staff, together with the teacher, will commit to the PDP including the allocation of necessary resources for plan implementation.

QUALIFICATIONS OF THE PRINCIPAL

The Board has hired a highly qualified and dynamic principal by the name of Kenneth Francis. He has a proven track record as a former Principal of Clay County. He has a history of positive results and active community involvement.

- 38 years of blended experience in education including classroom instruction, central office administration, educational leadership practices, charter school leadership
- Proven ability in supervisory roles with teachers and support staff. Experience in coordinating parental involvement activities
- Cultivated relationships with multiple Clay County community stakeholders

Honors Received

2007 Outstanding Principal of the Year
Clay County Public Schools

2007 Regional Junior High Principal of the Year

2006 Gubernator Recognition
Top Performing Junior High School

2007-2010 Pathways Academy Charter School
Director/Principal, Florida State College at Jacksonville- Downtown Campus

Work Experience

1990 – 2007 Green Cove Springs Junior High School
Principal, Clay County Public Schools

1980 – 1989 R.C. Bannerman Alternative School
Principal, Clay County Public Schools

1975 – 1980 Clay County Public Schools
School Social Worker/Attendance Office

1973 – 1975 City of Green Cove Springs
Director, Neighborhood Community Centers (Old Dunbar High School)

1969 – 1973 Clay High School
Classroom Teacher

TEACHER RECRUITMENT AND RETENTION

Teachers will be recruited with the philosophy that all staff members share in the responsibility of advancing the school's mission. The school will ensure that faculty members are highly qualified and match the learning needs of its students. OPPAA will:

- Recruit teachers through the state-sponsored Department of Education "Teach in Florida" website; and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines
- Staff will be recruited through job fairs
- Advertisement in the newspapers
- Recruiting at the various colleges
- Networking through local/Education organizations

Candidates for teacher positions will be interviewed by a hiring committee lead by the Principal. The principal will make recommendations to the Board. Upon final approval, those selected will be offered employment. Each selected candidate will be required to undergo and meet state requirements for fingerprinting and background checks prior to commencing employment. Salaries will be comparable to those provided by surrounding school districts.

The Principal will also coordinate partnerships with postsecondary educational institutions to serve as a host school for intern recruitment. Considerable effort will be taken during interviews to hire the most qualified candidates who cumulatively represent the diverse racial/ethnic background of the local community. Teacher will also be recruited with performing arts talent.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state, and national conferences and serve as trainer to the remainder of the staff upon return to OPPAA. Appropriate and relevant school-wide training will occur on teacher planning days. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist, and monitor the staff development process.

ADMINISTRATIVE AND OPERATIONAL CAPACITY

OPPAA will not utilize a full-service management company (CMO/EMO) to provide educational leadership and onsite management. Instead, we will hire a Principal to oversee educational aspects of the school and the Governing Board (Board) to handle non-academic operations. These individuals will work with the Board to decide what functions can be done in-house and what functions should be "outsourced" to third party providers.

The Board will hire and oversee an on-site administrative team consisting of a Principal, teachers and staff. As OPPAA's instructional leader, the Principal will be required to demonstrate mastery of the Florida Principal Leadership Standards, assure high student outcomes, and maintain the integrity of the school's educational program.

Teachers will be engaged in the Systematic Planning of school programs and activities and will work with the Comprehensive School Evaluation (CSE) team to utilize data gathered and analyzed to develop effective teaching and learning strategies. Also, to create lesson plans incorporating Florida State Content Standards.

Criteria

The proposal describes a comprehensive plan for providing educational leadership and on-site management of the school either through a hired administrator, contract with a management company/Education Service Provider (ESP), or both.

If the applicant has contracted, or will contract, with a Charter Management Organization (CMO) or Educational Management Organization (EMO), the proposal must include data on past academic performance of all other schools managed by the CMO/EMO (data on past academic performance may be included as Appendix B).

Management companies that work with alternative schools must provide the School Improvement Rating (SIR) for all other schools managed by the CMO/EMO.

The proposal describes a comprehensive and detailed professional development plan for

instructional staff.

The proposal includes the qualifications of the Administrator/Principal. If the Administrator/Principal is not yet identified, the proposal must include the desired qualifications.

The proposal includes realistic strategies for recruiting and retaining effective teachers.

The proposal includes a detailed description of administrative and operational capacity that is clearly sufficient to support an effective educational program.

3e. Special Populations

0-10 points

Describe the school's strategies for ensuring that students with disabilities and English Language Learners will have the opportunity to attend and benefit from the charter school.

When applicable, the applicant should use information that was included in the model charter school application that was submitted to the District.

DEMONSTRATE THAT ESE STUDENTS HAVE EQUAL ACCESS

OPPAA will not discriminate on the basis of race, religion, national/ethnic origin, or disability in the admission of students. OPPAA will serve students working towards the standard curriculum and the Performing Arts. Students with disabilities will be well served by the inclusive nature of the program. Applicants will be fully informed of space and staff limitations. Students who require a low to moderate level of support would function well and OPPAA will address each student individually to help them best succeed in the program. OPPAA is committed to having a policy of non-discrimination, while offering Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for exceptional students enrolled in the program.

IDENTIFYING STUDENTS WITH SPECIAL NEEDS – ESE AND LEP

The Response to Intervention Process (RtI) will be used to aid in allowing students to be successful. The intervention process will be individualized for the student's needs. If the student does not make adequate progress and interventions were observed to address the student's target concerns, this student will be recommended by the RTI team for an evaluation pertaining to his/her needs. A qualified psychologist will then evaluate the student that has gone through the 12 week RtI process that has not made adequate progress. The eligibility process will be conducted by an Exceptional Student Education (ESE) Director or Designee along with the psychologist, the student's regular education teacher, ESE teacher/s, parent, and anyone that may be beneficial to the process. Recommendations for services are based upon the individual educational needs of the students in the least restrictive environment.

The majority OPPAA applicants will arrive with an ELL identification or plan in place, and all modifications and accommodations will be observed. In the case of an ELL student who enrolls without a plan in place, OPPAA will follow the steps for identifying and serving:

1. Identify potential English Language Learner students via the Home Language Survey: If one or more responses indicate a home language other than English, the administration will proceed to Step Two.
2. Screen for language proficiency within the first twenty days of a student's tenure: English language reading and writing proficiency will be evaluated with the IPT Reading/Writing assessment. Any potential ELL student scoring at or below proficiency level will be considered to be Limited English Proficient and provided services to assist the student to navigate the regular curriculum.
3. Form an ELL Committee if necessary: This committee will include at a minimum the teacher and the administrator, but is not limited to those individuals. Parents will be invited to participate in all aspects of this process. The ELL Committee is the final authority for all decisions regarding the education of the ELL student.
4. Determine the ELL student's need for instructional assistance. Appropriate ESOL strategies are documented in teachers' lesson plans. The school will employ ESOL strategies such as visual prompts and student heritage language/English dictionaries in every classroom. Instruction and assessments will be modified for the student's level of language proficiency. Students will be graded on their progress in content areas, and not language proficiency. FCAT modifications will be provided as directed by state law.
5. Evaluate student progress by tracking academic and social performance: Progress will be communicated to parents. Whenever

possible, interpreters and materials written in the home language will be used. Teachers will document progress in basic curriculum performance as well as evaluation of English language proficiency. Tracking of progress is documented, including basic curriculum performance, as well as the continued assessment of English language proficiency via observation and social encounters.

6. Exit from the ESOL program is considered when the student begins to approach the percentage score cutoff on the measure of English language proficiency, beginning with the state CELLA evaluation. Elements for consideration include language proficiency, classroom performance and achievement, teacher recommendations, criterion-referenced tests, and writing samples.

HOW NEEDS OF STUDENTS WITH DISABILITIES WILL BE MET

At least two ESE-certified teachers will be on staff for IEP planning, development and implementation. The ESE-certified teachers and related service providers will be able to provide assistance and information to the staff and administration to ensure that ESE students are accommodated within the program in the Least Restrictive Environment (LRE). Related service providers would be contracted on an as needed basis in collaboration with the sponsor in order to provide speech/language therapy, occupational/physical therapy, or mental health counseling. Highly qualified teachers: OPPAA will hire highly qualified teachers, including the ESE-certified teachers will be responsible for an advisory cohort through which the teachers can help monitor the adjustment of the students into the program.

To ensure that every exceptional or Section 504 Plan student receive every accommodation he or she may need within the program OPPAA will operate under the state approved Exceptional Student Education Policies and Procedures (SP&P) document and the district approved Admissions and Placement Manual.

HOW IEP FOR STUDENTS WITH DISABILITIES DEVELOPED, MONITORED AND UPDATED

1. The application process will ask specific questions about the status of exceptional students (not as a way to prevent access, but as a way to more fully provide services). The Enrollment Coordinator will review the records for each student with a documented exceptionality and begin to plan appropriately for student needs. The ESE teacher in collaboration with the school psychologist will assist parents and students in the process of identifying needs, as required.

2. Current services and strategies will be evaluated to determine the efficacy of the accommodations and IEP. If it becomes apparent that the current services and strategies are not enabling the student to succeed at OPPAA, the ESE teacher in conjunction with parents, student and teachers will establish a team to review and amend the IEP. If a student doesn't have a current IEP in place, a problem solving/response to intervention team will be called to review student's lack of progress and develop interventions. These interventions will be progress monitored. If the team determines that the student shows no or minimal progress then additional testing will be requested. Formal reevaluations will occur every three years, unless the team in conjunction with the parent request one earlier.

3. The IEP team will consist of the student, the parents, the teacher(s), a special education teacher, local education agent (LEA), and other relevant service providers, such as the school psychologist. Additional members can also be added upon request of the parent, or school.

4. The IEP team will develop an Individual Education Plan including a description of the current performance level of the student, goals, specialized instruction or appropriate supportive services, and accommodations.

5. The IEP is implemented in the classroom with the full support of the teachers, administration and parents. Teachers and administration will begin monitoring student progress in the same intervals as the rest of the student body. Due to the technology-rich nature of the OPPAA classrooms, teachers and the administrators must be vigilant in ensuring that all needed accommodations are being made within the classroom setting.

6. Prior to the expiration date on the IEP or as needed based on student progress, the IEP will be reviewed for efficacy and amended to reflect current needs.

Criteria

The proposal describes how the school's recruitment efforts and lottery will ensure that ESE students have equal access to attend the school.

The proposal includes a comprehensive plan for identifying students with special needs, including students eligible for Exceptional Student Education (ESE) services and Limited English Proficient (LEP) students.

The proposal includes a description of how the specific educational needs of students with disabilities will be met.

The proposal includes a description of how the Individual Education Plans (IEP) for students with disabilities will be developed, monitored, and updated.

4. Evaluation

0-15 points

Describe the method(s) for evaluating the proposed project and how the project will result in a high quality charter school that will enable all students to meet or exceed the State's academic achievement standards.

OPPAA's goal is a School Accountability Report grade of "B" while meeting Adequate Yearly Progress (AYP) defined in No Child Left Behind (NCLB). Our annual goal is all students demonstrating at least one year's growth as measured by FCAT 2.0 or Florida standardized test.

First Year Implementation

Goal 1: Language – Students achieve measureable reading gains.

Objectives:

1. 98% of OPPAA 3rd to 5th graders participates in FCAT 2.0 Reading assessment. Baseline Data: Established during 2014□2015 school year. Subsequently, OPPAA compares prior year's data.
2. By Spring 2015, minimally 70% of 3rd to 5th graders reach or exceed Achievement Level 3 on FCAT 2.0 reading assessment. Baseline data is the 2014□2015 school year; subsequently OPPAA applies prior year's data for comparisons. Enrolled students without FCAT data will receive another applicable assessment to determine baseline data for instructional purposes.
3. By spring 2015, minimally 70% of OPPAA's lowest quartile students will make learning gains in reading as evidenced by the DOE School Grade Accountability Report. Baseline Data: OPPAA applies the student's prior year FCAT Reading score as a baseline for individual student learning gains. Additional reading and language assessment tools will be used.

Goal 2: Mathematical Skills – OPPAA students will make measurable gains in math.

Objectives:

1. Minimally, 70% of students in grades 3-5 achieve level 3 or above on FCAT 2.0.
2. Baseline data established for 2014□2015 school year. Subsequently, the school will compare prior year's data.
3. Achievement levels and cut scores for math will be established by DOE during 2014□15. Baseline Data: OPPAA baseline data established during the 2014□2015 school year.
4. OPPAA will establish a baseline for comparisons and will provide reasonable annual goal increases of 2 percentage points. 2014□2015: OPPAA establishes baseline data for students scoring achievement level 3 or higher and/or make learning gains in FCAT.
5. 2014-2015: OPPAA students will make a 30% improvement in Math for all grades.

Goal 3: Writing Skills – Students will make measureable gains in writing.

Objectives:

1. At least 70% of OPPAA students in 4th and 5th grade will achieve a score of 4 or above on FCAT 2.0.
2. Baseline data will be established in the 2014□2015 school year. For subsequent years, OPPAA will use the prior year's data for comparisons.
3. By Spring 2015, baseline data for OPPAA will be established for students scoring at or above the state determined cut score for proficiency. For subsequent years, OPPAA will use the prior year's data for comparisons.

Goal 4: Science Skills – OPPAA students will make gains in science.

Objectives:

1. 100 % of OPPAA 5th graders enrolled in science will take the Science portion of FCAT.
2. Achievement levels and cut scores for science will be established by DOE during 2014□15 school year. OPPAA baseline data will be established during the first year of operation. For subsequent years, the school will use the prior year's data for comparisons.

3. At least 70% of all 5th graders will have a 20% improvement in Science.
4. 75% of students in the 5th grade will achieve a level 3 or above on FCAT 2.0.

Other School Goals

1. By Spring 2015, 85% of enrolled students will record less than 15 days absences.
2. By Spring 2016, 60% of OPPAA students will have higher test scores in all academic areas.

Baseline achievement data will be established as a crucial part of the enrollment and admissions process. Student scores will be examined and reviewed prior to admission to give teachers enough information to properly address student needs. Additionally, students will be assessed with comprehensive assessment tools to further illuminate student needs.

OPPAA's goal is to receive a grade of "B" based on OPPAA Accountability Report while meeting Adequate Yearly Progress (AYP) as defined by NCLB.

Second Year Implementation

Goal 1: Language – Students will make measureable gains in reading.

Objectives:

1. By spring 2015, at least 75% of 3rd to 5th graders will obtain an Achievement Level 3 or higher on FCAT 2.0 Reading Assessment.
2. By spring 2015, at least 75% of OPPAA's lowest quartile students will make learning gains in reading as evidenced by the DOE School Grade Accountability Report.

Goal 2: Mathematical Skills – OPPAA students will make measurable gains in math.

Objectives:

1. Students (75%) in grades 3-5 will achieve a level 3 or above on FCAT 2.0.
2. 75% of students in 3rd to 5th grade will demonstrate at least one year's growth annually as measured by FCAT 2.0

Goal 3: Writing Skills – OPPAA students will make measureable gains in writing.

Objective:

1. At least 75% of OPPAA students in 4th and 5th grade will achieve a minimum score of 4 on FCAT 2.0.

Goal 4: Science Skills – OPPAA students will make gains in science.

Objectives:

1. At least 70% of all 5th graders will have a 20% improvement in Science.
2. At least 75% of 5th graders achieve a level 3 or above on FCAT 2.0.

Third Year Implementation

Goal 1: Language – OPPAA students will make measureable gains in reading.

Objectives:

1. By spring 2016, at least 80 % of 3rd to 5th graders obtain Achievement Level 3 or higher on FCAT 2.0 Reading Assessment.
2. 80% of students in 3rd to 5th demonstrate at least one year's growth as measured by FCAT 2.0

Goal 2: Mathematical Skills – Students will make measurable gains in math.

Objectives:

1. Minimally, 80% of students grades 3-5 will achieve level 3 or above on FCAT 2.0.
2. 80% of students in the 3rd to 5th will demonstrate at least one year's growth annually as measured by FCAT 2.0

Goal 3: Writing Skills – OPPAA students will make measureable gains in writing.

Objective:

1. At least 80% of students in 4th and 5th grade achieve a "4" or above on FCAT 2.0.

Goal 4: Science Skills – Students will make gains in science.

Objective:

1. At least 80% of all 5th graders improve 20% in Science.
2. At least 80% of 5th graders achieve a “3” or above on FCAT 2.0.

Student Goals

- OPPAA will focus on individual students so they are challenged at their level
- 65% of students who start below grade level in any subject shall progress at least one grade level per year
- OPPAA will actively work to increase 25% of the performance of students who are below grade level
- 75% of Kindergarteners will be ready for 1st grade
- 70% of 1st and 2nd graders will score above 56% on the FAIR assessment
- 25% decrease in student percentages scoring at levels 1 or 2 on FCAT 2.0

BASELINE AND PERIODIC TESTS

All students will be assessed formally and informally using standardized assessment tools covering major concern areas in reading and mathematics. Tools aligning with NGSSS and Common Core will help OPPAA faculty better serve the population's needs and ensure each student receives educational support needed to become proficient.

Student academic performance will be annually evaluated using FCAT 2.0.

Baseline assessment tests include FAIR, SAT 10, Success Maker, GIZMO, and FCAT Explorer. The main two will be FAIR and FCAT Explorer. Other tools will be used as budgets permit. Students will also be assessed routinely to ensure they are making learning gains via computers supporting the aforementioned assessment tools.

OPPAA teachers may choose to assign assessments during the year monitoring progress in a course or mastery of Common Core. Such assessments might include speeches, presentations, quizzes, higher-order thinking questions, multiple-choice tests, essays and/or projects. The results of assessments may shape student instruction during the year. Students will be assessed at the beginning, mid-year, and end of OPPAA year to evaluate:

- Demonstrated performance
- Observation and anecdotal records
- Checklists
- Student portfolios
- Report grades
- Rubric classroom assessments

OPPAA's goal is student mastery of Common Core State Standards. Assessments and performance data will directly shape instruction. Teachers and administrators will closely monitor performance and adjust the curriculum or the program of study to suit both individual and population needs as a whole. A compiled data base will be disseminated among teachers in a “data day” style in-service where teachers and administrators apply the data to the program curricula and services. An action plan will be formed to implement curricular or programmatic changes that increase student learning gains.

To keep OPPAA operating in the most effective and efficient site-based management manner, members of the CSE (Comprehensive School Evaluation) Team will serve as the accountability arm responsible for collecting, analyzing and submitting their findings to the Governance Board, administration, staff, students, parents and the community. Even though the CSE Team will be responsible for accountability reports, the entire school community including parents and community members will work together to provide the best possible educational outcomes for students. School accountability is based on adherence to school mission, goals and stated outcomes for student academic and social success.

The CSE Team comprises a Governance Board member, administrator, teacher, parent, student representatives, and community members. It is essential to continued school success. CSE Team findings serve as blueprints for examining school program effectiveness and establishing changes that improve student learning. The CSE Team will annually submit reports on school progress for these components: academic program, academic achievement, assessment effectiveness, classroom instruction and management, disciplinary policies, procedures and outcomes, teacher, student, and parent satisfaction, school climate, professional development, responsiveness to parent concerns, daily attendance of students and staff, parental participation, fiscal management, employment policies and practices, Governance Board effectiveness, community involvement, as well as the effectiveness of the CSE Team.

Following CSE Team data submission to all stakeholders, focus group meetings will take suggested improvements, give them to a committee of business leaders, educators currently working in the field, and retiree experts in school improvement strategies. Subsequently, school administrators, parents and teachers will develop an improvement plan to be presented to school stakeholders for

additional input prior to full adoption by staff and parents. Involving all stakeholders in the process is important to successful management of OPPAA and the essential goal of producing high achieving children that display a confidence and desire for success in life.

OPPAA will also demonstrate accountability through transparency with staff and parents, giving them information about OPPAA, possible problem areas, concerns being shared by parents and students, and also areas of great satisfaction. Administrators will send newsletters and letters home regarding upcoming events, highlighting achievements, and giving "an overall how OPPAA is doing" report. OPPAA will demonstrate accountability by informing community organizations of up-coming events, accomplishments of students or programs sponsored by OPPAA, giving certificates of achievement to students making academic gains, public acknowledgment of teachers achieving professional development, and parents showing leadership. When mistakes occur,

OPPAA will receive a grade through the Florida's A+ Grading System.

Criteria

The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student achievement outcome measures must mirror the outcome measures submitted in the school's charter school application or contract.

The projected student achievement outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.

The proposal clearly describes how they will measure the baseline data of their new students (what data will be collected and data sources);

The proposal clearly explains how student achievement data will be collected, analyzed, and used by school leadership to monitor and improve the delivery and effectiveness of instruction.

The proposal describes effective evaluation methods that will assess the school's progress towards meeting its goals and objectives and allow for ongoing correction and improvement.

The proposal states whether the school will receive a school grade through Florida's A+ Grading System or an Alternative School Rating. If the school will not receive a school grade through Florida's A+ Grading System or an Alternative School Rating, the proposal will describe how overall school success will be measured and reported.

5. Marketing and Outreach

0-15 points

Describe how parents and other members of the community have been or will be involved in the planning, program design, and implementation of the charter school.

PARENTAL AND COMMUNITY INVOLVEMENT

The concept of this performing arts school was developed as the result of several parents wanting a choice for their children in Clay County. Local parents along with board members supported the approval of the charter school through letters of support and campaigning the school district. Parents of enrolled students also assist with recruitment. Parents with students in the school sign a contract to be actively involved in school events. Currently, there is one board member who a parent of a child that has currently enrolled in the school. Potential parents and members of the community completed a needs survey prior to submitting the charter school application.

Several community leaders are on the current board and assisted with the charter school application. Other community leaders helped with fundraisers and recruitment of students. Clay County Sheriff Rick Beseler is on the board.

The school's outreach team consist of parents and members of the local community. The outreach team has developed cards, flyers, folders and other promotional materials for the school. They assisted with the development of the recruitment plan and the Saturday School.

The school has several business partners who are involved with the planning and implementation of the school. The school has the following business partnerships/memorandums of understanding:

1. BB&T; Bank
2. Jacksonville Symphony
3. University of North Florida Dept of Education
4. Junior Achievement
5. Edward Waters College Dept of Education
6. The Performing Arts Center
7. Fortis School of Technology

Describe how students and parents in the community will be informed about the proposed charter school. Provide specific examples of how you will inform the community about the proposed charter school using methods that go beyond 'word of mouth.' Provide details regarding targeted outreach plans, if any, for specific student populations. Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including the lottery system. If any enrollment preferences will be utilized by the school, describe in detail. Clearly explain how students can meet preference criteria and how the preferences are applied during enrollment.

THE COMMUNITY AWARENESS PLAN PROMOTES DIVERSITY

OPPAA recognizes that not all students have equal access to information about educational options. The marketing approach will be guided toward reaching specific populations. The marketing approach will include two target audiences: 1) students who are interested in the performing arts and 2) students who have low performance on assessment test. The current Channel 4 TV contract with promos, banners online, and spots on the station's News Reader app will enhance our ability to recruit a diverse population.

The objective is to implement strategies throughout the county that will enable OPPAA to effectively recruit the target population (Grove Park, Sadie Tillis, SB. Jennings, Montclair, Argyle and W.E. Cherry attendance zones, low performing students & performing arts students) as well as striving for a diverse population of students.

The plan to recruit students is listed below for the target schools 6 targeted schools aforementioned:

- Coordinating Open Houses at the schools and orientation at apartments in the targeted area
- Local Advertising in the newspapers and flyers –distributed in neighborhoods of the target schools
- Local Radio – public service announcements
- Local TV – commercials with a promo on Channel 4
- Social Media – creating a Web Presence, Facebook, Twitter
- Direct Mail – mailing of post cards to families in the targeted areas
- Public Outreach – promotional activities at local community events
- Recruitment Booth – Fall Festival, Spring Festival and Community Annual Days
- Summer Camps – Performing Arts Camps during the summer
- Little League – distribute promotional material at local youth sporting events
- YMCA – ongoing recruitment at the YMCA
- Daycares – host parental parties/receptions at the local day cares and learning centers
- Website – website already developed www.op-performingarts.org
- Saturday School – start Saturday School for the community for remediation and use this as a recruitment tool

Harder to reach families will be recruited by door to door activities, door hangers, flyers and telephone recruitment. We will also advertise in the non-traditional areas such as grocery stores, movie theaters, and sporting events.

DESCRIPTION OF SCHOOL'S ADMISSION AND ENROLLMENT

The enrollment policy is basically the same as Clay County School. The enrollment will be open to all students who would like to attend and meet the requirements for entrance. OPPAA expects recruiting and open enrollment to begin through collaborative partnerships with school counselors.

ENROLLMENT POLICY AND PROCEDURES

Students who are considered for attendance for school will be required to attend an enrollment orientation. The orientation will include an overview of the program's curriculum and schedule and enrollment agreement. In addition, the attendance agreement, dress code (uniforms) and the Code of Conduct will be reviewed and signed by both student and parent when applicable.

Entrance Criteria:

- Agree to the policies and procedures of the Code of Conduct
- Sign attendance, dress code, code of conduct, and student handbook forms,
- Provide any other documentation as needed, and
- Take the baseline assessment to establish the need for remediation

LOTTERY PROCESS

OPPAA will follow procedures for admission and registration in the student handbook. The random lottery selection of applications will ensure equality and fairness to those who have submitted an application in accordance with Clay County application timelines. In the event that the number of submitted applications exceeds the number of available seats, applications will be drawn randomly until all seats are full. Remaining applications will be placed in an applicant pool. Those applications will be available when a seat becomes open, students will be randomly drawn from the applicant pool to fill an available seat.

Admission and enrollment preferences, including the lottery system, must comply with Federal guidelines (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance). A charter school receiving PCSGP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. An oversubscribed charter school generally must include all eligible applicants for admission when it administers its lottery.

A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply. In addition, the following categories of applicants may be exempted from the lottery: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders, teachers, and the charter school's staff (as long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Criteria

The proposal's community awareness plan promotes diversity within the school's student population and uses effective and realistic means to inform and recruit eligible students and families in the community.

The school's community awareness plan is consistent with the school's mission, and is likely to result in reaching the targeted student population.

The proposal clearly describes how parents, community leaders, and business partnerships have been or will be involved in the planning and implementation of the new charter school.

The proposal includes a clear and comprehensive description of the school's admission and enrollment policies and procedures, including the lottery system and enrollment preferences that comply with state and federal law requirements.

6. Support for Strategic Plan

FIXED REQUIREMENT

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan.

URL:http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf

OPPAA will have a direct and positive influence in multiple areas of the Florida's PreK-20 Education Strategic Plan. The following examples are associated with Goal 1 – Highest Student Achievement:

- “Increase the percentage of students performing at grade level” and “Increase the percentage of charter school students performing at grade level”

OPPAA's curriculum and supplemental programs were selected specifically to meet the needs of the all students within Clay County, and we expect a population of students from diverse backgrounds and with diverse learning abilities. Our curriculum and supplemental programs have been successfully implemented with students from academically, socially, and economically-varied backgrounds. We believe OPPAA's high standards and research-based curriculum will provide students a rigorous and well-rounded education that will challenge them to excel not only in learning but in character development.

- “Increase student participation and performance in accelerated course options”

OPPAA students who demonstrate the prerequisite skills will be encouraged to read and study Math at a much higher level.

- “Improve charter school performance”

Based on research that student who participate in the performing arts achieve higher academic levels, we anticipate a highly successful program. As one the first Charter School in Clay County, we hope to encourage other schools, both traditional and charter, to consider the impact a similar model might have on their students.

Describe how the proposed project will address the reading and math/science initiatives of the Department of Education.

Just Read Florida URL: <http://www.justreadflorida.com/>

Math/Science Initiative URL: <http://www.fldoe.org/bii/curriculum/sss/>

OPPAA's reading instruction is aligned with Just Read, Florida! Reading is a priority in the school, and is based on the latest research on the basic components of reading. An emphasis on literacy is the cornerstone of classical education, and OPPAA's program is designed to provide the strongest possible foundation. Systematic, direct instruction targeting the six components of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) will be provided in the early grades as students “learn to read.”

Equally important is classical education's focus on original texts and source materials. One significant shift the CCSS for English/language arts requires of schools is to increase the amount of informational text students read and increase knowledge in the disciplines. Our use of Core Knowledge and Riggs Reading meets both of these demands through the use of content-rich high quality literature and authentic text.

OPPAA's math and science instruction are designed to support the student objectives in Florida's STEM Strategic Plan:

- Increasing the performance of all students and their interest in STEM
- Decreasing the gaps in interest and achievement between groups of students

Math instruction is aligned with the CCSS for mathematics. The Math program was selected in part because of its strong foundation in the early years and mastery approach to teaching and learning. Providing a conceptual approach to mathematical skill building and problem solving, it has a strong record of success in schools worldwide.

Criteria

The applicant has included effective methods for incorporating one or more of the Areas of Focus from Florida's Next Generation PreK-20 Education Strategic Plan.

The proposed project utilizes a comprehensive plan for integrating pertinent aspects of the Just Read, Florida and the math/science initiatives.

A) **Orange Park Performing Arts Academy**

Name of Eligible Recipient/Fiscal Agent

B) **CSP- ID 2014-208**

DOE Assigned Project Number

C) TAPS Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	643	Mobile Computer Lab 25 iPad @299.99		\$7,499.75	100%			
5100	643	Desktop Computer 2@699.99 1 for Principal and 1 for Registrar		\$1,399.98	100%			
5100	643	Printers 2@300		\$600	100%			
6200	642	Library/Media Furniture 7 Shelves (3) 48' \$1,280.43, (2) 60' \$1,095.64 (2) 72' \$1,232.90 (2) rectangle tables \$800.66		\$4,409.63	100%			
6200	610	Library Books 150@20		\$3,000	100%			
5100	642	Furniture Cafeteria tables @499.33 x 20		\$9,998.66				
		Travel Charter School Conference						
6400	330	Registration (Principal & 3 Staff		\$600	100%			
6400	330	Hotel 4 people 3 nights at \$100 per night		\$1200	100%			
6400	330	Per Diem \$36 per day x 3 days x 4 people		\$432	100%			
6400	330	Car Rental 3 days \$58		\$174	100%			
		Fuel		\$80.00	100%			
6400	310	Professional Development Instruction and Professional Development		\$5,200	100%			

			services						
			Contract with certified teacher/instructional development specialist to train teachers (10) for four full days of in-service training. (4 Days X\$1,300/day=\$5,200). <u>Focus:</u> To aid teachers in understanding the curriculum, preparing and utilizing special curriculum materials, and understanding and appreciating the various techniques which stimulate and motivate pupils. <u>Deliverables:</u> Consultant will provide curriculum templates, resources for special curriculum materials, pamphlets/document highlighting effective teaching techniques, and provide interactive training.						
6400	310		Legal Services				100%		
			Review organizational documents, agreements and contracts		\$9,700				
7200	110		Registrar				100%		
			Part-time registrar		\$2,100				
7200	110		Principal Salary						
			Principal pay for 1 month		\$5,416				
5100	643		Telephones						
			2 telephones 1 principal 1 registrar		\$300				
7700	310		Marketing and Outreach						
			Direct mail, newspaper, website, TV, billboards						
			Direct mail services 3@\$333.00 each=\$1,000						
			Advertising in local media 2@1,500=\$3,000						
			Billboards 6 months@\$1,000		\$10,000				
6400	310		Financial and Accounting Consultant						
			Budget development and financial services		\$3,800				
7900	320		Insurance						
			Property and Commercial Liability		\$9,000				
7200	790		Indirect Costs						
			4.10% x 74,910.02		\$3,071.31				
				D) TOTAL	\$ 77,981.33				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

Date

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name

Signature

Title

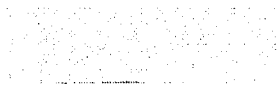
Date

Orange Park Performing Applicants should include at least 3 schools that will be in the area of the pr
 School grades data is available on the Resource Page.

District Name	School Number	School Name	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains
CLAY	0232	GROVE PARK ELEMENTARY SCHOOL	48	46	30	52	64	70
DUVAL	1161	SADIE T. TILLIS ELEMENTARY SCHOOL	36	42	47	29	49	58
CLAY	0241	WE CHERRY ELEMENTARY SCHOOL	66	69	45	40	63	75
CLAY	0331	S BRYAN JENNINGS ELEMENTARY SCHOOL	54	59	29	53	63	74
CLAY	0381	MONTCLAIR ELEMENTARY SCHOOL	64	67	53	65	69	85
CLAY	0591	ARGYLE ELEMENTARY SCHOOL	68	69	50	77	60	74

oposed charter school. If the applicant is unsure where the proposed

Reading Gains for Low 25%	Math Gains for Low 25%	Sum Points Earned	Grade 2013 (Or School Improvement Rating)	2012 Grade	2011 Grade	Charter	Free or Reduced Lunch Rate	Minority Rate
65	88	463	C	D	C	NO	71	65
51	64	376	F	D	C	NO	85	83
63	82	503	B	A	A	NO	76	46
66	75	473	B	A	A	NO	75	54
65	81	549	A	A	B	NO	47	38
52	74	524	B	A	A	NO	39	57



Title I A-
Alternative
School; E -
ESE Center;
N - Not
Applicable

YES N

YES N

YES N

YES N

NO N

NO N

Management Agent Usage

OPPAA is not using a Management Agent

CHARTER SCHOOL ASSURANCES

FISCAL AGENCY:

NAME OF ORGANIZATION OR ENTITY: *Orange Park Performing Arts Academy*ADDRESS: *1324 Kingsley Ave Orange Park, Florida 32073***PART I:**

THE U. S. DEPARTMENT OF EDUCATION REQUIRES FLORIDA TO DOCUMENT THAT A CHARTER SCHOOL APPLICATION FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM CONTAINS THE FOLLOWING ASSURANCES. THESE ASSURANCES MAY BE ADDRESSED IN THE GRANT NARRATIVE OR THE SCHOOL'S CHARTER APPLICATION. STATE THE PAGE NUMBER TO INDICATE WHERE EACH OF THE STANDARDS IS ADDRESSED IN EITHER OF THE TWO DOCUMENTS. PROVIDE AN EXPLANATION ON A SEPARATE SHEET IF THE STANDARD IS NOT ADDRESSED IN EITHER DOCUMENT.

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	1	
2. A description of how the charter school will be managed.	3-5	
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	6-7 16-18	
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33, F.S.	Section 1002.33, F.S.
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	20	
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33, F.S.	Section 1002.33, F.S.
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	none	
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.		469
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	14 19, 20	
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial <i>AK</i>	

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	Initial AJP	
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.	AJP	

PART II:

FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

ASSURANCES	Yes	No
1. Funds received under this grant will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources, and in no case will such funds be used to supplant funds from nonfederal sources.	AJP	
2. Activities will be implemented which are consistent with state and federal fiscal and program requirements.	AJP	
3. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.	AJP	
4. The charter school and the district will provide all information required by the Florida Department of Education for fiscal audit, program evaluation and annual reporting to the U.S. Department of Education.	AJP	
5. The charter school will provide the Secretary, U.S. Department of Education and the Florida Department of Education any information that may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in its charter.	AJP	
6. The charter school will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this program.	AJP	
7. The charter school will submit a timely annual report to the school district and to the Florida Department of Education, as required by Section 1002.33, Florida Statutes, containing all the information required by law.	AJP	
8. The charter school will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.	AJP	
9. The charter school will comply will all provisions of the Nonregulatory Guidance-Public Charter Schools Program of the U.S. Department of Education, which includes the use of lottery for enrollment if the charter school is oversubscribed.	AJP	

CERTIFICATION IS HEREBY GIVEN THAT ALL FACTS, FIGURES, AND REPRESENTATIONS MADE IN THIS APPLICATION WITH REGARD TO PARTICIPATION OF THE ORGANIZATION OR ENTITY SPECIFIED ABOVE ARE TRUE AND CORRECT.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):

Alexis J. Fard-Beno
Signature of Authorized Representative

3/27/14
Date Signed

ED 80-0013 - Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters and Drug-Free Workplace Requirements Form.

Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)" and Government-wide Requirements for Drug-Free Workplace (Grants). The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 --

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT
Orange Park Performing Arts Academy

PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE
 Alesia Scott Ford-Burise

SIGNATURE
Alesia Scott Ford-Burise

DATE SIGNED
 3/25/14

Additional Information

Created Friday, November 29, 2013

Updated Friday, January 10, 2014

Page 1

Does the proposed school have an existing founding board or governing board? If the answer is "No", please leave the remaining questions blank.

Yes

Does the founding/governing board operate other charter schools in Florida?

No

Please indicate the highest level of school each of your governing board members has completed or the highest degree earned.

For example, if you have 3 board members that have graduate degrees, you would mark the "Three Board Members" box in the graduate degree row. If all of your board members have at least a HS Degree, the "Less than HS Degree" Row would remain empty.

Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. Less than HS Degree	(No response)
Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. HS Degree or Equivalent	One Board Member
Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. Some College	One Board Member
Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. Associates Degree	(No response)
Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. Bachelors Degree	Two Board Members
Please indicate the highest level of school each of your governing board members has completed or the highest degree earned. Graduate Degree	Five Board Members, More

Please indicate the experiences each of your governing board members has in education.

For example, if you have 2 board members that worked as charter school administrators, you would mark the "Two Board Members" box in the graduate degree row.

Please indicate the experiences each of your governing board members has in education. Traditional Public School Teacher	Five Board Members
Please indicate the experiences each of your governing board members has in education. Charter School Teacher	One Board Member
Please indicate the experiences each of your governing board members has in education. Private School Teacher	(No response)
Please indicate the experiences each of your governing board members has in education. Traditional Public School Administrator	Two Board Members
Please indicate the experiences each of your governing board members has in education. Charter School Administrator	One Board Member

Please indicate the experiences each of your governing board members has in education. Private School Administrator	(No response)
Please indicate the experiences each of your governing board members has in education. College Administrator	Two Board Members
Please indicate the experiences each of your governing board members has in education. College Instructor/Professor	Two Board Members
Please indicate the experiences each of your governing board members has in education. Served on a charter school's governing board	One Board Member
Please indicate the experiences each of your governing board members has in education. Served on a private school's governing board	(No response)
Please indicate the experiences each of your governing board members has in education. Other	(No response)
Please indicate the experiences each of your governing board members has in education. No Education Experience	(No response)

Please indicate the professions/careers that are represented on your founding/governing board.

- Legal (Attorney, Judge)
- Finance (CPA, Accountant, Auditor)
- Education Administration (Principal, Administrator, etc.)
- Governance (Governing Board member, School Board member, etc.)
- Instruction (Teacher, Reading Coach, Curriculum Expert)
- Elected Official (State or Local Representative)
- Non-Profit Administration

General Education Provisions Act Plan per GEPA Public Law

The Founding Board of the Orange Park Performing Arts Academy (OPPAA) has adopted a policy stating that 'no student, teacher or other program beneficiary with special needs will be denied equitable access to participation in the program and activities of the charter school due to his or her gender, race, national origin, color, disability or age.' The Board also determined that the school will follow all Clay County School District Policies currently on record at the State and Federal Department of Education regarding GEPA. The policies include but not limited to GBA-Equal Employment Opportunity, GCF-Prohibition of Sexual Harassment, and JB-Equal Educational Opportunity.

Some examples of the steps that the Orange Park Performing Arts Academy Charter School will take in order to ensure equitable access and participation of all potential beneficiaries are as follows: The OPPAA (School) will:

- Translate important documents related to parental communication such as enrollment materials, progress reports, the parental permission forms, school newsletters and memos for English Language Learners into Spanish and other languages to serve the population of our families.
- Hold Board of Directors meetings, parent workshops, teacher and parent in the school at times when working families can participate and in a location where those with disabling condition requiring the use of a wheel chair can attend.
- Gives student requiring special education services and/English Language Learners instruction in the regular classroom through use of ELL and ESE certified teachers multi-sensory hands-on academic materials align with the Florida Sunshine Standards/Common Core Standards.
- Disaggregate student achievement data and monitor by racial/ethnic group and gender to insure or subgroups are progressing successfully and provide extensive RTI services to subgroups students who fall below the 25% percentile.
- Provide enrollment outreach to minority populations in our geographic area by contacting religious institutions, participating in community events, and providing multilingual print literature on the school and on the school website.

Florida Public Charter School Grant Program
Administrative Fees Agreement

Pursuant to Section 5204(f)(4)(B) of the Elementary and Secondary Education Act amended by the No Child Left Behind Act (NCLB) in 2001, local education agencies (LEA) are prohibited from deducting funds for administrative fees or expenses from a subgrant awarded to an eligible applicant unless the eligible applicant voluntarily enters into a mutually agreed upon arrangement for administrative services with the LEA.

If the charter school voluntarily enters into an agreement with the sponsor allowing the sponsor to withhold administrative fees from the subgrant, the charter school must sign and submit this form (Attachment K) certifying the voluntary agreement. If this form is not submitted with an original signature, the sponsor may not withhold administrative fees from the subgrant.

By signing this form I understand that I, as the authorized representative of the charter school (eligible subgrant applicant), am under no obligation to agree to allow the sponsor to withhold administrative fees or indirect costs from the charter school's federal Charter Schools Program (CSP) subgrant award.

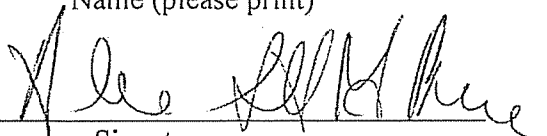
I further certify that the charter school is voluntarily entering into a mutually agreed upon arrangement for administrative services and the fee for such services may be deducted from the charter schools CSP grant award, and that such fees are in addition to the 5% administrative services fee the sponsor withholds from the charter school's Florida Education Finance Program (FEFP) payments pursuant to Section 1002.33(20)(a), Florida Statutes.

Alesia S. Ford-Burke

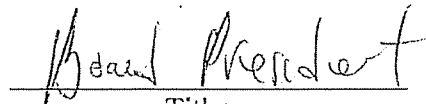
Name (please print)

3/25/14

Date



Signature



Title

Timeline for Implementation

Created Tuesday, February 18, 2014

Page 1

What is anticipated opening date of School?

2014/08/05

Charter contract fully executed and approved by the Sponsoring School Board

2014/03/20

School facility identified

2012/08/12

Facility Secured and Lease Executed

2013/12/08

Principal/Administrator Hired

2014/01/07

Certificate of Occupancy for Facility Obtained

2014/03/07

90% of Teachers and Staff Hired

2014/06/02

Student Recruitment and Marketing Efforts Implemented

2014/01/02

75% of projected enrollment registered with school.

2014/05/02

No

Administration

(One or more administrators)

No

Governing Board

No

Does the school have or plan to have a contract with a management company ?

No

Is the school affiliated with a university or community college?

No