



DRAFT MODEL FLORIDA CHARTER SCHOOL APPLICATION

Proposed Start-up Charter School:
Clay Charter Academy

Submitted to:
Diane Kornegay
Assistant Superintendent, Instruction
School District of Clay County
23 South Green Street
Room 201
Green Cove Springs, FL 32043

Submitted on:
July 31, 2014



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **Clay Charter Academy**

NAME OF FLORIDA NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER:
Florida Charter Educational Foundation, Inc.

The Corporation has applied for 501(c)(3) non-profit status: **Yes**

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: **Derek Kelmanson**

TITLE/RELATIONSHIP TO NONPROFIT: **Education Service Provider**

MAILING ADDRESS: **800 Corporate Drive, Suite 124, Fort Lauderdale, FL 33334**

PRIMARY TELEPHONE: **(954) 202-3500**

E-MAIL ADDRESS: **dkelmanson@charterschoolsusa.com**

NAME OF EDUCATION SERVICE PROVIDER: **Charter Schools USA**

Projected School Opening: **School Year 2015-16 or 2016-17**

| School Year | Grade Levels | Total Projected Student Enrollment | Student Enrollment Capacity (if known) |
|--------------------|---------------------|---|---|
| First Year | K-6 | 661 | 1,145 |
| Second Year | K-7 | 903 | 1,145 |
| Third Year | K-8 | 1,076 | 1,145 |
| Fourth Year | K-8 | 1,099 | 1,145 |
| Fifth Year | K-8 | 1,145 | 1,145 |

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature on Original Document
Ken Haiko, Chairman

July 31, 2014
Date

Table of Contents

| | |
|--|-----|
| I. EDUCATIONAL PLAN..... | 1 |
| Section 1: Mission, Guiding Principles and Purpose..... | 1 |
| Section 2: Target Population and Student Body | 11 |
| Section 3: Educational Program Design | 14 |
| Section 4: Curriculum Plan..... | 54 |
| Section 5: Student Performance, Assessment and Evaluation..... | 91 |
| Section 6: Exceptional Students..... | 105 |
| Section 7: English Language Learners | 114 |
| Section 8: School Climate and Discipline | 120 |
| II. ORGANIZATIONAL PLAN..... | 123 |
| Section 9: Governance | 123 |
| Section 10: Management..... | 133 |
| Section 11: Education Service Providers..... | 141 |
| Section 12: Human Resources and Employment..... | 151 |
| Section 13: Student Recruitment and Enrollment..... | 157 |
| III. BUSINESS PLAN | 164 |
| Section 14: Facilities..... | 164 |
| Section 15: Transportation Service..... | 167 |
| Section 16: Food Service | 168 |
| Section 17: Budget..... | 170 |
| Section 18: Financial Management and Oversight | 173 |
| Section 19: Action Plan | 177 |
| IV. STATEMENT OF ASSURANCES | 179 |
| V. APPENDIX..... | 180 |

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The Mission of the Charter School:

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

There is substantial overlap and alignment between the School District of Clay County's Strategic Plan (2012-2017) and the Educational Model that CSUSA has developed. This alignment ensures that the School District of Clay County and CSUSA are focused on success in the same strategic initiatives. Clay's Strategic Plan has nine essential components; what follows is a description of the alignment between Clay's Strategic Plan and the CSUSA model that the Governing Board proposes to implement. Further evidence of this alignment can be seen all throughout this charter application.

1. *"Teachers and students will use data to inform teaching & learning."*
CSUSA's model is based upon a strong belief that data-driven instruction leads to consistently high results.
2. *"All students will graduate prepared to enter college and/or the workforce."*
CSUSA-managed charter schools focus on academic rigor and innovative learning methods and utilize critical thinking skills to prepare students to be college and career-ready.
3. *"Schools will decrease their percentage of non-proficient students in each applicable sub-group."*
In Section Five of this application, one of the stated goals is to attain at least a 10% reduction (relative to the baseline or previous year) in the percentage of students not making learning gains.
4. *"The district supports schools and is accountable for results"*
Charter Schools USA has a fully staffed Support Center in Fort Lauderdale, Florida that provides the 58 schools in its network with resources in the following areas: education, finance, human resources, technology, operations, facilities, marketing, enrollment, development and governance. The Governing Board is fully accountable for success and growth at the proposed school and has a responsibility to hold Charter Schools USA accountable for results and performance.

5. *“The district develops and sustains programs to recruit, retain and train highly effective employees.”*

The Governing Board and CSUSA realize that the most important resource for students is a high quality teacher. The Governing Board and CSUSA are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the School and to students is critical and that high-performing educators are the School’s most important asset.

6. *“Increase technological capacity.”*

The Governing Board believes the use of technology in the classroom is essential to real-world application, and a key component in achieving the school’s mission. The goal of technology usage within a classroom is to take it out of the teachers’ hands and place it in the students’ hands, for an optimal experiential learning environment. Technology will be integrated into the classroom through a variety of modalities such as: laptop computers; computer labs; interactive white boards and/or televisions and tablets.

7. *“Ensures fiscal responsibility & equitable distribution of resources.”*

Charter Schools USA will manage the daily accounting and financial reporting function for the School. There will be several layers of oversight internally between employees performing finance-related tasks at the School and at CSUSA’s corporate Support Center. This sets the tone for the control environment to ensure that financial resources are properly managed and that the budget and spending priorities are properly aligned with the School’s mission.

8. *“Establishes and maintains well-maintained, safe and efficient facilities.”*

The facility project will be managed by CSUSA, a leader in the design and development of charter schools in the state of Florida who has developed schools in a variety of settings including: urban, suburban, rural, and commercial centers. CSUSA has opened charter schools ranging in size from 45,000 to over 155,000 square feet. CSUSA will ensure the design of a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. CSUSA has an extensive network of architectural firms experienced in designing schools, which provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include: education, licensed general contracting, and project management.

9. *“Communicate with and engage all stakeholders in the educational process.”*

The Governing Board chose to partner with CSUSA because of CSUSA’s commitment to parental involvement (it is requested that all parents complete volunteer hours) and to working with the community to develop opportunities and experiences that enhance learning for students. Ensuring that parents feel welcomed at school, ensuring a strong connection between the school and the community, and seeking feedback from all stakeholders (e.g., parents, students, teachers, board members) are all important ways in

which the Governing Board and CSUSA will engage a broad community in the educational process.

Meeting high standards of academic achievement means that "every child can learn" given appropriate learning tools. The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards (NGSSS) and Florida Standards. When coupled with parental choice and community involvement, this combination is designed to meet high academic standards, which provides for the flexibility, and diversity envisaged by the Charter School Statute.

Parents will have the flexibility to choose among diverse educational opportunities within Florida's public school system by expanding educational choices for parents and students of the community with the creation of a school that has a keen focus on stakeholder satisfaction.

The Governing Board, Florida Charter Educational Foundation, Inc., is responsible for ensuring that the School has adequate resources, which are used wisely, and most importantly, that high standards for academic performance are met. The School will be guided by the principle of promoting enhanced academic success by focusing on mastery of NGSSS and Florida Standards through offering a Guaranteed and Viable Curriculum. The School will also implement a research-based Educational Model and Personalized Learning Plans; keep students and parents involved and informed through the use of the student information system; and ensure professional development and learning environment accountability by utilizing QUEST visits and weekly walk-throughs. The School will also promote enhanced academic success by utilizing technology to foster inquiry and innovation; differentiating instruction through the use of computers, laptops and tablets; and building research abilities through discovery learning.

Meaningful parental engagement is an essential element of the School's culture. A Comprehensive Parental Involvement Program and Family-School-Community Partnership model is planned for the School, which also provides the foundation for meeting high standards of student achievement.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of a their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a master grade. It also includes a component regarding citizenship, aligned with our integrated character education, which measures student performance based on conduct, participation, and effort. The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery. Families will also be notified after each benchmark assessment to inform parents of their child's progress towards mastery of reading, math, and science standards. Benchmark scores and running record results will also be communicated to notify parents of their child's reading level.

The School will follow a continuous improvement model allowing parents real-time access to their child's progress. This online access, [currently provided by PowerSchool](#), will inform parents, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a Personalized Learning Plan in conjunction with their child and the child's teacher to set periodic growth goals.

Benchmark assessments, administered by NWEA, will take place three times a year. After administration of each benchmark, the data, in conjunction with students' scores from the Florida Comprehensive Assessment Tests 2.0¹ (FCAT 2.0), and any other state-mandated assessment will be communicated to parents at least quarterly after each test.

The School will promote financial efficiency by providing a rigorous academic program in a facility that will be less costly to construct than a comparable Clay County public school due to the ability, per F.S. 1002.33(18)(a), to elect not to follow the State Requirement for Educational Facilities. This is both a strong and financially efficient model that is responsible and accountable by allowing us to provide an educational setting with the use of regularly allotted FTE dollars.

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

A purpose of the School is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through utilization of a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State Standards and Florida Standards; the Guaranteed and Viable Curriculum (GVC); continuous assessment of data related to student performance; and analysis of student learning gains through engagement and enrichment activities. The School will improve student learning and academic achievement through implementation of the educational principles that are detailed in the Educational Model. To increase learning opportunities for all students, students will participate in bi-weekly goal setting sessions with teachers. The School also plans to improve student learning and academic achievement with the assistance of Personalized Learning Plans for each student; encouraging meaningful parental involvement; and providing ongoing professional development for teachers.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven Educational Model. The components, described in detail in the Educational Program Design section, include the following:

- **School-Wide Goal Setting:** at the year's onset, teachers and administrators analyze the

¹ We recognize that with the adoption of the Florida Standards, the state-mandated assessment may no longer be FCAT 2.0 for reading and math. We subsequently continue to reference FCAT 2.0 because that is the current state-mandated assessment. As a charter school, we are subject to state testing and accountability requirements. We are prepared to make adjustments as required by the State of Florida when the new state assessment is chosen.

previous year's data to set school-wide improvement goals for the new year.

- Personalized Learning Plans: designed for all students to track the individual student's strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- Progress Monitoring and Assessment: tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level.
- Focus on Academic Rigor/Innovative Learning Methods: utilizing critical thinking skills to prepare students to be college and career-ready.
- Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis: employs state-of-the art technology like a student information system, electronic grade book, and report card.
- Technology to Support Student Engagement: creating interactive classrooms and utilizing tablets, document cameras, *etc.* to further enhance the learning experience.
- Character Education Program: promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- Academic Intervention and Enrichment: using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- Supplemental Programing: collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- Meaningful Parental Engagement: through effective communication, it is an essential element of the School's culture, as support from the parent increases the likelihood of student success.

The Educational Model encompasses all content areas with a primary focus on reading as well as increasing learning opportunities for *all* students in accordance with the prescribed purposes of a charter school found within F.S.1002.33(2)(b)(c). The School's desire is to teach children to understand what they read through systematic, direct instruction of the Language Arts Florida Standards which are aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. In order to make reading a "primary focus," all objectives from Florida's Reading Program Specifications will be implemented at the School:

- Specification 1: Professional Development
- Specification 2: Administrative Practices in Support of Reading
- Specification 3: High Quality Reading Instruction is a Dynamic System
- Specification 4: Reading Text Materials and Resources

A detailed description of how the school meets the objectives of the specifications listed above can be found in the Comprehensive Core Reading Program in the Curriculum Plan of this application. The Supplemental Reading Intervention Program and Comprehensive Reading Intervention Program are also described in detail in the Curriculum Plan to further outline how the school will meet the needs of students reading below grade level.

The School will utilize blended learning models, differentiation, and research-based interventions to increase learning opportunities for all students. Low-performing students will be identified through the use of diagnostic assessments. Students who score below grade level will be given extra instructional support to reach grade level and meet the standards within the classroom. The additional help will include small group instruction, differentiated instruction, and various opportunities for additional tutoring. Tutoring may be offered before school, after school, and on weekends. Tutoring is free to students and is included in the School's budget.

In order to ensure mastery of the standards, teachers will follow a spiral model of teaching where they are constantly reviewing skills that have not been mastered. The reading block includes time to review instructional focus content, direct instruction, modeling, guided practice, and independent practice. From there, teachers will assess students weekly on the standard and determine if re-teaching is necessary. This model ensures that all students, including low-achieving students, are given more than one opportunity to meet a standard. Students are instructed on each standard several times throughout the year until mastery is met. This repetition and differentiation is targeted towards catch-up growth for students by including an increased number of minutes in reading for low-achieving students.

Additional Instructional Support

Additional homework and classwork help will be offered during specific times throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside the instructional block. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

Initiating and strengthening collaboration between school, home, and community provides the basis for support and reinforcement of student learning. Involving and engaging parents and students in a collaborative manner is critical to successful implementation of the Educational Model. The plan for assisting remedial students involves continuous collaboration between all stakeholders.

Additional resources will be available to students who are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class. For students who require additional intervention to bring them up to grade level expectations, tutoring will also be available at the School. Tutoring sessions are free to students as the funds to provide this assistance is derived from the operating budget. Teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring opportunities and any other intervention plans are offered in addition to the required minutes for instruction that are specified in the sample schedule and curriculum plan.

Tutoring sessions will be targeted based on students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way.

As outlined in this application, the School will encourage the use of innovative learning methods and deliver educational best practices to the students within the framework of a research-based Educational Model, which is innovative in its approach to data analysis for individual student learning. In addition, the School will have several unique and innovative academic components that will complement the comprehensive data-driven instructional delivery of the GVC to foster the development of well-rounded student-citizens and provide experiential learning opportunities. These components, described in detail in the Educational Program Design section include: research-based instructional strategies (the GVC); technology support for data-driven instruction and individual student goal setting; Personalized Learning Plans; and an integrated character education model. Specific learning methods, also described in the Educational Program Design, include, but are not limited to:

- Blended learning
- Marzano's nine "High-Yield" instructional strategies
- Cross-curricular instruction and learning
- Multiple intelligences
- Project-based learning
- Cooperative learning

Baseline assessment will provide all stakeholders with the information needed to identify students' strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level and individual student-level goals. Teachers will begin the school year by assessing the previous year's data and the data from the first benchmark administration to target and differentiate instruction and help students focus on learning as they work to master specific skills and content of the NGSSS and Florida Standards. Benchmark assessments, as well as Common Assessment data, will provide administrators and teachers with data for the measurement of learning outcomes for each individual student. Teachers will take ownership of their students' learning by understanding each student's data and how he/she learns best.

Throughout the year, school administrators will meet with teachers in Data Chats to measure learning outcomes of each student by reviewing results from the benchmark assessments and class assessments to further drive instruction. Areas of deficiency will be identified and a new strategy for addressing those skills will be developed at the classroom level. Teachers will revisit the skills and assess again, as needed, focusing on student academic gaps that must be mastered according to the GVC.

Progress monitoring for additional learning opportunities will be measured using resources aligned to the program in use. Programs for comprehensive intervention that meet the state's rigorous guidelines for scientifically based interventions will be measured according to the program guidelines. Overall success of the extended learning program will be measured through impact on student's state assessment score and benchmark scores.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. *This section is optional.*

Create innovative measurement tools.

The School will implement innovative reporting tools via a student information system, currently provided by PowerSchool, including the electronic grade book and the report card. These innovative measurement tools will assist the school staff in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described below, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives outlined earlier.

The goal is to have one major data warehouse for a student information system with all forms of student data, including state assessment results, benchmark results, historical performance, demographic data and more. This would provide convenience for stakeholders of the School in being able to obtain all of this information from one source, as opposed to multiple providers. The School's student information system will track individual student data. The student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of mastery of the NGSSS and Florida Standards more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

The electronic grade book was created to assist teachers in creating and recording daily assignments that are aligned to the NGSSS and Florida Standards within the GVC. Since all courses taught are aligned to the standards, each formative and summative assessment will be directly correlated and the data will be accessible to all relevant stakeholders via a student information system. Access to the system allows for real-time monitoring of student performance on the standards thereby allowing administrators, parents, teachers and students to track and compare rates of the student's academic progress throughout the year. When an assignment is created for a specific subject, the teacher will assign points to the most specific element of the standards covered in that particular lesson. When the assignment is completed by the students, the grades will then be logged into the electronic grade book by the teacher, creating a running record of the level of mastery each student has achieved on the related standards and benchmarks. Grades will automatically be calculated and various individual and class reports can be generated. This tool is an invaluable way for teachers to effectively evaluate an individual student's mastery of state-prescribed skills and content areas, as well as improve the overall effectiveness of classroom instruction in each subject.

The electronic grade book is an integral reporting tool that will empower parents to monitor and participate in their child's academic progress and improvement, as well as empower students to monitor and take responsibility for their own learning. The electronic grade book will also enable the School Principal to monitor coverage of the GVC's alignment to NGSSS and Florida Standards, which will be cross-referenced with teacher lesson plans to ensure implementation of the GVC with fidelity.

The School will utilize a proprietary report card to keep parents informed of their child's academic growth. The report card will give parents a comprehensive overview of their child's current skill level and a measure of his/her progress toward attaining mastery of the standards, as it contains both a practice grade and a master grade. The report card identifies and evaluates a student's mastery of specific grade level content by recording a grade in each content area. By aligning state specific standards with each content area in the electronic grade book, teachers, parents, and students can identify the specific areas a student has mastered as well as those areas in which a student needs improvement and support. This subsequently translates into a grade on the report card. It also includes a component regarding citizenship, aligned with our integrated character education, which measures student performance based on conduct, participation, and effort.

The report card will be sent to students and parents quarterly and will also be available via the parent portal. Interim progress reports will also be distributed to parents at the midpoint of each quarter. Since each assignment and assessment is directly aligned to the NGSSS and Florida Standards and graded accordingly, a passing grade in the content area denotes that a student has attained an acceptable level of mastery.

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

The School recognizes that each school's learning environment is unique and must be supported in its quest for increased student achievement. The Educational Model is a framework for continuous improvement, with its foundation in the 35 years of research of Robert J. Marzano that focuses on school goals to increase student achievement. Every school administrator and faculty member will be trained in Marzano's research and Charter Schools USA's Educational Model. They will be trained in data collection systems to provide continuous assessment toward school goals. Student and school performance data is collected regularly throughout the year and used by school administrators and faculty members to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made.

The data-driven instruction model allows teachers to take ownership of the learning program with their own classrooms. The ESP provides the curriculum map, which is the core of instruction with its list of standards that need to be covered, but teachers have flexibility with their styles, strategies, resources, and materials as to how the core curriculum is delivered. The School will provide a list of approved resources and materials, for both texts and computer-based programs, from which the teachers may choose. Teachers take the time at the beginning of the year to map out the coursework in a nine-week cross-curricular instruction plan, based on the levels of incoming students, which is re-created every quarter. They also create instructional focus plans to review previously taught standards that have not yet been mastered by all students, while still continuing to teach new content as well within the instructional block. Teachers have the responsibility of grouping students according to performance on particular skills for small-group instruction, as well as determining the most effective blended learning lessons and activities to supplement instruction.

Even outside of the classroom, teachers can have an impact on the learning program. Teachers are encouraged to observe peers in other classrooms to provide feedback regarding best practices, as well as learn more skills to improve their craft. To widen the reach of impact, teachers can be observers in QUEST visits as well. Some teachers may also have the opportunity to participate in providing input for curriculum mapping, increasing their ownership the instruction that occurs across the network of schools of the ESP.

At the end of the school year, administrators and faculty complete a survey to provide input on the current learning programs and resources used and the professional development provided throughout the year. Data chats are also an outlet for teachers to voice their opinions on resources and professional development throughout the year, ensuring that students' needs are addressed. In addition, there is a professional development needs assessment that administrators and staff complete at both the beginning and end of the school year. These results are analyzed and used along with student performance data to facilitate the school improvement process. The professional development schedule is created upon completion of data and needs assessment analysis. If analyzing different sources of student and teacher data throughout the year presents a need for additional professional development, the schedule is revised to include in-service to meet those training needs.

The National Reading Panel (2000) concluded that a quality professional development program increases teacher effectiveness and therefore, student achievement. The ESP provides or accesses professional development for school leadership, teachers, and paraprofessionals on a continuous basis. Professional development will be delivered through the Florida DOE, the Florida Center for Reading Research (FCRR), *Just Read, Florida!*, foundations, the district, textbook and publishing companies, and the ESP. Efforts will be made to partner or work with colleges and universities for professional development opportunities, teacher internships, and/or educational research. A more extensive list of professional development opportunities can be found in section 12: Human Resources and Employment.

The ESP and Board value the development of teachers within the field of education, and encourage staff to reach beyond their current levels to improve. As such, the Leading Edge Program is offered to staff members looking to advance into leadership roles within the school and other areas of the network. Outside of the typical work schedule, teachers in the program participate in training and professional development activities to learn how to best perform in prospective positions, such as curriculum specialist, assistant principal, dean, or principal. Support is provided in applying and attempting to obtain these positions within the network as well.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

As specified in F.S. 1000.05(2)(a) and 1002.33(10)(a), the School will serve as an open enrollment school of choice for all Clay County students, regardless of race, gender, ethnicity, national origin, marital status, sexual orientation or disability. In an effort to more accurately reflect the target market that this school will serve, we have included in Table 2.1 statistical profiles of all public schools within five miles of a site we have identified in central Clay County. The data was culled from publicly available reports from the Florida Department of Education (FLDOE). All data is current as of 2013-14 unless marked with an asterisk, denoting information that is from 2012-13 due to reporting delays.

Based off the schools profiled, we can anticipate the following demographics at the School:

- Students: 1,145
- Minority: 38%
- Free Lunch: 29%*
- Reduced Lunch: 6%*
- ELL/LEP: 2%
- ESE: 18%
- ESE (including Gifted): 26%

Clay County is the 22nd largest school district by enrollment in the state of Florida. While the district has not seen much growth over the last five years, the county population and number of Clay households is projected to grow faster than the state and national average over the next five years. This will lead to gradual overcrowding, forcing the District to expand facilities options at great cost. For instance, Lake Asbury Elementary is currently at a relatively safe level of 74% of its capacity. However, by the 2017-18 school year it is projected to exceed 94% of its capacity threshold. Not all schools will see this dramatic increase in student station capacity, but this is mainly due to the number of children being educated in relocatable/modular classrooms, which is projected to be exceptionally high (64%) every year into 2017-18. With no charter schools currently helping to absorb Clay County students, the number of children in portable classrooms is not expected to decline at all.

| School Market Summary for Clay County/NE Middleburg | | | | | | | | | |
|---|-------------------|--------------|-------------|----------------|------------------|----------------|-------------|--------------|------------------|
| School Name | 2013 Enrollment | 2013 Grade | Free Lunch% | Reduced Lunch% | Minority% | ELL-LEP | ESE% | ESE & Gifted | 2013-14 Capacity |
| 1 Mile | | | | | | | | | |
| Charter Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| None | - | - | - | - | - | - | - | - | - |
| Public Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| Coppergate Elem | 590 | B | 40% | 9% | 36% | 2% | 17% | 25% | 71% |
| Total | 590 | B | 40% | 9% | 36% | 2% | 17% | 25% | 71% |
| 3 Mile | | | | | | | | | |
| Charter Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| None | - | - | - | - | - | - | - | - | - |
| Public Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| Doctors Inlet Elem | 791 | B | 32% | 8% | 33% | 3% | 19% | 27% | 82% |
| Rideout Elem | 534 | A | 35% | 7% | 24% | 2% | 26% | 37% | 72% |
| Ridgeview Elem | 557 | B | 44% | 7% | 34% | 2% | 29% | 34% | 69% |
| Tynes Elem | 856 | B | 28% | 7% | 31% | 2% | 24% | 28% | 72% |
| Total | 2,738 | B | 35% | 7% | 31% | 2% | 25% | 31% | 74% |
| 5 Mile | | | | | | | | | |
| Charter Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| None | - | - | - | - | - | - | - | - | - |
| Public Schools | Enrollment | Grade | F% | R% | Minority% | ELL-LEP | ESE% | E+G | Capacity |
| Argyle Elem | 630 | B | 25% | 8% | 57% | 2% | 15% | 19% | 74% |
| Lake Asbury Elem | 812 | A | 22% | 4% | 20% | 1% | 22% | 29% | 74% |
| Lake Asbury Junior High | 1,082 | B | 27% | 6% | 28% | 1% | 17% | 26% | 73% |
| Lakeside Elem | 790 | A | 39% | 5% | 33% | 2% | 17% | 21% | 79% |
| Middleburg Elem | 590 | C | 52% | 9% | 14% | 2% | 26% | 32% | 73% |
| Oakleaf Junior High | 1,407 | B | 19% | 6% | 50% | 3% | 11% | 15% | 80% |
| Oakleaf Village Elem | 951 | B | 19% | 5% | 49% | 3% | 18% | 23% | 92% |
| Plantation Oaks Elem | 1,000 | B | 17% | 4% | 54% | 6% | 14% | 18% | 84% |
| Swimming Pen Creek Elem | 421 | A | 37% | 7% | 35% | 2% | 24% | 34% | 67% |
| TOTAL | 7,683 | B | 29% | 6% | 38% | 2% | 18% | 24% | 77% |
| Total Charters within 5 Miles | - | - | - | - | - | - | - | - | - |
| Total Public within 5 Miles | 11,011 | B | 31% | 7% | 36% | 2% | 20% | 26% | 76% |
| Total All-Told | 11,011 | B | 31% | 7% | 36% | 2% | 20% | 26% | 76% |

B. Provide the following projection for each year of proposed operation.

The projected enrollment of the School is 1,145 students, but in no event shall enrollment exceed the maximum capacity pursuant to municipal code/ fire marshal. Table 2.2 provides the projected student enrollment per grade for each year of the charter.

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002, as it relates to charter schools. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school wide average.

Table 2.2

| Projected Student Enrollment | | | | | | | | | | |
|------------------------------|------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
| | students | class ratio | students | class ratio | students | class ratio | students | class ratio | students | class ratio |
| Kindergarten | 120 | 18 | 120 | 18 | 120 | 18 | 120 | 18 | 120 | 18 |
| 1st Grade | 92 | 18 | 115 | 18 | 115 | 18 | 115 | 18 | 115 | 18 |
| 2nd Grade | 92 | 18 | 92 | 18 | 115 | 18 | 115 | 18 | 115 | 18 |
| 3rd Grade | 69 | 18 | 92 | 18 | 92 | 18 | 115 | 18 | 115 | 18 |
| 4th Grade | 69 | 22 | 92 | 22 | 92 | 22 | 92 | 22 | 115 | 22 |
| 5th Grade | 69 | 22 | 92 | 22 | 92 | 22 | 92 | 22 | 115 | 22 |
| 6th Grade | 150 | 22 | 150 | 22 | 150 | 22 | 150 | 22 | 150 | 22 |
| 7th Grade | 0 | | 150 | 22 | 150 | 22 | 150 | 22 | 150 | 22 |
| 8th Grade | 0 | | 0 | | 150 | 22 | 150 | 22 | 150 | 22 |
| Projected Enrollment | 661 | | 903 | | 1076 | | 1099 | | 1145 | |

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

In order to calculate student population projections, a site-level analysis is done using Economic and Social Research Institute (ESRI) mapping software to test the density of the local student market within certain measurement distances (usually within a drive time of 5, 10, and 15 minutes). Using the 17 years of experience of our ESP, their historical absorption rates (percentage of potential students enrolling in our school) were applied to our potential student base to determine the projected demand for the school. This projected demand was then aligned to the different school size models that have been developed by our ESP to allow the Governing Board to select the appropriate school size. Specific school sizes have been developed to ensure each grade level has a consistent size to allow students to matriculate over time and that there are an appropriate number of classes per grade level to allow optimal staffing of teachers, particularly elective courses (music, art, PE, etc.) and middle school.

Using these parameters and a drive time measurement of up to 15 minutes, we found that a school size of 1,145 students yields an absorption rate of 6%, an acceptable rate that is within the historical averages of schools operated by our ESP with similar demographics, geography, and school choice options in the community. Moreover, as an open enrollment school of choice in the middle of a county facing tremendous overcrowding, we can expect many students to come from outside this measurement area. Thus, we expect to meet our stated enrollment goal of 1,145 students.

Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar.

The School will follow Clay County Public School’s annual calendar, including the number of days. The number of instructional days per year will be at least 180, per Florida Statute. The School’s course offerings will reflect FLDOE course coding and the School’s instructional day will accommodate a minimum of 300 minutes. Please see tables 3.1 and 3.2 for sample daily classroom schedules. A sample annual calendar can be found at Appendix I.

Table 3.1: Sample Elementary Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|--|--|--|--|--|
| 8:30 am - 9:10 am | RTI | RTI | RTI | RTI | RTI |
| 9:10 am - 10:40 am | Reading | Reading | Reading | Reading | Reading |
| 10:40 am - 11:45 am | Language Arts /Integrated Social Studies and Science | Language Arts /Integrated Social Studies and Science | Language Arts /Integrated Social Studies and Science | Language Arts /Integrated Social Studies and Science | Language Arts /Integrated Social Studies and Science |
| 11:50 am - 12:15 pm | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15 pm - 1:00 pm | Specials* | Specials | Specials | Specials | Specials |
| 1:00 pm - 1:30 pm | Guided PE | Guided PE | Guided PE | Guided PE | Guided PE |
| 1:30 pm - 3:00 pm | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 3:00 pm - 3:30 pm | Science/Social Studies | Science/Social Studies | Science/Social Studies | Science/Social Studies | Science/Social Studies |

*The School ~~may will possibly~~ implement a five-day specials rotation schedule, and students will be exposed to the following courses:

- Music
- Physical Education
- Spanish
- Art
- Technology

Table 3.2: Sample Middle School Schedule

| Period | Time |
|----------------|---|
| 1 | 8:00 am - 8:54 am |
| Passing | 8:54 am - 8:57 am |
| 2 | 8:57 am - 9:47 am |
| Passing | 9:47 am - 9:50 am |
| 3 | 9:50 am - 10:40 am |
| Passing | 10:40 am - 10:43 am |
| 4 | 10:43 am - 11:33 am |
| Passing | 11:33 am - 11:36 am |
| 5 | 11:36 am - 12:26 pm |
| Passing | 12:26 pm - 12:29 pm |
| | 12:29 pm - 2:07 pm |
| 6 | 1 st Wave Lunch: 12:35 pm - 1:05 pm 2 nd Wave Lunch: 1:10 pm - 1:40 pm |
| Passing | 2:07 pm - 2:10 pm |
| 7 | 2:10 pm - 3:00 pm |

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

The Educational Model is implemented within a framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The development of the Educational Model was based on Robert J. Marzano’s 35 years of research. Its structure enables administrators and teachers to better understand, better explain, and make better predictions regarding the elements needed to facilitate each student’s mastery of the Next Generation Sunshine State Standards and Florida Standards. Educational best practices, technology, communication, and documentation tools are created and revised to support the implementation of the model and ensure that teachers have the support necessary to meet the needs of each student.

Educational Model

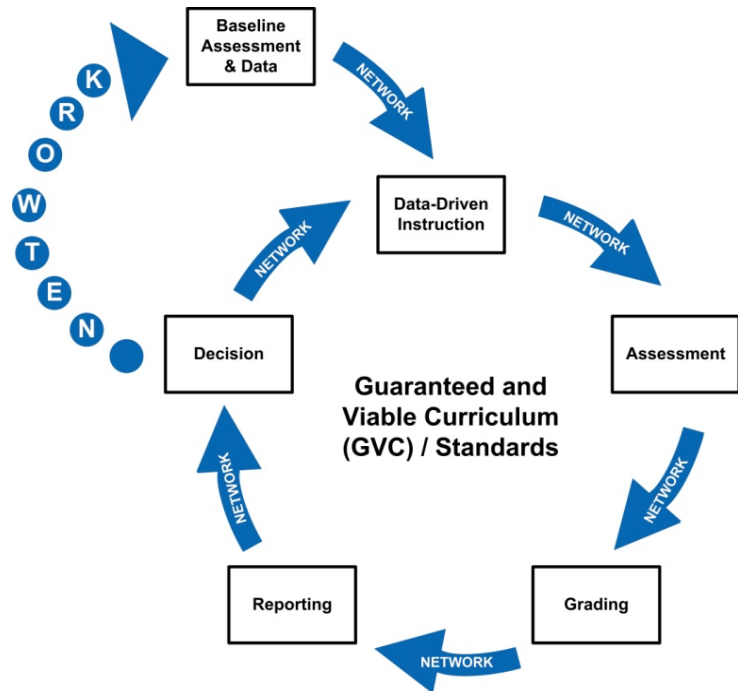
The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next. After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the ESP, which provides curriculum and educational strategy support the School, and school administration monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced.

Component 1: Baseline Assessment and Data

Baseline assessment provides all stakeholders with the information needed to identify students’ strengths and weaknesses; to effectively target instruction; and to set school-level, classroom-level, and individual student-level goals. This starts at the beginning of the school year with the review of students’ scores from the state-mandated assessment of the previous school year. Baseline data is obtained throughout the year with standards-aligned pre-tests that are utilized prior to each new unit of instruction.

Component 2: Data-Driven Instruction

The School's leaders and teachers will analyze baseline data from the School's student information system, and then provide targeted professional development to support teachers' knowledge base of the best instructional strategies to employ, that best meet the needs of each student. Teachers then have the information needed to effectively adjust instructional focus through spiral teaching and employ regrouping and other differentiation strategies to ensure that each student is making progress towards mastery of specific skills and content. Using this innovative approach of data-driven instruction and ongoing teacher support within the Florida Charter Educational Foundation, Inc. (FCEF) network around meeting the needs of each student, the School will ensure a culture of continuous improvement and increased student achievement.



Component 3: Assessment

After data-driven instruction, formative assessments will be given to determine areas of growth and will be used to continue to identify instructional priorities. Assessments will measure instructional effectiveness and student achievement and are an integral part of the Educational Model. Formative assessments, in particular, provide a systematic and regular measurement of students' progress in the classroom, and are the processes used to drive instructional practice. Further, timely and specific feedback, based upon formative assessments of student performance on grade level standards is given to establish individualized goals for all students (Marzano).

Component 4: Grading

Grading of formative assessments will be done through the electronic grade book in the student information system. Formative assessments will be graded at the most specific level of the NGSSS and Florida Standards to facilitate data collection. As the data is collected, it is displayed within the electronic grade book in various formats for straightforward data analysis. The data is then reviewed at the specific standard to target individual student needs on specific skill expectations.

Component 5: Reporting

Reporting in the student information system will offer the School the capability of disaggregating data by individual student, by individual class, and by grade level. It will also offer teachers, parents, and students online access to student data. Student achievement data will be included in each student's file and will make year-to-year evaluation and tracking of

benchmarks more efficient. It will also provide students, parents, teachers and administrators information to make decisions about differentiating instruction for each student.

Component 6: Decision

Decision is the final action. Teachers and administrators, based on the data, will make the decision to either move on to a new standard and begin with a baseline assessment, or revisit the same standard through data-driven instruction, reaching students who need remediation or acceleration through differentiated instruction. A unique and innovative aspect of this Educational Model is the fact that the School does not simply move on to the next standard after assessment, but may continue re-teaching based on students' needs. The teacher will re-teach, either by whole-class or small-group instruction, until all students have mastered the standard.

Through professional development, teachers continue this decision-making process of best meeting the needs of the students. The educator's critical role is to be the designer of student learning. The three-stage design process from Jay McTighe's *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities, aligned with real world experiences. This three-stage process is further explained in section C, in which the research base for the education program is described.

The review of data, through the use of the Educational Model, will guide the School's learning plan by identifying the professional developmental needs of teachers through both student and administrator observational data. Through the cycle of revisions to the GVC based on the needs of the students recognized through data and observation; the alignment of professional development to the needs of teachers; and the revision of functionality within the student information system, the Educational Model is the foundation that will drive continuous improvement within the School.

The six steps of School's Educational Model as outlined above (baseline assessment, data-driven instruction, assessment, grading, reporting and decision) were designed to provide a process for improving student learning and academic achievement. These steps are designed to encourage teachers to reflect on the individual work of their students. The Educational Model will be used to sustain a constant cycle of tracking progress for mastery of standards, so students are able to find success in their own methods of learning. Subsequently, each student is empowered through the creation of his/her own Personalized Learning Plan.

Another distinctive component of the Educational Model is the constant connection within the network that supports the implementation of the model with fidelity. At each step, teachers, as well as administrators, have the opportunity to reach out to others to gain insight on best practices to provide the most effective instruction for students. This can range from lesson plan sharing, to model lessons, to professional development on instructional strategies, and many other tools that will be utilized within the School. This creates a sense of camaraderie and teamwork, with the intention of further motivating the staff to achieve the vision and mission of the School. These network components are further described in the "Supporting Tools of the Education Model" and "Monitoring and Evaluation" sections.

To achieve its goal of meeting high standards of student achievement, the School will use unique and innovative academic components to complement the comprehensive data-driven Educational Model. The components include the following:

- **School-Wide Goal Setting:** at the year’s onset, teachers and administrators analyze the previous year’s data to set school-wide improvement goals for the new year.
- **Personalized Learning Plans:** designed for all students to track the individual student’s strengths and weaknesses. The Plan is collaboratively developed between students, parents and teachers to empower students to track their own progress.
- **Progress Monitoring and Assessment:** tracks specific and measurable goals regarding attendance, test scores, graduation rates and teacher retention to inform data-driven decision making, with specific plans for students of concern and/or functioning below grade level).
- **Focus on Academic Rigor/Innovative Learning Methods:** utilizing critical thinking skills to prepare students to be college and career-ready.
- **Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis:** employs state-of-the art technology like the student information system, electronic grade book, and report card.
- **Technology to Support Student Engagement:** creating interactive classrooms and utilizing tablets, document cameras, *etc.* to further enhance the learning experience.
- **Character Education Program:** promotes an increase in citizenship and student motivation toward academic learning by incorporating student interest with real-world experiences.
- **Academic Intervention and Enrichment:** using diagnostic assessments and benchmark data, students receive additional instruction and practice on identified areas, with teachers instructing before and after school, through content area integration.
- **Supplemental Programing:** collaboration and community integration through which character and academic education are fostered in extracurricular and auxiliary activities.
- **Meaningful Parental Engagement:** through effective communication, it is an essential element of the School’s culture, as support from the parent increases the likelihood of student success.

School-Wide Goal Setting

Teachers use a data retrieval system to analyze data for each student and class to begin the goal-setting process for their classroom. Table 3.3 describes how the system supports goal-setting and progress monitoring at the School.

Table 3.3

| Progress Monitoring | |
|----------------------------|---|
| School Level | School leadership uses data reports to set and monitor school goals for overall proficiency, learning gains, with the lowest 25%, and growth within a specific body of knowledge. |
| Teacher Level | Teachers are able to utilize system reports for grading, as well as FCAT 2.0 (or other state-mandated assessment) and benchmark exams to determine instructional needs. |
| Student Level | Personalized Learning Plans are created for all students based on their performance on assessments. Students, in conjunction with parents and teachers, develop goals in order to attain the Florida Standards. |

School goals will be communicated and monitored at every level so that each student and teacher understands how he or she can achieve success.

Goal-setting is viewed as a catalyst for the cohesion of the School as a team working toward the same goals. After Data Summits, described further in this application, teachers meet with students to set personal goals. These goals are academically focused, and allow students to track their own progress. Goal-setting is also used after formative assessments as a means to track improvement and areas for growth with regards to academic standards. Teachers are encouraged to track progress on classroom walls to motivate students. Goal-setting is used in conjunction with the development of a student's Personalized Learning Plan. A measure of each student's rate of academic gains will be determined at the end of the year and a comparison of learning gains made throughout the year will also be conducted.

Personalized Learning Plan

The Personalized Learning Plan (PLP) is designed to track an individual student's strengths, weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The PLP will empower students to track their own progress, which initiates student ownership of learning goals. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels are incorporated into each student's PLP, which is visible to the student, parent, and teacher within the student information system, as a starting point for determining future rates of academic progress. Students and parents are able to consider areas of mastery and deficiency, and set personal goals each quarter, which are confirmed by teachers. Teachers post formative data such as writing prompt scores and reading diagnostic assessments to support student goal-setting. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with NGSSS and Florida Standards within the GVC. Students are expected, at a minimum, to achieve mastery of each standard for each grade level and the goals and objectives specified in their PLP.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any assessment testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what the student likes to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents and the student

Please see Appendix G to view a sample Personalized Learning Plan.

Progress Monitoring and Assessment

On-going progress monitoring will be the mark of success for the proposed schools and will lead to achievement of the mission. Therefore, the School is committed to the on-going academic reporting to the authorizer, parents, and students. The School will align school structures and

processes through data-driven decision-making. Student progress will be determined by yearly academic growth, increasing the percentage of students scoring level 3 or higher on the FCAT 2.0 (or new state-mandated) assessments. Student progress will be measured by decreasing the percentage of students performing below level 3 on the FCAT 2.0 (or new state-mandated) assessments, averaged by subject.

Listed below are measurement tools that will be used for assessment purposes to monitor progress throughout the year. These are all used to determine the progress of students with regard to mastery of the standards and reaching a level of proficiency on the state-mandated assessment (currently, FCAT 2.0). The listed assessment tools do not preclude the School from incorporating other measures that may be determined necessary to support the mission of the School.

- Benchmarks tests, which include three administrations in the areas of English/language arts, mathematics, language arts, and science. NWEA currently provides the Measures of Academic Progress (MAP) and the MAP for Primary Grades (MPG).
 - NWEA MAP: tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore as a student responds to questions, the test difficulty adjusts to the level of the student.
 - NWEA MAP for Science: Aligned with science state standards, test items are helpful for assessing students up to and including 10th grade, prior to more specialized science curriculum in upper high school, and measures the following critical areas: 1) General Science, which covers specific science concepts within the three major domains of science: life sciences, earth and space sciences, and physical sciences. 2) Concepts and Processes, which measure a student's performance in both the processes used in science and the major themes underlying the science disciplines.
- Common Assessments: monthly assessments provided by the ESP which are created from a data bank and disseminated to schools to gauge students' progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to all schools in the network to monitor progress more frequently between benchmark assessments administered by NWEA.
- Instructional Focus Plan (IFP) Assessments: Tests aligned to specifications of Florida Standards and assessments that measure mastery of competencies within the Guaranteed and Viable Curriculum, given minimally every two weeks.
- Weekly Standards-Based Assessments: Formative assessments that are designed to evaluate whether a student has mastered a specific standard. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times.

The School will outline specific goals from the broad academic goals and objectives found in this application. All the goals and objectives of the School will meet Florida's state standards for school accountability. The School plans to accomplish this by: 1) being accountable for student learning, utilizing our student information system to track and monitor student performance data in order to meet or exceed the local and statewide proficiency averages with demographically-similar student populations; 2) ensuring the proposed curriculum is fully aligned with Florida Standards and NGSSS, and our goals provide guidance towards specific outcomes; and 3)

guaranteeing that our specific student expectations meet requirements for annual growth, growth of student subgroups, attendance requirements and measure all students under the state's accountability plan.

Instructional Focus Plan

Teachers, in conjunction with the School administrative team, monitor progress by planning together and scheduling learning objectives aligned to a data-driven calendar called the Instructional Focus Plan. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

Through the collection of data on each student and the inclusion of parents in the overall academic endeavor of their child, we believe that each student will recognize their individual potential and strive to meet and exceed the academic goals he or she has participated in setting.

Data Chats

Throughout the year, as part of professional development, a member of the School's leadership team will lead data summits by analyzing students' data to ensure that teachers have a clear understanding of the importance of providing data-driven instruction. The data summits pinpoint what is needed in each classroom, including recognizing skills that each individual student needs to master. These meetings are at the helm of school-wide and classroom goal-setting. The teacher then uses the analyzed data to assist each student with individualized goal-setting and developing his/her Personalized Learning Plan. By analyzing their own data through data summits, teachers take ownership of their data and student gains. This is also the outlet for decision-making with regard to students who will be offered additional instructional time which **will** may include tutoring, pull-out/push-in programs, and small-group instruction. Support from the ESP will be provided to ensure proper implementation of this tool in order to improve student performance.

Focus on Academic Rigor/Innovative Learning Methods

The Educational Model itself is innovative in the sense that the core segments are consistent, but the instructional methods are dependent on the needs of the individual student. The School will not utilize a one-size-fits-all component in any aspect. With that said, innovative learning methods that are utilized can range from any or all of the strategies listed below:

- **Blended learning:** the School **will** may also offer the unique experience of blended learning for students, in which the online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently. Blended learning can support any level of students, as some students can participate in enrichment programs, whereas others can get remedial support. Some examples of

programs used include Plato Courseware, Study Island, Reading Eggs, Achieve 3000, Read 180, Reading Plus, ThinkThroughMath, Mathletics, and others.

- **Marzano’s nine “High-Yield” instructional strategies:** each of the nine strategies provides students with a learning opportunity that is academically rigorous, challenging, innovative, and focused on individual student learning needs. These strategies can be implemented across subject levels, and even throughout a lesson in various ways, as described in table 3.4.
- **Cross-curricular instruction and learning:** This method of instruction requires a high level of collaboration among teachers, as content is connected across subjects. Teachers align their studies in more than one subject area to best make connections for students, creating the opportunity for deepened understanding. For example, students can easily utilize the strategy of identifying a main idea (reading) when reading a newspaper article containing information on global warming (science), which can also tie into the citizen’s role in preventing global warming (social studies). With the proper planning and teamwork, entire units can be implemented throughout the year connecting all subjects.
- **Multiple intelligences:** Howard Gardner’s Theory of Multiple Intelligences is based on the idea that all students have different types of minds, therefore they all process and remember information in various ways. The general types of learners include: visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. Teachers will plan and implement lessons with the various types of learners they have within their classes in mind. For example, for a lesson on the effect of earth’s rotation, some students can be provided with a pictorial diagram (visual-spatial learners), whereas others can take part in acting out the rotation, with different students representing the sun, earth, and moon (bodily-kinesthetic learners).
- **Project-based learning:** This method provides students with the opportunity to learn content and master standards through real-world activities. Projects typically include activities in which students need to create, question, and revise knowledge, utilizing key critical thinking skills, which further prepare them for secondary and post-secondary studies. Often related to student interest, these activities can foster a higher desire for learning and develop better communication skills, as they frequently require students to work in teams or partnerships, though not necessarily for all projects. A specific project example and how cooperative learning is incorporated is described below.
- **Cooperative learning:** A strategy utilized by teachers to increase the rigor of an assignment, as it increases the expectations of students in completing a task. Within cooperative learning, teachers strategically group students to complete an assignment, designating roles so all students are held accountable for providing input and holding ownership of learning. To complete the task of planning a vacation under a certain budget, for example, the roles can be designated as leader, recorder, time-keeper, task-manager, and presenter.

Lesson Planning

Teachers will follow an innovative method of lesson planning in which they utilize Marzano’s three stages of learning: Interacting with New Knowledge, Deepening Knowledge, and Generating and Testing Knowledge. This research-proven method ensures that students progress in the three stages throughout the learning process and master each standard. In lesson planning, teachers will also account for differentiation for all levels of learning, including students with

disabilities and English Language Learners. This lesson-planning format was developed to ensure that all students have the opportunity to learn.

When planning for the year, teachers will study the curriculum map, along with the test specifications, in order to have an understanding of what their students are expected to learn that year. For each unit, suggestions are provided on the length of time that the content should be taught; however, the teacher has the flexibility to adjust this according to their knowledge of their students' levels when entering the class. From there, a nine-week cross-curricular plan will be created with a team of teachers in each grade level, and re-created every quarter. Using the nine-week plan as a guide, teachers will write lesson plans week-by-week to ensure that they are covering the standards necessary in each unit. Furthermore, teachers will be requested to map their plans minute-by-minute to maximize instructional time throughout the day, increasing the level of rigor in the classrooms. Lesson planning is described further in the Curriculum Plan section of this application.

Innovative Measurement Tools to Drive Research-Based Instruction & Data Analysis

CSUSA has innovative reporting tools — a student information system, [currently provided by PowerSchool](#), including the electronic grade book, and a proprietary report card, as well as a future data warehouse — to assist in analyzing student assessment data and in monitoring student progress to ensure academic improvement. Described in section D of the Mission, Guiding Principles, and Purposes section, these tools will also assist the School in monitoring progress towards meeting and exceeding the school-wide goals and objectives and aid in developing an Instructional Focus Plan.

Technology to Support Student Engagement

The use of technology in education is essential to real world application and is also an effective way to increase student engagement and interaction with learning. The School will leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation at the School. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this [will/may](#) include:

- Laptop Computers
- Computer Labs
- MP3 Players
- ~~Interactive White Boards~~
- Tablets
- Document Cameras
- [Flat Screen Televisions with Interactive Tablets](#)
- Audio Stations
 - Computers
 - Headphones
 - Microphones

In *Teaching with Interactive White Boards*, Marzano asserts that using learner response devices, graphics, and other visuals to represent information, as well as using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. The school will utilize a television connected to a tablet for student interaction.

Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student. The School ~~will~~~~may~~ include a production room for filming, processing and streaming morning announcements; mobile and stationary computer labs; multi-purpose rooms outfitted with sufficient audio/video equipment for presentations; and ~~may~~~~will~~ also utilize handheld tablets.

Wireless networking will also be employed throughout the School to allow students instant access to digital content, which will be provided by Safari Montage. This innovative program provides schools with access to preloaded educational videos tied to curriculum from reputable sources such as BBC, National Geographic, PBS, and more. The videos are preloaded to enable schools to stream content without having to spend time downloading videos, ensuring for protection of instructional time within lessons. The School will also have the ability to utilize Safari Montage to upload its own digital content and disseminate it to all classrooms, providing a new mode of communication, as well as engaging education, for 21st century learners.

In addition to technology being utilized for student engagement, it is also used for online testing. It is required that the school not only has sufficient numbers of qualified computers or devices to take tests, but also the infrastructure to enable those devices to work properly, including sufficient wireless connectivity and bandwidth. The school's technology plan will comply with online testing requirements. The technology plan can be found at Appendix H.

Character Education Program

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, the School will implement an innovative integrated character education program that integrates a focus on academic rigor, good citizenship, and opportunities for real-world experiences, as aligned with the School's mission.

The character education program will serve as a cross-curricular strategy to instill strong character and citizenship in students. This proprietary program that may be used is known as *Schools Taking Responsibility for Important Values of Excellence* or "STRIVE." STRIVE was created through a partnership with the Clarion for Educational Greatness. The STRIVE Model has three domains (Moral Character, Performance Character, Active Citizenship) and is supported by explicit behaviors.

Teachers are encouraged to develop and access lesson plans aligned to character, which may include, but not be limited to:

- Literature rich in meaning
- Writing prompts
- Civics in life
- Incorporation of performance character into daily classroom instruction
- Historical content and examples
- Teaching for thinking
- Controversial issues discussion
- Cooperative learning
- Scientific issue discussions

- Assignments, lessons, discussions that highlight ethical performance, character and active citizenship

As students begin to understand these moral principles, they are encouraged to care enough to commit to performance character – those characteristics that will produce excellence such as perseverance, responsibility, industriousness, and self-control. Finally, students are challenged to be courageous in taking an active role in society and engaging the traits of service, community involvement, respect for authority, cooperation, patriotism and to choose to be a change agent - to make the world better.

The School will integrate the character education program into the academic courses by teaching character alongside academic content. The School will work with teachers and provide the necessary tools for teachers to be able to:

- Identify character curriculum components available within each lesson
- Access online media to supplement classroom instruction
- Access reading resources and writing prompts
- Access ideas on how to stimulate discussion and include inspirational stories

The goal of the integrated character education program is to instill strong character and citizenship within each student. Please see Appendix G for information regarding the integrated character education program.

Academic Intervention and Enrichment

The school will accommodate the instructional needs of the students through various ways, depending on their ability levels. The school will implement the following approaches:

- Differentiated instruction
- Blending Learning
- Supplemental Intervention Reading Program
- Comprehensive Intervention Reading Program
- Response to Intervention
- Push-in/Pull-out Instruction
- Tutoring

Differentiated Instruction

Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's nine highly effective teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content, as well as students who are above grade level and need more challenging tasks. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. The school can also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
- Grouping students differently depending on the activity and ability level
- Integrating formative assessments throughout the activity to make adjustments
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs

Blended Learning

The School may-will also offer the unique experience of blended learning for students. Blended learning, as defined by the Innosight Institute, is “a formal education program in which a student learns at least in part at a supervised brick and mortar location away from home.” The dimensions of online programs can range on a continuum of a part time embedded supplemental program to load-bearing courses taken independently, according to the International Association for K-12 Online Learning (iNACOL).

Strategies for using blended learning include:

- Opportunity to learn content that may not be offered in a traditional brick and mortar classroom (i.e. students can take a variety of world languages or electives to meet student interest).
- Remedial and credit recovery programs that provide opportunities for students to work at their grade level learning fundamental skills to make academic gains.
- Unlimited access to work at the student’s pace and time.
- Accommodates “Flipped Learning” which allows students to learn the lesson at home and practice what is learned in the classroom.
- Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program. Students and staff will have access to technology through multiple blended models, using approved providers. The School will use the following programs: Plato Courseware, Reading Eggs, Reading Plus, ThinkThroughMath, and Mathletics. ~~Some examples include Plato Courseware, Study Island, Reading Eggs, Achieve 3000, Read 180, Reading Plus, ThinkThroughMath, Mathletics and others.~~

Supplemental Intervention Reading Program

Based on diagnostic assessments and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside the 90-minute reading block in situations such as before and after school, through content area

integration, during non-required specials periods or lunch, and during any other opportunity to support student achievement of individual learning goals. Resources used by the School are reviewed and updated as necessary to best meet the needs of the students. Some research-based programs that the teachers may will utilize are:

- Reading Plus^{*2}
- Reading Eggs*
- Plato*
- Triumph learning

*Denotes a computer-based program

Comprehensive Intervention Reading Programs

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There may will also be the opportunity for push-in support within the classroom. Resources used by the School are reviewed and updated as necessary to best meet the needs of the students. Some research-based programs that the teacher may will utilize include:

- Early Success (K-2)
- Wonderworks (K-6)
- Voyager Passport (K – 8)
- Soar to Success (3 – 8)
- ~~Reading Mastery (K-2)~~
- ~~Early Success (K-2)~~
- ~~Wonderworks (K-6)~~
- ~~Voyager Passport (K-8)~~
- ~~Corrective Reading (3-8)~~
- ~~Soar to Success (3-8)~~

Table 3.4 below describes a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

² Intervention programs in bold are required for purchase in all schools. Depending on budget and the needs of the students, the other intervention programs are an option.

Table 3.4

| K – 5 On grade level Instructional Plan | K – 5 Strategic Instructional Plan | K – 5 Intensive Instructional Plan |
|---|---|---|
| 90 minute uninterrupted reading block | 90 minute uninterrupted reading block | 90 minute uninterrupted reading block |
| 65 30 minute language arts block | 30-65 minute language arts block | 30-65 minute language arts block |
| 4 30 minute differentiated RtI block | 4 30 minute differentiated RtI block | 4 30 minute differentiated RtI block |
| | 30 minute intervention session 3x per week | 30 minute intervention session daily |
| | | 60 minute tutoring session |
| 6– 8 Instructional Plan | 6– 8 Strategic Instructional Plan | 6– 8 Intensive Instructional Plan |
| 50 minute language arts class | 50 minute language arts class | 50 minute language arts class |
| | 50 minute reading class | 50 minute reading class |
| | 30 minute intervention session 3x per week | 30 minute intervention session daily |
| | | 60 minute tutoring session |

Response to Intervention

Between diagnostic assessment periods, teachers will administer a variety of assessments to students in need of intervention.

- Fluency assessments – such as oral reading fluency checks and high frequency word checks to determine fluency progress.
- Running Records – periodic administration allows teachers to track instructional reading level progress.
- Phonics & Phonemic Awareness assessments – administration of spelling assessments such as Words Their Way to determine mastery of phonics skills.
- Standards Assessments – used to measure mastery of Performance Standards. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. The School will provide each grade level with standards assessments that are aligned to the Guaranteed and Viable Curriculum. Each standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times.
- NWEA Benchmarks – administered to provide data regarding progress toward Performance Standards, reading stamina, and reading level.

All elements of progress monitoring will be shared with parents through the report card and data conferences. This connection between home and school will enhance students’ ability to achieve annual progress. The School’s Student Support Team/Response to Intervention/504 models are aligned with all federal and state laws to ensure all students, including students with disabilities, receive a free appropriate public education using a guaranteed and viable curriculum to ensure learning gains. The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning: all students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Florida Standards and NGSSS through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning: In addition to Tier 1, targeted students participate in learning that is different by including a standard intervention protocol process for identifying and providing research-based interventions based on student need, on-going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning: in addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs; targeted research-based interventions tailored to individual needs; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

The School's curriculum resources for reading, mathematics, writing, and science are embedded with differentiated instructional lessons, strategies, and assessments that are associated with each RtI Tier. The increased instructional minutes for Tiers 2 and 3 are described in table 3.4 regarding the progression plan for reading instruction. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described above, are aligned to meet the needs of the students in each tier.

Tutoring

When students are not making adequate learning gains, as indicated on NWEA benchmark assessments or by not earning passing grades in class, there are additional resources available. Help with schoolwork is offered during specific office hours throughout the week to assist students in need of extra practice. For students requiring additional intervention, as they are identified as being in the Tier 2 level, after school tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. This plan for assisting remedial students involves continuous collaboration between all stakeholders. Initiating and strengthening collaboration between school, home, and communities provides the basis for support and reinforcement of student learning. Involving parents and students and engaging them in a collaborative manner is critical to academic success.

Push-in/Pull-out

One way that students receive targeted instruction based on their needs that aligns with our RtI model for Tier 3 is through push-in/pull-out instruction. Staff members may-will be available to pull-out or push-in with students who are below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This

additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*.

Supplemental Programming

At the heart of the School is collaboration and community integration and is aligned with the school’s mission. The School will emphasize a culture of student safety and success while focusing on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement throughout the School and across the community.

The table below represents a snapshot of some of the possible proposed programs, activities, and potential partnerships that align to the aforementioned areas of extracurricular or auxiliary programs as identified by stakeholders.

Table 3.5: Extracurricular and Auxiliary Programs

| Component | Potential Partnership/Collaboration Opportunities |
|--|---|
| Integrated Character Education and Citizenship | Facilitate partnership opportunities with local businesses, chambers, and their members, local and state governmental entities, and local service clubs and organizations for volunteer/ mentoring opportunities as well as demonstration, internship, career exploration, and citizenship opportunities. Structured opportunities for local and regional Institutions of Higher Education (IHEs) where students, faculty, and staff are involved in both curricular and mentoring/volunteering components of Character Education Program. Identify other partners through stakeholder input and feedback. |
| Increased Cultural Competency and Foreign Language Options | Identify and foster a network of community-based partners essential to the foreign language and cultural studies options to be outlined by the school leadership, parents and other key stakeholders. This would include employment of qualified staff and the development of relationships with area postsecondary partners for foreign language/cultural education partnerships. |
| Enhanced Academic and Enrichment Activities | <p>Comprehensive Career Exploration through Community Partnerships The School envisions, over the course of its initial 3-5 years, working with partners such as the local technical colleges, career academies, chambers of commerce, and major local business and industry during and after-school to develop a comprehensive career exploration and planning experience for students with an emphasis on self-knowledge through personal and career exploration and investigation. The goal is empower students to discover for themselves the relevance of self, education, and the world of employment.</p> <p>Club and Activity Days: These are planned to foster the academic and social growth of the students. Clubs will be organized by interest of the teacher as well as the students. Concepts for clubs may include: Student Council, Student Government, Ecology/Science, Peer Counseling, Math, Art, Sign Language, Reading/Literature, Ambassadors, Robotics, Yearbook, and others as identified by stakeholders.</p> <p>Interscholastic Competitions: As a component of the academic health of the students, an “exhibition” component of their daily academic program will be added</p> |

| | |
|--|---|
| | <p>to each subject area. When students are required to demonstrate their knowledge in an exhibition or presentation format, the level of the work produced by the student increases to a much higher level. The students may participate in academic games/exhibitions in any of the following areas: Social Studies and Literary Fair, Newspaper, Literary Magazine, Science Fair, Math Olympics, Spanish Games, Spelling Bee, and others as identified by stakeholders.</p> |
|--|---|

| | |
|--|---|
| | <p>Interscholastic Athletics: As identified by stakeholder opportunities and partnerships will be created to develop athletic programming to meet the needs of the students.</p> |
|--|---|

Meaningful Parental Engagement

Because parent participation is integral to the success of the School and each student, it will be solicited for the development of School goals and objectives. In addition to the role parents play in governance, all parents are encouraged to sign a parent commitment form to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents are asked to commit to volunteering a total of thirty hours per school year (a sample Parent Agreement can be found at Appendix I. Parent volunteering opportunities are individualized to meet the needs, demands, and capabilities of the individual student/family. This volunteer plan has the intention of providing increased parent visibility in the school, which will show students that they are supported in their academic endeavors. A strong connection between parents and school has proven to enhance student achievement, as teachers need the parents' support in providing motivation outside of school with daily homework, independent reading, and any other aspect of the child's education.

Parental involvement is also fostered through access to information and communication provided by the School's student information system. Parents will receive real-time updates on their child's status to ensure timely and effective feedback, which has proven to be effective in improving student performance. A convenient way to keep parents informed is through ParentLink, which allows the teacher or administrator to record and send a mass message to any number of parents through a phone call, e-mail, or text. Parents will also have the ability to engage in two-way communication with school administrators and teachers, and will be encouraged to e-mail, call, or schedule conferences to keep lines of communication open between parents and teachers. Parents will also be required to sign Personal Learning Plans and Progress Monitoring Plans to encourage the acceptance of responsibility for being aware and being a part of the academic success of their child.

In order to ensure that parents are informed as how to best support students with their learning goals, the School may provide Curriculum Nights to disseminate information regarding various education issues, such as testing requirements, strategies for motivation, or other topics as needed by the School. Teachers will be encouraged to attend these meetings to provide more personalized training for the parents and to develop a more meaningful relationship between the family and the School.

Other Supporting Tools of the Educational Model

Guaranteed and Viable Curriculum Workshop

Based on the work of Jay McTighe, within *Understanding by Design*, teachers will work to develop unit lessons. The units will contain learning outcomes that are measured by Standards Assessments, which encompasses each learning unit. Through diary mapping on curriculum maps, teachers are will constantly evaluate and reflect on the lessons and their effectiveness. Lessons can be adjusted on a weekly basis, depending on the progress made by the students as demonstrated by assessments. These assessments are then tracked within the student information system. As a culminating event for each school year, teachers meet to review the implementation of the GVC along with the data by grade level and subject area. After this period of review, any changes to the curriculum are finalized, thereby ensuring that the needs of each student are being met.

New Teacher Induction

All new teachers, including those who are new to the ESP's network of schools, not just to the field of teaching, will receive comprehensive training that ensures their understanding of the GVC and Educational Model. Trainings may include a wide range of topics including: Classroom Management, Curriculum Mapping, High-Probability Instructional Strategies, and Tracking Progress. New Teacher Induction will be modified annually based upon the needs of the School and to reflect new strategies and innovations in effective teacher preparation.

Curriculum Cadre

Throughout the school year, training sessions will be provided on research-based instructional methods, legislative updates that impact teaching, and data-driven instruction. Curriculum Resource Teachers (CRTs) at each school in the network will attend monthly sessions, and then disseminate the information to faculty at the schools. Each year, the focus of the Curriculum Cadre will change to meet the School's current educational needs.

Curriculum Specialists

The ESP's curriculum specialists are experts in the field of education and are assigned to schools within each region to provide support, as needed, to improve performance of the school, with regard to proper instruction and implementation of the Education Model. They provide professional development; feedback via walk-throughs and observations; assistance with curriculum mapping; and many other tasks with regard to school support. They also facilitate the Curriculum Cadres and CRT Bootcamp to provide training for the CRTs on how to best serve their schools and prepare for their highly supportive roles.

Teacher Learning Communities

Teacher Learning Communities support teachers throughout the year by focusing on research-based teaching methods. A master teacher leads the Teacher Learning Communities at the School. New teachers meet at least once a month with a master teacher to receive support and training, as well as have the opportunity to share best practices, conduct observations, or view model lessons. In addition, both the master teacher and new teachers receive support from the ESP through quarterly training sessions, and monthly web-based video training sessions.

Ongoing Professional Development

A model of continuous growth and improvement drives the Governing Board and ESP. Not only are our students learning, but our teachers and administrators are always looking to grow in their craft. In order to ensure that our teachers and administrators are using the most current research-based practices, the School will be supported through ongoing professional development to improve student learning and academic achievement.

In compliance with educator certification requirements, all professional development opportunities are aligned with the Florida's Educator Accomplished Practices. Teachers attend summer professional development sessions designed by the ESP to focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the standards, data-driven instructional planning, and the use of effective assessment feedback. The Curriculum Cadres combined with needs assessments and student data analysis are the basis for professional development throughout the year. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads will participate in monthly leadership meetings with administrators as well.

As mentioned above, new teachers participate in an annual New Teacher Induction, as well as various professional development sessions throughout the school year. These sessions include orientation and training for *What Works in Schools*, the student information system, Child Abuse Recognition Training, Code of Ethics for Professional Educators in the state of Florida, and Classroom Management.

Returning principals and new principals will both have their own professional development institutes each summer to best prepare for the upcoming year. These institutes will include information regarding best practices, new regulations, and any other expectation within their role. Principals and assistant principals will also attend monthly meetings to receive support within their positions. This support is increased for administrators needing extra assistance in improving the performance of their schools.

During the school year, needs and opportunities for staff training are identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on the School's needs with input from administrators, staff, and the community. Below is a sampling of professional development that is available:

- Charter Schools USA Educational Model
- Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Alignment of Curriculum, Instruction, and Assessments to the NGSSS and Florida Standards
- Theory of Multiple Intelligences
- Assessment and Evaluation
- What Great Teachers Do Differently: 14 Things that Matter Most
- Units of Study: An Interdisciplinary Approach (cross-curriculum)
- True Colors

- Classroom Instruction that Works: 9 High-Yield Strategies
- Standards-Driven Instruction
- Safe and Civil Schools
- CHAMPs (Conversation, Help, Activity, Movement, Participation): A Proactive and Positive Approach to Classroom Management
- Centers in the Classroom
- Technology in the Classroom
- Response to Intervention
- English for Speakers of Other Languages Regulations and Procedures
- Exceptional Student Education Regulations and Procedures
- Research-Based Innovative Learning Methods
- Positive Behavior Support Models

Professional Development Provided by Subject Area or Content

Available options:

- Writing Workshops
 - ✓ Six Traits of Effective Writing
 - ✓ Writing in the Content Area
- Math Workshops
 - ✓ Creating Effective Standards-Based Math Lessons
 - ✓ Targeting Multiple Intelligences in Math
 - ✓ Using Manipulatives in Math
 - ✓ Singapore Math
- Reading Workshops
 - ✓ Creating Effective Standards-Based Reading Lessons
 - ✓ Reading in the Content Areas
 - ✓ Florida State Standards
- Science Workshops
 - ✓ Classroom Instruction That Works: Focus on Science
 - ✓ Taming and Scoring FCAT 2.0 Science

Professional development will be held at least once per month in addition to the New Teacher Induction training and Teacher Learning Community trainings for new teachers. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator walk-throughs, site visit data, benchmark data, and standards assessments.

Monitoring & Evaluation

School Site Visit Observation (Quality Educators Supporting Teachers - QUEST)

The School will participate in the QUEST process, which will occur four times in the first year of the School and twice yearly (at a minimum) in subsequent years. The QUEST process is a full day, in-depth process, in which members of the ESP's network who have had proven success in their roles (principals, master teachers, curriculum specialists, and CRTs) observe teachers and provide feedback on instruction. The purpose of the QUEST process is to support the School with the implementation and monitoring of the Educational Model.

The QUEST process examines three critical factors: classroom management, student motivation, and instructional strategies. The observer, a member of the ESP's network who completes a training session, observes a lesson for 30-45 minutes to examine how the teacher is integrating educational best practices within his/her lesson to promote student learning.

The QUEST process is two-fold. The first part is a preparedness piece that is completed prior to the visit. Included in the preparedness section are the areas of classroom curriculum design, classroom management, and student motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines the teacher's action in establishing and enforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered to be the place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior. Scoring for the preparedness section is based on evidence displayed in the classroom or in the evidence binder kept by the teacher.

After visiting all classrooms, the QUEST Team reflects on their day and reviews the data collected. Recommendations and commendations, derived from the data, are compiled into a presentation and delivered to the staff. This includes a one-on-one discussion with each teacher to provide support with his/her professional development. Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year.

Regional Director

The role of the ESP's regional director is to monitor the School's leadership team, providing support as necessary to ensure that the School is adhering to its mission, vision, and values. The regional director is an experienced leader who has previously led successful schools and who is able to share his or her expertise among the leadership team within the region, which is especially useful for schools in which student performance is not meeting expectations.

Classroom Walk-Throughs

The Principals within FCEF's charter school network have clearly articulated their dedication to teacher support by initiation of the "Walk-Through Challenge." Through this challenge, an administrative team member will visit each teacher every week. The walk-through form will be used as a non-evaluative way to communicate areas of strength that the teacher possesses, as well as possible opportunities for growth. Teachers will also be encouraged to complete walk-throughs as often as possible to not only enhance their craft but to provide feedback to peers as well.

Teacher Performance Evaluation

The Teacher Performance Evaluation will support the monitoring of the Educational Model by evaluating the use of evidence-based research strategies that the teacher has been exposed to through professional development and through the QUEST process. Also, supportive feedback is provided to teachers during classroom walk-throughs. All new teachers receive a "practice"

teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation.

School-Wide Academic Monitoring

After each QUEST visit and each benchmark test, the ESP meets with School leadership to discuss strengths and opportunities for growth for the School, as well as grade level and subject area. Based on these discussions and the data collected, the ESP makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations. School benchmark and state assessment testing results may also be posted throughout the school to further motivate students and staff to meet their goals.

Strategic Plans

The School will develop a strategic action plan focused on its mission, vision, and values. Through analysis of assessment results, observations, surveys, and any other feedback items, the School will create key intended outcomes in each of the following five priority areas: academic excellence, financial health, growth, operational performance, and culture of excellence. The School will then create initiatives and monitor the implementation of these throughout the year. The strategic plan is intended to improve the school's performance in each of the five areas mentioned, which will, in turn, provide the best environment for student success.

Flash Reports/Strategic Intervention Plans

Flash reports are distributed periodically from the schools to the ESP as monitoring tools for targeted schools that need more support in reaching their performance goals. Information on the School's performance is based on school-level reports, benchmark assessments, and results from feedback instruments, which provide hard data that will be utilized to create a Strategic Intervention Plan. Implementation of the activities described in the intervention plan will be consistently monitored. Appropriate resources will be distributed as necessary to support the School in the execution of the Educational Model and adherence to the school's mission, vision, and values.

Parent, Student, and Staff Surveys

Surveys will be conducted throughout the year to gain input into the performance of the School in various areas, including, but not limited to, culture, teacher performance, administrative support, and school climate. These can be completed anonymously online or in paper form. Results from these surveys will be used to guide initiatives within the strategic plan and other school improvement plans.

C. Describe the research base for the educational program.

The School will use the research of Robert J. Marzano on effective schooling, in conjunction with Jay McTighe's work on curriculum development, as the basis for the educational program. The educational program provides curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement. He has categorized 35 years of effective schools research into three general factors that influence student academic achievement: (1) school-level factors,

(2) teacher–level factors, and (3) student–level factors. This research provides remarkably clear guidance as to the steps schools can take to be highly effective in enhancing student achievement.

The following information is intended to address the school-level factors of the GVC - Challenging Goals, and Effective Feedback. This information outlines a framework of how the School will implement the effective schools research for increased student achievement.

Guaranteed and Viable Curriculum (School Level Factor, Marzano)

The first school-level factor is a Guaranteed and Viable Curriculum. A GVC is primarily a combination of the factors “*opportunity to learn*” and “*time*.” Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is “guaranteed.” This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content (Marzano).

The School will implement a GVC, which is designed to meet the NGSSS and Florida Standards, through the process outlined in *Understanding by Design*, (Wiggins & McTighe). As affirmed by Wiggins and McTighe curriculum should lay out the most effective ways of achieving specific results. The GVC outlines the specific learning outcomes within the NGSSS and Florida Standards and was created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through professional development, teachers will continue this process and use of the GVC map enables educators the ability to provide students with optimal learning opportunities based on individual student needs. The educator’s critical role is to be the designer of student learning, and *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments revealing student understanding, and craft effective and engaging learning activities aligned with real world experiences that will prepare students to achieve the NGSSS and Florida Standards. The *Understanding by Design* process and the GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that learners demonstrate the desired understandings).

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available. The ESP has developed a proprietary yearly scope and sequence within each curriculum map for all subjects, for each quarter, aligned to the Florida Standards and NGSSS standards, which helps guide teachers toward meeting and exceeding the standards in the instructional time teachers have available. This ensures that the curriculum is both *guaranteed* and *viable*. This is revisited and adjusted each year as necessary.

Challenging Goals and Effective Feedback (School-Level Factor, Marzano)

According to Marzano, the second school-level factor is “challenging goals and effective feedback.” This factor is a combination of effective monitoring and pressure to achieve.

Challenging goals is defined as high expectations and pressure to achieve. Monitoring refers to feedback and tracking the extent to which goals are met. Mark Lipsey and David Wilson examined hundreds of studies and found that, on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18 percentile points to a high of a 41 percentile-point increase. Also, research shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators.

Based on the above Marzano research, the School will develop a school goal plan that will identify specific academic goals to be met during the year. Student achievement data will be collected throughout the year to provide School administrators the opportunity to evaluate classroom instruction and make sure the School's goal is achieved.

How do we know if goals are being met if effective feedback is not in place? Again, the results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not. John Hattie reviewed about 8,000 studies and found that "The most powerful single modification that enhances achievement is feedback." The simplest prescription for improving education must be 'dollops of feedback.' However, feedback has two very specific characteristics. One, it must be timely. Timely feedback provided throughout a learning experience is referred to as "formative" assessment as opposed to "summative" assessment that occurs at the end of a learning experience. Two, effective feedback must be specific to the content being learned (Bangert-Drowns). For example, teachers are expected to reinforce specific strengths in a content area as well as address specific areas of need. George Madaus and colleagues found that tests that are not specifically designed to assess a particular school's curriculum frequently underestimate the true learning of the student. Teachers will be encouraged to provide feedback to the students as soon as possible after each assessment, update tracking displays within the classroom on a regular basis, and update the gradebook as soon as possible after assessments.

The educational framework founded upon the works of Robert Marzano, outline many research-based instructional strategies that are implemented in the classroom. The effective and systematic use of the nine research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

The research-based instructional strategies listed below are in conjunction with the implementation of the research of Robert J. Marzano in *The Art and Science of Teaching*, as well as the research of Jay McTighe in *Understanding by Design*. These strategies can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and instructional strategies implemented in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students with a learning environment that is academically rigorous, challenging, innovative, and focused on individual student learning needs. Table 3.6 outlines various strategies and their application.

Table 3.6

| Category | Specific Learning Methods |
|--|--|
| Identifying similarities and differences (Yields a 45 percentile gain) | <ul style="list-style-type: none"> • Assigning in-class and homework tasks that involve comparison and classification • Assigning in-class and homework tasks that involve metaphors and analogies |
| Summarizing and note taking (Yields a 34 percentile gain) | <ul style="list-style-type: none"> • Asking students to generate verbal summaries • Asking students to generate written summaries • Asking students to take notes. Ex: Cornell Notes • Asking students to revise their notes, correcting errors and adding information |
| Reinforcing effort and providing recognition (Yields a 29 percentile gain) | <ul style="list-style-type: none"> • Recognizing and celebrating progress toward learning goals throughout a unit • Recognizing and reinforcing the importance of effort • Recognizing and celebrating progress toward learning goals at the end of a unit |
| Homework and practice (Yields a 28 percentile gain) | <ul style="list-style-type: none"> • Providing specific feedback on all assigned homework • Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction |
| Nonlinguistic representations (Yields a 27 percentile gain) | <ul style="list-style-type: none"> • Asking students to generate mental images representing content • Asking students to draw pictures or pictographs representing content • Asking students to construct graphic organizers representing content • Asking students to act out content • Asking students to make physical models of content • Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models |
| Cooperative learning (Yields a 23 percentile gain) | <ul style="list-style-type: none"> • Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate |
| Setting objectives and providing feedback (Yields a 23 percentile gain) | <ul style="list-style-type: none"> • Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of a unit • Asking students to assess themselves at the end of a unit |
| Generating and testing hypotheses (Yields a 23 percentile gain) | <ul style="list-style-type: none"> • Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision-making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks |
| Questions, cues and advance organizers (Yields a 22 percentile gain) | <ul style="list-style-type: none"> • Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content |

The aforementioned strategies have been research-proven to yield positive results in student learning. From there, professional development, specific to the grade level is provided to help teachers create and implement an instructional framework that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods. As new research is released and updated, professional development and teaching strategies are continuously updated to meet the needs of students.

In addition to the instructional strategies, teachers will employ four planning questions that frame the nine instructional strategies and provide a guide for effective classroom curriculum design:

- What will students learn?
- Which strategies will provide evidence of student learning?
- Which strategies will help students acquire and integrate learning?
- Which strategies will help students practice, review, and apply learning?

Having teachers reflect on classroom practices, procedures, and instructional strategies that they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

Table 3.7

| The Four Planning Questions and Corresponding Instructional Strategies | |
|---|--|
| Planning Questions | Instructional Strategies |
| What will students learn? | <ul style="list-style-type: none"> • Setting objectives |
| Which strategies will provide evidence of student learning? | <ul style="list-style-type: none"> • Providing feedback • Providing recognition |
| Which strategies will help students acquire and integrate learning? | <ul style="list-style-type: none"> • Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort |
| Which strategies will help students practice, review, and apply learning? | <ul style="list-style-type: none"> • Identifying similarities and differences • Homework and practice • Generating and testing hypothesis |

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe provides students with a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

According to Marzano, there are many research-based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed here are applicable to K-8 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate

use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classrooms during the school year. The Principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. The School will provide professional development, data analysis, and feedback based upon school visits, to support effective classroom instruction. The School will be supported through professional development in order to be able to successfully apply the innovative learning methods listed.

Research Basis for Instructional, Operational and School Leadership

Professional development for the Principal begins with the Summer Institute which focuses on student achievement and Marzano's 21 responsibilities of a school leader from *School Leadership That Works* (2005). These responsibilities are based on the analysis of 69 studies, conducted since 1970 and compiled by the authors. The responsibilities form the basis for the leadership-focused professional development. The School will implement a mentorship and professional development program for new school leaders so that they receive support and training prior to opening a new school. All principals and assistant principals will also meet monthly for trainings and additional professional development.

Action Steps

The Governing Board and ESP have applied a series of action steps that utilize the research of *What Works in Schools* synthesized by Marzano to design effective schools that will optimize the educational opportunities of all students. In support of the implementation of the Educational Model at the School, and use of formative assessments according to Marzano's framework, the ESP provides the following services:

- Analysis of student data
- Creation and articulation of school wide goal(s) based on student data
- Development of a "Guaranteed and Viable Curriculum"
- Professional development on implementing the "Guaranteed and Viable Curriculum"
- Baseline assessment using FCAT 2.0 Benchmarking
- Classroom Instruction
- Classroom Assessment
- Analysis of student data and academic progress
- Discussion of data with teachers and students
- Progress monitoring toward the School's goal

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

Vision

All children can learn, become self-motivated life-long learners, function as responsible citizens, and actualize their potential as productive citizens in the local and global societies and the 21st century workforce.

Mission

To create a learning environment that integrates a research-based curriculum, a culture of student safety and success, and concentration on academic rigor while focusing on citizenship and experiential learning through student engagement.

Research-Based Curriculum

The educational program aligns with the School's mission, as the School will implement a Guaranteed and Viable Curriculum as its "research-based" curriculum, along with a Common-Core aligned textbook resource program such as Florida Reading Wonders and Envision for math. The research behind the GVC comes from the work of Marzano, who articulates that the GVC is primarily a combination of the factors "*opportunity to learn*" and "*time*." Both have strong correlations with academic achievement. The concept of opportunity to learn is a simple but powerful one - if students do not have the opportunity to learn the content expected of them, there is little chance that they will. Opportunity to learn addresses the extent to which the curriculum in a school is "guaranteed." This means that there must be clear guidance given to teachers regarding the content to be addressed in specific courses and at specific grade levels. It also means that individual teachers do not have the option to disregard or replace assigned content.

Culture of School Safety and Success

The School will hold high expectations for students, not just with academics, but with regard to behavior as well. Student safety will be a priority, as a highly structured behavior plan focused on procedures and order will be set in place to prevent any unsafe issues from arising. Graduated techniques will be utilized to promote a fair, objective system. Bully prevention is key, and teachers will create a culture in the beginning of the year that has a zero-tolerance policy on the issue. Administrators, parents, and students alike will monitor bully prevention, allowing students to have the right to report any incidences confidentially. The School will adopt an "every student is your student" policy, in which teachers are aware of expected behaviors and address all issues they witness. Professional development will be provided in the beginning of the year to properly train teachers on the culture of the school, which may include CHAMPs, student hall-monitor duties, or other bully prevention and safety strategies that can be implemented. Parent, staff, and student surveys will include a component on safety to receive feedback on the perception of the school with regard to this matter.

The culture of high expectations of student success can be seen throughout the school, as monitoring of progress will be posted and tracked throughout the entire school. School-wide goals will be posted for all stakeholders to see when they enter the school. Teachers post excellent work, class goals, progress on IFP assessments, and the Reading Challenge, further motivating students to succeed. The constant reminder of progress and success creates an environment of healthy competition and expectation of success, as well as team-building, as the students can get a sense that the entire school is working together to achieve goals. This is particularly advantageous for the target population of at-risk students, who need the community of support and motivation.

Academic Rigor

The School will focus on rigor in more than one way—through teacher expectations, student support, and student work. Teachers are expected to hold themselves and students to a high standard, teaching minute-by-minute, bell-to-bell, in order to maximize learning. Purposeful tasks and higher order thinking activities will be conducted, not just rote memorization work. All students will be expected to be engaged and participate, to ensure for accountability in learning. If a teacher poses a problem, all students persevere and attempt to solve it in journals or white

boards, not just wait for one student to explain the answer. The teacher may call on several students to provide answers, then the class can evaluate and determine the correct one and how it is correct. Teachers will be there to support the students, scaffolding learning to make sure that students are able to complete the more critical thinking tasks that are being implemented. Teachers will be constantly observing and providing help, as well as taking students in small-groups, to further aid those who need more support. The assignments will require more higher-order thinking skills and real-word application, such as justification, analysis, and communication, to better prepare the students to be college- and career-ready.

Citizenship

The School creates a learning environment focused on citizenship through its integrated character education program. This proprietary program that may be used is known as *Schools Taking Responsibility for Important Values of Excellence* or “STRIVE.” STRIVE was created through a partnership with the Clarion Council for Educational Greatness. The STRIVE Model has three domains (Moral Character, Performance Character, Active Citizenship) and students are encouraged to demonstrate these behaviors both within the school and outside of the school. The teacher incorporates character education lessons within the required content areas, and students receive a grade on their report cards regarding citizenship. The School may offer incentives for showing great character, through weekly, monthly, or quarterly student awards. The School will encourage community service, by possibly coordinating community cleanups, walks for causes, or other service activities.

Student Engagement

Student engagement will be fostered in various ways, as this is critical for student success. The School will have an understanding of the multitude of learning styles for the students, catering to their needs in how they learn best. For example, kinesthetic/tactile learners can have the opportunity to use manipulatives or move in some way during the lesson. Non-linguistic representation through pictures that correspond to words has proven to be effective in vocabulary development. These are just a sampling of the strategies the teachers use to ensure that all needs of the child are being met. Student-to-student interaction and cooperative learning further enhance understanding as the students get to work together to build learning. The School will also utilize technology to support engagement in order to supplement instruction and provide interaction with the content, through tablets, laptop computers, and interactive white boards or televisions with tablets for interaction. Most importantly, teachers will be hired and expected to present themselves in an enthusiastic manner that shows their passion, which will positively impact the engagement level of the students in return.

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

The School proposes to meet high standards of student achievement by aligning its curriculum with the NGSSS and Florida Standards and the educational requirements of the *No Child Left Behind* Act. The School will follow the timeline for the implementation of the NGSSS and Florida Standards set by the FLDOE.

The Educational Model's six steps outlined above were designed to provide the process for improving student learning for academic achievement. The steps help teachers reflect upon the work of each of student individually, and then follow up with the implementation of strategies and supplementation to help the student. Meeting high standards at the School means that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that match a student's learning style. These services are designed to help students attain state standards as required by section 1002.33, F.S.

The GVC ensures that students have both the time and opportunity to learn and master the content expected of them within the State Standards. The GVC combined with implementation of the Educational Model, through continuous assessment of student performance data and analysis of student learning gains, are imperative to improving student learning and achieving the academic goals set forth in this application. Progress monitoring allows teachers to make changes and determinations for the child throughout the year based on their progress to ensure that the target of at least one year of growth is being met. The data obtained from progress monitoring is discussed at Data Chats and weekly team meetings to make the best decisions as to which intervention(s) will be provided for students who are not mastering the content. Progress Monitoring Plans are created and/or adjusted accordingly.

Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to the Instructional Focus Plan, which is a data-driven calendar. This calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine which standards need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of students while maintaining rigorous pacing and high expectations. These calendars are developed for both English Language Arts (ELA) and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

To determine one year of growth, the School will use statewide assessment results from the new state-mandated assessment for ELA and math, and FCAT 2.0 for science. The School will analyze students' scores on the assessments to determine whether a student gains a year's worth of learning. A similar system is used to determine a year's worth of growth throughout the benchmarking process. This data is communicated to the parent after each benchmark. From there, achievable goals are made for the student and areas of growth are targeted for further individualized instruction. The academic data is also reviewed during the creation of a strategic plan. The strategic plan includes goals in core-content areas, school operations, and parent satisfaction.

Table 3.8 demonstrates the decision-making process through which students are identified for strategic or intensive support.

Table 3.8

| Assessment | If... | Then... | Materials/Activities For Support |
|---|---|---|--|
| <p>K - 5 Progress Monitoring Assessments</p> <p>State-mandated ELA assessment</p> <p>NWEA Benchmark</p> <p>Phonological Awareness/ Phonics Assessments</p> <p>Wonders Diagnostic Assessment (K-1) or Diagnostic Assessment of Reading (2-5)</p> | <p>Students score High risk (Level 1) or Moderate risk (Level 2) as determined by specific norms on Benchmark 1 or state assessment</p> | <p>Provide immediate intensive intervention after assessment analysis to determine area of need in any of the following areas: phonological awareness, phonics, fluency, vocabulary, comprehension, or oral language.</p> | <p>Phonological Awareness <u>Comprehensive Programs:</u> SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Wilson</p> <p><u>Strategic Materials/Activities:</u> Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, and word play activities</p> <hr/> <p>Phonics <u>Comprehensive Programs:</u> SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson</p> <p><u>Strategic Materials/Activities:</u> Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, and word wall games</p> <hr/> <p>Fluency <u>Comprehensive Programs:</u> SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System</p> <p><u>Strategic Materials/Activities:</u> Repeated readings, sight word practice, Reader’s Theater, partner reading, choral reading, chunking, teacher oral reading, listening center, and home reading</p> <hr/> <p>Vocabulary <u>Comprehensive Programs:</u> SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System, Wilson, Just Words</p> <p><u>Strategic Materials/Activities:</u> Tell/retell stories, semantic maps, language play, vocabulary map,</p> |

| Assessment | If... | Then... | Materials/Activities For Support |
|------------|-------|---------|--|
| | | | <p>wide reading, word study, previewing, and content word wall</p> <hr/> <p><u>Comprehension</u> Comprehensive Programs: SRA Reading Mastery, Early Success, Soar to Success, Corrective Reading, Reading Plus, Voyager Passport Reading, Jamestown Reading System</p> <p>Strategic Materials/Activities: Narrative/expository text, strategy instruction, wide reading, scaffolded questioning, before/during/after reading activities, retelling, teacher oral reading, think alouds, graphic organizers, and summarizing</p> <hr/> <p><u>Oral Language</u> Comprehensive Programs: SRA Reading Mastery, Florida Reading Wonders, Voyager Learning</p> <p>Strategic Materials/Activities: Teacher scaffolded discussion, teacher modeling, role play/reader's theatre, think-pair-share, listening center</p> |

The School will provide the following supports to help students obtain Next Generation Sunshine State Standards and Florida Standards, as required by §1002.33, F.S.:

- Differentiated instruction** - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research-based instructional strategies, including but not limited to Marzano's nine highly effective teaching strategies, to enhance the student's opportunity to learn the specific skills identified. Small-group instruction will be utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments will incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. The school will also have a math program resource that provides for enrichment, on-level, and re-teaching strategies for each lesson.

Teachers will be able to differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught (activities may be different, but the objectives are still the same for each activity). For example, students may read higher-level text yet still master the same standard as students reading on-level text.

- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity and ability level
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
- **Push-in/Pull-out** – Staff members may-will be available to pull-out or push-in with students who are performing below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of the regularly scheduled class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*(Fielding 2007).
 - **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the information in a new way. Sessions can take place after school, and the School may have the opportunity to have Saturday sessions as well.
 - **Blended Learning** - Within blended learning, teachers utilize research-based best practices for teaching and learning, including the integration of technology into the instructional program to support content that was provided within the lesson. This is also an opportunity for students to receive varied levels of instruction to best suit their needs for a particular subject, as well as practice content that was previously taught. This provides supplemental instruction for enrichment, as well as remediation. Students and staff will have access to technology through multiple blended models, using approved providers. Some examples include Plato Courseware, Study Island, Reading Eggs, Achieve 3000, Lexia, Read 180, Reading Plus, Successmaker and others.

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

The tables below provide evidence of the success of the Education Model in Florida, implemented at established schools within CSUSA'S network. A school is considered established if it has been open for at least three years. Math and Reading gains for all students are shown below, as well as Math and Reading Gains for the lowest 25% of students.

The effectiveness of the education model is demonstrated in the proven success of our established schools, as 71% of the schools received an "A" or "B" grade in 2013. As a network, the schools measure success not only in levels of proficiency, but also in growth of students over the course of the year. The majority of the established schools exceed the state's average of 65 for traditional public schools in both reading and math gains for all students.

Additionally, the majority of our established schools exceed the state's average for traditional public schools in reading and math gains for the lowest 25% percent of students. The state's average in reading gains for the lowest 25% is 66. For math, the state's average is 62. This growth in the schools listed below can be attributed to a commitment to raising student achievement from teachers and administrators, along with implementation of several academic components of our education model, including differentiated instruction, tutoring, push-in/pull-out support, blended learning, and research-based instructional materials.

Table 3.9

| School Number | School Name | School Abbreviation | Preliminary Grade 2013 | Reading Points for Gains | Math Points for Gains | Reading Gains for Low 25% | Math Gains for Low 25% |
|---------------|---|---------------------|------------------------|--------------------------|-----------------------|---------------------------|------------------------|
| 950 | AVENTURA CITY OF EXCELLENCE SCHOOL | ACES | A | 81 | 84 | 80 | 65 |
| 4102 | BONITA SPRINGS CHARTER SCHOOL | BSCS | B | 68 | 62 | 59 | 55 |
| 916 | CANOE CREEK CHARTER ACADEMY | CCCA | C | 57 | 65 | 59 | 65 |
| 4111 | CAPE CORAL CHARTER SCHOOL | CCCS | C | 64 | 55 | 71 | 50 |
| 5091 | CITY OF CORAL SPRINGS CHARTER | CSCS | A | 69 | 73 | 71 | 55 |
| 1231 | DUVAL CHARTER SCHOOL AT ARLINGTON | DCSA | D | 52 | 46 | 53 | 42 |
| 3600 | DOWNTOWN MIAMI CHARTER SCHOOL | DMCS | A | 59 | 85 | 59 | 90 |
| 863 | FOUR CORNERS CHARTER SCHOOL | FCCS | A | 71 | 72 | 73 | 72 |
| 4121 | GATEWAY CHARTER HIGH SCHOOL | GCHS | B | 51 | 53 | 60 | 47 |
| 4103 | GATEWAY CHARTER ELEMENTARY SCHOOL | GCS | B | 66 | 60 | 63 | 50 |
| 4261 | GATEWAY CHARTER INTERMEDIATE SCHOOL | GICS | B | 64 | 64 | 59 | 59 |
| 5325 | HOLLYWOOD ACADEMY OF ARTS & SCIENCE | HAAS | B | 59 | 55 | 57 | 49 |
| 5362 | HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE SCHOOL | HAASM | A | 72 | 72 | 81 | 70 |
| 3610 | KEYS GATE CHARTER SCHOOL | KGCS | C | 64 | 52 | 67 | 54 |
| 5161 | NORTH BROWARD ACADEMY OF EXCELLENCE | NBAE | B | 71 | 54 | 80 | 61 |
| 5371 | NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE SCHOOL | NBAEM | B | 70 | 79 | 76 | 71 |
| 881 | P. M. WELLS CHARTER ACADEMY | PMWCA | C | 68 | 51 | 68 | 53 |
| 400 | RENAISSANCE ELEMENTARY CHARTER SCHOOL | RECS | A | 78 | 77 | 81 | 65 |
| 6028 | RENAISSANCE MIDDLE CHARTER SCHOOL | RMCS | A | 72 | 65 | 74 | 69 |
| 4141 | SIX MILE CHARTER ACADEMY | SMCA | B | 66 | 66 | 59 | 64 |
| 711 | RENAISSANCE CHARTER SCHOOL OF ST. LUCIE | RCSSL | C | 61 | 57 | 63 | 63 |

| Table 3.10 CSUSA Established Schools* | | | | | | | | |
|---------------------------------------|---|------------|------------|------------|------------|------------|-------|------------|
| District Name | School Name | Grade 2013 | Grade 2012 | Grade 2011 | Grade 2010 | Grade 2009 | % FRL | % Minority |
| Broward | City of Coral Springs Charter | A | A | A | A | A | 28 | 49 |
| Broward | Hollywood Academy of Arts & Science | B | A | A | A | A | 51 | 56 |
| Broward | Hollywood Academy of Arts And Science Middle School | A | A | A | A | A | 56 | 65 |
| Broward | North Broward Academy of Excellence | B | A | A | A | B | 77 | 94 |
| Broward | North Broward Academy of Excellence Middle School | B | A | A | A | A | 79 | 94 |
| Dade | Aventura City of Excellence School | A | A | A | A | A | 16 | 43 |
| Dade | Downtown Miami Charter School | A | A | B | D | C | 90 | 98 |
| Dade | Keys Gate Charter School | C | B | B | A | A | 68 | 80 |
| Dade | Renaissance Elementary Charter School | A | A | A | A | A | 23 | 93 |
| Dade | Renaissance Middle Charter School | A | A | A | A | A | 44 | 88 |
| Duval | Duval Charter School At Arlington | D | C | C | | | 57 | 81 |
| Lee | Bonita Springs Charter School | B | A | A | A | A | 47 | 43 |
| Lee | Cape Coral Charter School | C | B | B | A | C | 62 | 55 |
| Lee | Gateway Charter Elementary School | B | A | A | A | A | 62 | 61 |
| Lee | Gateway Charter High School | B | A | A | B | B | 44 | 59 |
| Lee | Gateway Charter Intermediate School | B | A | A | A | A | 50 | 55 |
| Lee | Six Mile Charter Academy | B | A | B | B | A | 57 | 48 |
| Osceola | Canoe Creek Charter Academy | C | B | A | A | B | 65 | 62 |
| Osceola | Four Corners Charter School | A | A | A | A | A | 60 | 63 |
| Osceola | P. M. Wells Charter Academy | C | B | B | B | B | 78 | 92 |
| St. Lucie | Renaissance Charter School Of St. Lucie | C | B | A | C | | 50 | 49 |

*A school is considered *established* if it has been open for at least three years.

G. Describe the applicant's capacity to replicate an existing school design.

Capacity to Replicate

As FCEF expands, it becomes increasingly important for us to work with an ESP that has a proven ability to support growth and help us scale our model to new sites and locations. We believe that CSUSA is the ESP that is best positioned and able to help us expand and scale our model. CSUSA's disciplined, innovative culture and a research-based educational model is crucial as we strive to expand and replicate with quality results. CSUSA has been granted accreditation from the AdvancED Accreditation Commission, the national commission that confers accreditation. This means that CSUSA and all of its schools are accredited, and that CSUSA is recognized across the nation as a quality education system. CSUSA has responsibility to ensure that its managed schools continuously meet the rigorous accreditation standards. The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporation's accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term.

Resources from CSUSA's Support Center Ft. Lauderdale, have enabled the expansion and growth to new sites in an efficient and effective manner. CSUSA's first step in expansion is the creation of the New School Opening Team ("NSOT"). The NSOT is a team of people, representing each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development and governance), focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly.

NSOT will manage the following tasks:

- facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues,
- develop recommendations and oversight of project status
- implement systems for quality assurance, support, oversight and accountability
- develop full-scale project plans specific to each school project
- track project deliverables using appropriate tools
- consistently monitor and report on the projects' progress to department heads and the CSUSA Executive Team

Meetings are attended by all departments and the new school leadership team, once they are hired (Principal, Assistant Principal, Business Operations Manager, etc.). Meetings are tailored to the corresponding timeline in the project plan; each department is responsible for providing updates/information on its respective tasks and alerting the team of any potential issues. Any deficiencies or delays will be addressed by the project manager.

The NSOT takes responsibility for the full range of tasks required to open a new school. This includes recruiting, hiring and training school staff; marketing; enrollment of students; facility planning, acquisition, and construction; school operations infrastructure (food service, uniforms, FF&E, etc.); establishing financial processes; managing board relations; and compliance with

authorizer requirements. A school operations manual has been developed and is continually refined and is provided to new schools as an additional resource for understanding key processes and systems. As the team is completing the above tasks, CSUSA, with input from the NSOT, identifies the additional resources and staffing required in each functional department based on planned growth, and acquires these resources with the expectation to be able to continually support a growing network of schools. In addition, as CSUSA expands, the company hires regional support positions that reside in the geographic regions around the schools so that they can provide direct support to the schools, yet report to the functional departments at the corporate support center. Over the past three years, the number of corporate support staff has increased from 50 to 200+ to accommodate growth. Once the pre-opening tasks are complete and the staff is hired, the staff development process begins. The staff development process significantly contributes to our ability to expand our model to new sites. CSUSA has realigned the hiring timeline so that school leadership positions are hired and on boarded three months prior to school opening. This enables the school leadership team to participate in the new school opening process. The school leadership team participates in professional development by working with their assigned mentors from other schools and attending functional meetings across the company to learn CSUSA's standard operating procedures and to learn the CSUSA culture. All new teacher hires attend New Teacher Induction for two weeks prior to the opening of a new school.

For one week teachers are trained in CSUSA's philosophy and instructional practices. Teachers receive professional development on data analysis, classroom management, lesson planning and instruction in the use of the student information system. This training allows all new educators to start off with the same mindset as the veteran educators. Throughout CSUSA's network of 58 schools, the instructional concepts are evident and consistent. In addition to formal training, new school staff hired prior to school opening are paired with mentors from neighboring CSUSA schools, not only to guide them in their pre-opening responsibilities, but also to serve as a resource throughout their entire first year. The mentors do this through QUEST (school site) visits, e-mail contact and additional school visits when needed.

Finally, the Education Team at CSUSA's support center prepares to provide new schools with continuous support through the first-day opening processes and throughout the school year. Scaling a mindset through strong educational and philosophical training, as well as long-term teamwork between new and existing schools, assures a much greater level of success as CSUSA and the Governing Board work towards successful new-school endeavors.

CSUSA has incrementally grown its network of schools in Florida over the past 15 years. As the number of schools has grown and its geographic dispersion throughout the state has expanded, CSUSA has increased its staff and the support center and implemented regional support roles. The three main regional support systems that have been established are:

- **Regional Curriculum Specialists.** These specialists are part of the corporate support center but are assigned to support schools full-time in analyzing program effectiveness, conducting professional development and monitoring performance. They are in schools meeting with leadership and visiting classrooms on a routine basis. They support the development of Instructional Focus Plans with school leadership to create project plans for academic success, conduct data chats with instructors on their student data to refine

instructional strategies and differentiated instructional techniques, and participate in QUEST site visits to schools to evaluate the fidelity of implementation of the CSUSA Educational Model.

- Regional Directors. The Regional Directors are each assigned an area of the country or state and oversee the schools in that region. The directors oversee school principals and serve as the key point person for troubleshooting, mentoring and accountability. They serve as the link between school principals and the Vice President of Education, who is based at CSUSA's corporate office.
- Regional Business Operations Managers (RBOMs). RBOMs are assigned schools based on geographic region. They focus on supporting school-based Business Operations Managers in performing all of the operational/financial components that are needed at the school level. This includes managing employee paperwork such as timesheets and offer letters, cash collections, purchase ordering and inventory control. The corporate support center maintains responsibility for accounts payable and financial statement/budgeting. CSUSA's track record of success in Florida demonstrates its ability to expand and provide necessary support mechanisms to ensure quality. CSUSA's academic performance has steadily improved each year while it also has grown its network of schools.

Determining Readiness for Replication

A rigorous, four-part process for determining readiness for replication is used which includes:

1. Track record of outstanding performance;
2. Systemic implementation of the Educational Model;
3. Support and infrastructure for replication; and
4. Vision alignment for the replicated school.

Track record of outstanding performance – The first component in determining readiness for replication is ensuring a track record of outstanding performance in both the academic and operational aspects of the existing school. School performance is measured across five strategic priorities; *Academic Excellence*; *Financial Health*; *Growth*; *Operational Performance*; and *Culture of Excellence*. As such, the Foundation has a track record of outstanding performance as illustrated above.

Systemic implementation of the Educational Model – The second component in determining readiness for replication is ensuring that the systems and processes that yielded outstanding performance results were implemented systemically. The Educational Model provides a comprehensive process and feedback loop for identifying and addressing gaps in students' learning and teachers' instruction using a six step Educational Model outlined in Sections 3 and 4. The entire process depends on teachers having a GVC to ensure that skills and content can be covered in the time available for instruction.

Support and infrastructure for replication – The third component in determining readiness for replication is ensuring that the necessary support and infrastructure for replication is in place. A comprehensive plan is created to: ensure strong, stable, and effective governance and leadership; evaluate governance and leadership capacity and to ensure succession and leadership

development plans are in place; allocate sufficient human resources for a successful replication without putting existing schools at a disadvantage; ensure a financial plan is in place for addressing the needs of starting a new school; and that the educational program, professional development and data systems can be replicated.

Vision alignment for the replicated school – The fourth component in determining readiness for replication is ensuring vision alignment for the replicated school to the local community needs, target population and accredited practices. Demonstrated support for replication in the School community is critical to the success of the replicated School, as well as clearly defining the target population to be served to ensure educational programming meets their specific needs. Additionally, incorporating replication into the School’s mission, vision, and/or strategic plan helps to ensure successful replication of high-quality practices of the existing school.

In order to successfully replicate an existing school design, new schools and schools that do not meet their targets receive additional support to ensure proper implementation of the Educational Model. The list below names the tools used for intervention for these schools, with increased attention and monitoring. Please see section B of the Education Program Design to find the descriptions of these supports:

- New Teacher Induction
- Curriculum specialists
- Ongoing professional development
- QUEST visits
- Regional director
- School-wide academic monitoring
- Flash Reports/Strategic Intervention Plan

Section 4: Curriculum Plan

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

The School will implement a Guaranteed and Viable Curriculum, as stated in Section 3, which is aligned to meet the Next Generation Sunshine State Standards and Florida Standards. The GVC will be aligned to Florida Standards for ELA and Math, and NGSSS for all other subject areas. The full implementation of Language Arts Florida Standards (LAFS) includes:

- (1) text complexity, quality and range in all grades (K-12), and
- (2) Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12).

Additional programs might be available for advanced (enrichment) academics through programs such as Cambridge International Examinations.

K-5: English Language Arts

The primary goal of the reading program is to support the progressive development of reading comprehension and incorporate reading throughout all subject areas. The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare the students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

A focus will be on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A firm foundation of reading skills is developed through a strong phonics program in order to strengthen decoding skills and enhance word analysis skills. Systematic, explicit instruction by the teacher within the reading program, as well as with other text sources, will foster the mastery of content and standards within reading. The GVC is the core curriculum for the school, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. A sample curriculum map is provided in Appendix G³. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials will be text exemplars and a reading program, ~~such as~~ Florida Reading Wonders. The chosen program will be continuously reviewed

³ The curriculum maps for both ELA and math are aligned to Florida Standards. If the Florida Department of Education approves changes to educational standards, then the School will make revisions to the curriculum maps to align to the proper standards.

and updated based on its effectiveness at meeting the needs of the students⁴. The combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success.

Informal discussions of stories promote inferential skill development and frequent oral reading encourages expressiveness. The use of multi-level texts, computer programs, and a wide variety of literature help each child master the skills needed to achieve early independence in reading. The literature covers a broad scope of interests that encourage personal development through reading. Children learn to appreciate literature and their own creative stories. Students further develop the reading habit at an early age as they participate in home-centered reading programs which involve parents in an “at-home” reading program (Book Challenge) established by the School.

During daily reading periods, teachers will use numerous approaches to develop and strengthen skills of comprehension and vocabulary development. A minimum of 90 minutes reading instructional time on-task is required. The teacher will teach the reading processes by following the steps of modeling, guided practice, and independent practice. Small groups and centers will be used for individualized instruction and practice, in which students will have access to leveled readings and activities. Highly qualified teachers will appropriately group students by level and provide instruction targeted to that particular groups’ needs through scaffolded, guided reading lessons. Continual progress monitoring ensures that students are receiving instruction accurately, as well as fidelity of implementation. More details about the Comprehensive Core Reading Program can be found in section 4C.

Teachers are encouraged to use a variety of strategies to reach all students at their levels. When students enter the school reading below grade level, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year. Both low-level and high-level students will also reap the benefits of differentiated instruction for remediation and enrichment, and may-will have the opportunity to obtain instruction through blending learning. Higher-level students will be challenged with project-based learning, as well as higher-order activities that include synthesizing and evaluation information for deeper understanding.

The Language Arts program is intended to support students’ ability to demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students will address increasingly demanding content and activities to increase the rigor of instruction. The school will provide instruction in writing for the required 30-minute block. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students will build knowledge and understanding of the mechanics and structure of the English language. Language Arts are integrated into all areas of the curriculum. The school will implement a rigorous, cross-curricular writing program, in which writing is incorporated into all subject areas. There will also be writing workshops within the ELA block to teach specific skills.

⁴ Core materials, intervention materials, and digital materials go through a rigorous process before being selected for use in the School. The process includes steps to identify, prioritize, research, review, and inform appropriate stakeholders of the decision that has been made for choice of materials. Factors that are taken into consideration include needs of the student population, cost, alignment to standards, and others.

The effectiveness of the program, chosen by the school, will be measured by monthly writing prompts that are collaboratively scored, as well as evidence of learning demonstrated in an organized piece of writing in response to literature or questioning within each class period.

The GVC emphasizes the formation of good listening, writing, and speaking skills. Students improve these abilities through small and large group instruction. Teachers will provide daily opportunities to apply skills learned in both writing and speaking activities. All students will participate in activities, which develop important basic concepts and foster creative expression. The GVC emphasizes traditional grammar, including parts of speech, in which students must analyze and eventually learn to diagram sentences. Spelling and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments.

To increase rigor within the classroom and providing for more purposeful learning, reading and language arts are blended to provide for an integrated approach to learning in a reading/writing workshop, combining 90 minutes of reading, 30 minutes of writing ([within the 65 minute language arts/integrated science and social studies block](#)), and 430 minutes of RtI, to master all elements of the strands designated in the LAFS. [The sample schedule breaks apart the English Language Arts block into each one of these sections, which total 195 minutes of instruction.](#) These strands will be applied to other content areas as well to infuse knowledge of ELA within science and social studies.

K-5 Mathematics

The GVC focuses students on accuracy of computation and mastery of basic operations; fundamental math concepts; and developing the ability to apply their knowledge to practical problem solving. All grades use word problems to promote analytical thinking skills. Teachers use various manipulative materials, including technology, to promote engaging, hands-on learning before moving students to paper and pencil tasks. The GVC is the core curriculum, but the School ~~may will~~ implement [Pearson Envision as its a-math textbook program](#), ~~such as Pearson Envision.~~

Students will receive, at minimum, 60 minutes of uninterrupted math instruction daily. [The current schedule allows for 90 minutes of math instruction.](#) Teachers will follow the structure of modeling, guided practice, and independent practice to ensure understanding and mastery. Small group instruction and center activities will be utilized to reach students at their particular levels and provide content aligned with student needs. The determination of the students within each group is based upon data analysis of benchmark assessments, weekly assessments, and daily informal observations. Students who are considered at-risk in mathematics will receive the most small-group instruction within the allotted time for centers. Teachers will be encouraged to spend time with these students during lunch, before school, or after school to assist them in reaching a level of proficiency. Math intervention programs ~~may will~~ include [Plato, Think Through Math, and Triumph Learning materials](#). ~~Plato, Think Through Math, Triumph, or Vmath.~~

A major emphasis will be placed not only on the content standards, but also the mathematical practice standards. These practice standards are incorporated in the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- MAFS.K12.MP.1.1 *Make sense of problems and persevere in solving them.*
- MAFS.K12.MP.2.1 *Reason abstractly and quantitatively.*
- MAFS.K12.MP.3.1 *Construct viable arguments and critique the reasoning of others.*
- MAFS.K12.MP.4.1 *Model with mathematics.*
- MAFS.K12.MP.5.1 *Use appropriate tools strategically.*
- MAFS.K12.MP.6.1 *Attend to precision.*
- MAFS.K12.MP.7.1 *Look for and make use of structure.*
- MAFS.K12.MP.8.1 *Look for and express regularity in repeated reasoning.*

Content in each grade level is aligned to the domains and clusters in the Mathematics Florida Standards (MAFS) as shown in Table 4.1 below. The specific standards are included within the curriculum map in the appendix.

| Grade Level | Domain | Cluster |
|---------------------|-----------------------------------|--|
| Kindergarten | Counting and Cardinality | <ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers. |
| | Geometry | <ul style="list-style-type: none"> • Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). • Analyze, compare, create, and compose shapes. |
| | Measurement and Data | <ul style="list-style-type: none"> • Describe and compare measurable attributes. • Classify objects and count the number of objects in each category. |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value. |
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. |
| First Grade | Geometry | <ul style="list-style-type: none"> • Reason with shapes and their attributes |
| | Measurement and Data | <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Tell and write time • Represent and interpret data |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract |
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations |
| Second Grade | Geometry | <ul style="list-style-type: none"> • Reason with shapes and their attributes |
| | Measurement and Data | <ul style="list-style-type: none"> • Measure and estimate lengths in standard units • Relate addition and subtraction to length • Work with time and money • Represent and interpret data |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Understand place value • Use place value understanding and properties of operations to add and subtract |
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Add and subtract within 20 • Work with equal groups of objects to gain foundations for multiplication |

| | | |
|---------------------|-----------------------------------|---|
| Third Grade | Geometry | <ul style="list-style-type: none"> • Reason with shapes and their attributes |
| | Measurement and Data | <ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Represent and interpret data • Geometric measurement: understand concepts of area and relate area to multiplication and to addition • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic |
| | Number and Operations – Fractions | <ul style="list-style-type: none"> • Develop understanding of fractions as numbers |
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division • Understand properties of multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve problems involving the four operations, and identify and explain patterns in arithmetic |
| Fourth Grade | Geometry | <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles |
| | Measurement and Data | <ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit • Represent and interpret data • Geometric measurement: understand concepts of angles and measure angles |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic |
| | Number and Operations – Fractions | <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions |

| | | |
|--------------------|-----------------------------------|--|
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns |
| Fifth Grade | Geometry | <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems • Classify two-dimensional figures into categories based on their properties |
| | Measurement and Data | <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system • Represent and interpret data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition |
| | Number and Operations in Base Ten | <ul style="list-style-type: none"> • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths |
| | Number and Operations – Fractions | <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division to multiply and divide fractions |
| | Operations and Algebraic Thinking | <ul style="list-style-type: none"> • Write and interpret numerical expressions • Analyze patterns and relationships |

K-5: Science

Science is a process, a way of thinking about and investigating the world in which we live. The scientific method is the primary system used for students to interact and make connections with scientific knowledge. Students build their knowledge of living things, life cycles, and how living things interact with each other and their environment. Students develop awareness about the Earth through experiences in comparing, contrasting, and describing earthly materials. Through guided observations, students learn to notice as much as possible about objects and events, paying close attention to detail. Students start to build knowledge about the properties of the physical world as they explore, examine, classify, and manipulate common objects in their environment and note their similarities and differences. Developing their own questions and performing investigations and experiments in a safe environment, students will use the processes of scientific investigation to design, predict, conduct, observe, measure, describe, gather data, and evaluate while communicating and recording their observations. Each week, a block of instructional time will be dedicated to science inquiry, which can be in the form of a lab, research period, or other inquiry-based learning session. In grades K-1, students will receive 60 minutes of science instruction per week. In grades 2-5, students will receive 150 minutes of instruction per week. Science curriculum is intended to be infused within the literacy block, in addition to the block of time allotted for science inquiry. The kindergarten through fifth grade curriculum encompasses the following science big ideas:

- *Big Idea 1: The Practice of Science*
- *Big Idea 2: The Characteristics of Scientific Knowledge*

- *Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models*
- *Big Idea 4: Science and Society*
- *Big Idea 5: Earth in Space and Time*
- *Big Idea 6: Earth Structures*
- *Big Idea 7: Earth Systems and Patterns*
- *Big Idea 8: Properties of Matter*
- *Big Idea 9: Changes in Matter*
- *Big Idea 10: Forms of Energy*
- *Big Idea 11: Energy Transfer and Transformations*
- *Big Idea 12: Motion of Objects*
- *Big Idea 13: Forces and Changes in Motion*
- *Big Idea 14: Organization and Development of Living Organisms*
- *Big Idea 15: Diversity and Evolution of Living Organisms.*
- *Big Idea 16: Heredity and Reproduction*
- *Big Idea 17: Interdependence*

Through these content areas, the science curriculum is delivered through a discovery instructional process with emphasis on scientific thinking and real world experiences. One example of an application-based science class is science lab.

K-5: Social Studies

In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others. An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action. Florida's vision for social studies is based on the rigorous and in-depth expectations as defined by Florida law and the NGSSS for Social Studies.

The social studies curriculum uses a sequential approach to unify history and the social sciences, and promotes the development of concepts and the mastery of methods of inquiry. The influence of American History, Geography, Civics and Government, and Economics are emphasized in the GVC. Students will gain an understanding of the major factors that have influenced the structures of society from earliest times to present day. Teachers seek to educate students to become effective and contributing members of their community, to increase their understanding of privileges and responsibilities of citizenship, and to instill a feeling of patriotism and national identity. Concepts of home and community will be reviewed and extended. Students will gain a broader understanding of living in communities through the study of both similar and diverse societies. For this reason, the social studies curriculum is based on an integrated approach of using real texts such as newspapers, articles, and text exemplars to incorporate literacy standards.

NGSSS for Social Studies serve as the foundation for standards-based teaching and learning. Students will understand the history of Florida and its people over time. Students will focus on how immigration and settlement patterns have shaped the history of Florida; how geographic and

demographic characteristics define Florida; how the environment has been modified by the values, traditions, and actions of various groups living in and around Florida; and how Florida has allocated and used resources in various economic actions. Field trips are an extension of classroom learning which assist students in the application of knowledge about local, state, and national government, as well as other areas of social studies. Teachers will teach geography throughout various content areas in addition to the social studies period and regularly discuss current events. In grades K-1, students will receive instruction for 60 minutes per week. In grades 2-5, students will receive instruction for 120 minutes per week. Overall, the K-5 Social Studies Curriculum sets the stage for higher levels of rigor and higher academic achievement further enhanced by the NGSSS and Florida Standards for Literacy in History/Social Studies. .

Credit Requirements for Grades 6-8

The following table provides credit requirements for middle school students, per the Clay County Student Progression Plan. The options for courses to meet credit requirements are listed under each subject area within the application.

Table 4.2

| Grade | Language Arts | Math | Social Studies | Science | Phys. Ed. | Electives | Totals |
|--------------|----------------------|-------------|-----------------------|----------------|------------------|------------------|---------------|
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |

Students will be expected to meet all the requirements of the School before entry to specific courses, particularly advanced or high school level courses. Students in all classes will be consistently monitored to make sure they are appropriately placed. The School will consider implementing an Exploratory Wheel for elective courses, depending on the needs of the students.

The School’s course offerings will comply with all state statutes and mandates. The courses offered at the School will be consistent with the courses made available by FLDOE via <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx> and <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic6-8.pdf>.

6-8: English Language Arts

Middle school students will complete three annual courses in English Language Arts, per the Clay County requirement for matriculation into high school. The required courses are M/J Language Arts 1, 2, and 3, each for grades 6, 7 and 8, respectively. Students may take additional reading courses as an elective, or be required to take intensive courses depending on their state-mandated assessment scores. In sixth grade, students can be offered M/J Reading 1, M/J Intensive Reading 1, M/J Advanced Language Arts, and M/J Intensive Language Arts 1. In seventh grade, students can be offered M/J Reading 2, M/J Advanced Language Arts 2, M/J Advanced Reading 2 and M/J Intensive Reading 2. In eighth grade, students can be offered M/J Intensive Reading 3 and M/J Language Arts 3 Advanced. Each grade level will also have M/J Language Arts Through ESOL and/or M/J Developmental Language Arts Through ESOL.

The primary goal of the Reading/Language Arts program is to provide instruction in the strands and anchor standards as outlined in the table below. Specific standards are included in the

curriculum map, aligned with Language Arts Florida Standards (LAFS). The curriculum will be rigorous with the intention of preparing students to be college and career ready. Application of skills with real-world content is essential, along with analysis of text, to best prepare students. Students who are college and career ready display the following characteristics:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demand of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Table 4.3

| Grade Level | Strand | Anchor Standards |
|--------------------|---|---|
| Grades 6-8 | Reading Standards for Literature | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity |
| | Reading Standards for Informational Text | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity |
| | Writing Standards | <ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing |
| | Standards for Speaking and Listening | <ul style="list-style-type: none"> • Comprehension and Collaboration • Presentation of Knowledge and Ideas |
| | Language Standards | <ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use |
| | Reading Standards for Literacy in Science and Technical Subjects 6-12 | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity |
| | Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects | <ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing |

Teachers will use the Guaranteed and Viable Curriculum as the core curriculum and focus on text exemplars and integrate real-life texts such as newspapers and research articles, providing for a 50/50 balance of fiction and nonfiction text. Suggestions for novels and other texts are found in the curriculum maps provided in Appendix G. These competencies are integrated throughout students' learning experiences in Reading/Language Arts. Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. Students will master the following reading skills:

- using the reading process to construct meaning
- understanding and applying literature terminology and literary devices
- recognizing and understanding the characteristics of various literary forms
- analyzing literary selections as a whole
- analyzing characters and their words and/or actions
- evaluating the author's purpose or intent, as well as actions or events that occur within the selection

- understanding the mood, tone and style of writing of the author

Students will also learn how to take notes during presentations and lectures, preparing them not only for summarizing the spoken word but also for evaluating presentations. Students will identify key elements of a well-delivered presentation allowing them to create a rubric that will be used to evaluate their own presentations.

Small groups and centers will be used for individualized instruction and practice, in which students may will have access to leveled readings and activities. Highly qualified teachers will appropriately group students by level and provide instruction targeted to each groups' particular needs through scaffolded, guided reading lessons. Continual progress monitoring will ensure that students are receiving instruction accurately, as well as ensure the fidelity of implementation.

Teachers will be encouraged to use a variety of strategies to reach all students at their individual level. When students enter the school reading below grade level, they will have the opportunity to receive extra reading minutes to increase their growth throughout the year. As stated above, intensive reading and language arts courses will be available as needed. Higher-level students will also reap the benefits of differentiated instruction and may will have the opportunity to obtain instruction through blending learning.

More details about the Comprehensive Core Reading Program can be found in section 4C.

6-8: Mathematics

Middle school students will complete three annual courses in mathematics, per the Clay County requirement for matriculation into high school. In sixth grade, students will be able to take M/J Math 1, M/J Math 1 Advanced, or M/J Intensive Math 1. In seventh grade, students may take M/J Math 2, M/J Math 2 Advanced, M/J Intensive Math 2, or Algebra I Honors. In eighth grade, students may take M/J Math 3, M/J Math 3 Advanced, M/J Intensive Math 3, Algebra I Honors, or Geometry Honors.

The GVC focuses students on the application of mental math strategies related to the mastery of basic operations, fundamental math concepts, and developing the ability to apply their knowledge to practical problem solving. All middle grades use problem solving to promote analytical thinking skills. A major emphasis will be placed not only on the content standards, but also the practice standards for mathematics. These practice standards are incorporated within the content in order to aid students in gaining mathematical proficiency. The practice standards are listed below and apply to every grade level:

- MAFS.K12.MP.1.1 *Make sense of problems and persevere in solving them.*
- MAFS.K12.MP.2.1 *Reason abstractly and quantitatively.*
- MAFS.K12.MP.3.1 *Construct viable arguments and critique the reasoning of others.*
- MAFS.K12.MP.4.1 *Model with mathematics.*
- MAFS.K12.MP.5.1 *Use appropriate tools strategically.*
- MAFS.K12.MP.6.1 *Attend to precision.*
- MAFS.K12.MP.7.1 *Look for and make use of structure.*
- MAFS.K12.MP.8.1 *Look for and express regularity in repeated reasoning.*

Teachers will use various strategies through real-world applications and will use the structure of modeling, guided practice and independent practice. Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible. The School will also offer a high school level mathematics course as an option for advanced students (i.e., Algebra I, Geometry). Intensive courses may-will be offered, as listed above, for students needing remediation in mathematics. The primary goal of the mathematics program is to provide instruction that integrates the practice standards with the following domains and clusters listed below, along with a math textbook, such as Glencoe Florida Math Connects, as a resource. Please see a sample math curriculum map in the appendix.

Table 4.4

| Grade Level | Domain | Cluster |
|--------------------|---------------------------------------|--|
| Grade 6 | Expressions and Equations | <ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables |
| | Geometry | <ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume |
| | The Number System | <ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions Compute fluently with multi-digit numbers and find common factors and multiples Apply and extend previous understandings of numbers to the system of rational numbers |
| | Ratios and Proportional Relationships | <ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems |
| | Statistics and Probability | <ul style="list-style-type: none"> Develop understanding of statistical variability Summarize and describe distributions |
| Grade 7 | Expressions and Equations | <ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| | Geometry | <ul style="list-style-type: none"> Draw, construct, and describe geometrical figures and describe the relationships between them Solve real-life and mathematical problems involving angle measure, area, surface area, and volume |
| | The Number System | <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers |

| | | |
|---------|---------------------------------------|--|
| | Ratios and Proportional Relationships | <ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems |
| | Statistics and Probability | <ul style="list-style-type: none"> Use random sampling to draw inferences about a population Draw informal comparative inferences about two populations Investigate chance processes and develop, use, and evaluate probability models |
| Grade 8 | Expressions and Equations | <ul style="list-style-type: none"> Work with radicals and integer exponents Understand the connections between proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations |
| | Functions | <ul style="list-style-type: none"> Define, evaluate, and compare functions Use functions to model relationships between quantities |
| | Geometry | <ul style="list-style-type: none"> Understand congruence and similarity using physical models, transparencies, or geometry software Understand and apply the Pythagorean Theorem Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres |
| | The Number System | <ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational numbers |
| | Statistics and Probability | <ul style="list-style-type: none"> Investigate patterns of association in bivariate data |

6-8: Science

Middle school students will complete three annual courses in Science, per the Clay County requirement for matriculation into high school. Students in sixth, seventh and eighth grade will take M/J Comprehensive Science 1, M/J Comprehensive Science 2, and M/J Comprehensive Science 3 respectively. Physical Science Honors may also be offered to seventh and eighth grade students, and -Biology Honors may be offered to eighth grade students, depending on the student population.

The primary goal of the Science program is to provide instruction in the following bodies of knowledge/big ideas:

- Earth and Space Science
 - Earth Structures
 - Earth Systems and Patterns
 - Earth in Space and Time
- Life Science
 - Organization and Development of Living Organisms
 - Diversity and Evolution of Living Organisms

- Heredity and Reproduction
- Interdependence
- Matter and Energy Transformations
- Nature of Science
 - The Practice of Science
 - The Characteristics of Scientific Knowledge
 - The Role of Theories, Laws, Hypotheses, and Models
 - Science and Society
- Physical Science
 - Energy Transfer and Transformations
 - Forms of Energy
 - Motion of Objects
 - Forces and Changes in Motion
 - Properties of Matter
 - Changes in Matter

Instruction in the strands of science is achieved through an integrated science curriculum. The integrated science curriculum constructs thematic concepts integrating the perspectives of Biology, Chemistry, Physics, and Earth/Space Science. For example, electricity is normally only studied in Physics, but through the School's integrated science curriculum, students will explore the generation and conduction of electrical impulses in living organisms in Biology; how the earth's electromagnetic field is generated and detected in Earth Science; electro-chemistry in Chemistry; and electron flow and positive and negative charges in Physics/Physical Science. By integrating science themes throughout the science curriculum students will discover the many connections between the different fields of science. The integrated science curriculum consists of four unique blocks of instruction and exploration for each grade level. Each block has a single, integrated theme. All blocks offer multiple cross-curricular opportunities as part of the integrated science curriculum. The curriculum is a three-year continuum moving from concrete concepts to more abstract concepts as students progress from sixth to eighth grade. Topics within each block are chosen to correspond with the NGSSS and the National Science Education Standards (as developed by the National Science Teachers Association).

The School will create and implement a rigorous, inquiry-based science program. Knowledge of scientific facts, vocabulary, and investigative skills will be developed through hands on experimentation. With the incorporation of hands-on activities, students will identify and understand science as an active process of systematically examining and searching for understanding about the natural world. Evidence of the students' understanding of experimentation and the scientific method may be demonstrated in a science fair conducted at the School. The science fair may be incorporated within that program, with explicit instruction and practice of the scientific method in the classroom. Winners of the science fair at each school may be able to participate in the ESP-sponsored regional science fair.

Students will develop solutions to problems by following the scientific method: 1) formulating a hypothesis, 2) devising experiments, 3) controlling and manipulating variables, 4) comparing and analyzing results, and finally 5) defending conclusions. The scientific method will be incorporated throughout all science content. Inquiry skills include organization and mathematical

analysis of data, manipulating variables in experimentation, and identifying sources of experimental error.

6-8: Social Studies

Middle school students will complete three annual courses in social studies, one of which must be a Civics course, per the Clay County requirement for matriculation into high school. As a possible track, students will take M/J Geography in sixth grade, M/J Civics or M/J Advanced Civics in seventh grade, and M/J United States History in eighth grade.

The primary goal of the Social Studies program is to provide instruction in the strands of Geography, Economics, World History, Civics and Government, and American History. The middle school social studies curriculum sets the stage for higher levels of rigor and higher academic achievement further enhanced by the NGSSS and Florida Standards for Literacy in History/Social Studies. Students will understand history as the story of events, peoples, and places, and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history. Students will learn to identify:

- natural characteristics of places
- how people interact with and modify their environment
- how cultural, economic, and political processes shape human migration and settlement .
- how language, ideas, beliefs, and institutions of one culture influence other cultures
- the relative value of primary and secondary sources
- how diversity of societies, social classes, and groups have been affected and changed by forces of geography, ideology, and economics

Students will demonstrate an understanding that being a good citizen in America involves important actions, including personal and civic rights and responsibilities. Students will identify and describe national symbols, icons, songs, traditions, and individuals of the United States that exemplify cherished ideals, represent American democracy and values, and provide continuity and a sense of community across time. On a broader level, students will demonstrate an understanding of the relationship and interactions between the United States and other nations in the world. In social studies, students will acquire essential knowledge and develop and apply skills as they investigate society, explore issues, make decisions, and work independently and cooperatively with others.

An effective social studies program provides a coordinated, systematic study, drawing upon the disciplines in the social sciences and humanities. It prepares students to be personally and socially aware, promotes multiple perspectives, encourages intellectual curiosity, enhances critical thinking skills, reinforces a broad range of communication skills, fosters positive character development, and charges students to assume responsibility for positive change and civic action. Florida's vision for social studies is based on the rigorous and in-depth expectations as defined by Florida law and the NGSSS for Social Studies. The social studies curriculum uses a sequential approach to unify history and the social sciences, and promotes the development of concepts and the mastery of methods of inquiry.

Career and Education Planning Course

As part of the requirements for middle grades promotion, each student will be enrolled in a career and education planning course in sixth, seventh or eighth grade, which will be internet-based per statutory requirements. The course will include career exploration using CHOICES or a comparable cost-effective program and education planning from www.FACTS.org. The course will result in the completion of a personalized career and education plan. This plan will allow each student to chart his/her courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education. The plan will be signed by the student, the student's parent, and the student's support services coordinator or academic advisor, and will serve as a portfolio of information that students can update as they continue their education and their career decision making process. Students may have the option of taking the following courses:

- Agricultural Education
- Business Education
- Family and Consumer Sciences
- Health Occupations
- Technology Education

Determining Effectiveness

Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. A Multi-Tiered System of Supports (MTSS) team will provide services and interventions to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with all Federal and State of Florida laws. The School's RtI correlates with the Florida Department of Education Statewide Response to Instruction/Interventions Implementation Plan to ensure all students are educated using a Guaranteed and Viable Curriculum to ensure learning gains.

The School's RTI model includes:

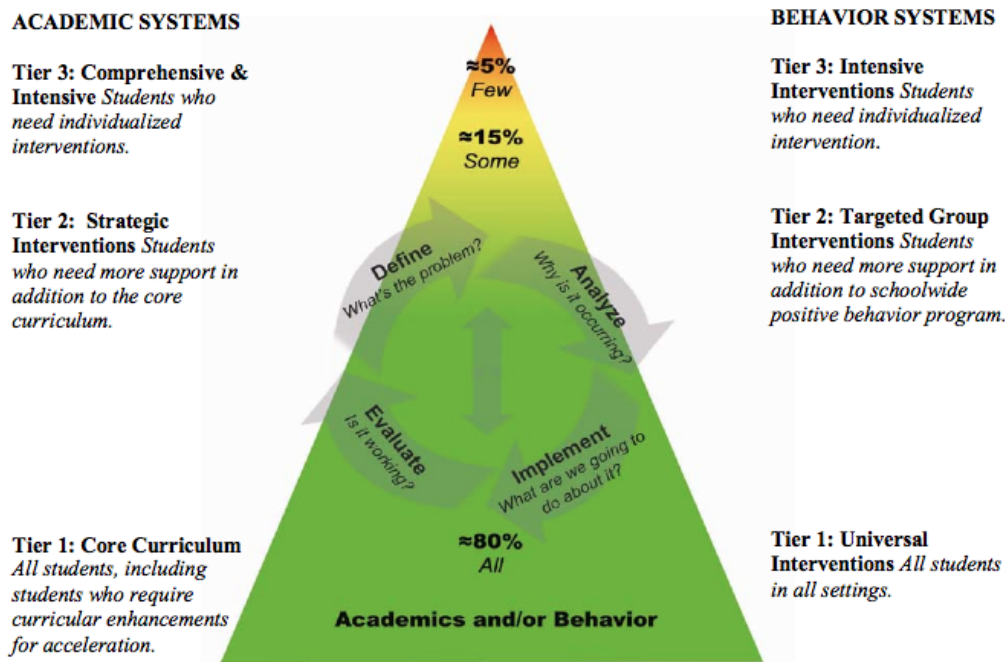
Tier 1 – Core, Universal Instruction & Supports: all students will participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Next Generation Sunshine State Standards and Florida Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.

Tier 2 – Targeted, Supplemental Interventions & Supports: targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research-based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. This includes additional instructional time within the subject area of need.

Tier 3: Intensive, Individualized Interventions & Supports: increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need, provided in

addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries. There is also a greater frequency of progress monitoring of student response to intervention(s).

Figure 1: Three-tier model of school supports incorporating the problem-solving process.



RTI is centrally about optimizing language and literacy instruction for the particular students in each tier, therefore administrative monitoring for effective instruction will maximize instructional time. Differentiated instruction, based on instructionally relevant assessment, is essential. Depending on the tier, students will receive instruction from the classroom teacher, pull-out/push-in teacher, or tutoring teacher. The School's reading curriculum ensures that instruction will address the needs of all students, including those from diverse cultural and linguistic backgrounds. The Supplemental Intervention Reading Program and Comprehensive Intervention Reading Program, both described below, are aligned to meet the needs of the students in each tier. Using the Educational Model and data collected from the classroom, School, and state –mandated assessments, the teacher can work with all stakeholders in developing an effective plan for covering learning gaps. Overall success of the extended learning will be measured through impact on student's annual state test results and the benchmark scores.

The classroom teachers will remain in continual contact with all stakeholders by updating the PLP, electronic gradebook, progress reports, and report cards, using data derived from ongoing progress monitoring and the benchmark testing results. Teachers will collaborate with resource professionals and administrators to continue the process while devising and executing a successful plan for the remedial student.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation of the Educational Model. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of

students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process. Both parents and students will take part in the Personal Learning Plan process and the Progress Monitoring Plan process. Parents will be required to sign both, to provide evidence of awareness of current student level and the plan for improvement.

Supplemental Intervention Reading Program (SIRP)

The School will meet the individual needs of students during the school day. Based on Common Assessment and benchmark data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity to support student achievement of individual learning goals. Materials and resources that may-will be used are:

- Reading Plus*⁵
- Reading Eggs*
- Plato*
- Triumph learning

- ~~Florida Center for Reading Research Center Activities~~
- ~~Elements of Vocabulary~~
- ~~Study Island~~*
- ~~Ticket to Read~~*
- ~~Reading Plus~~*
- ~~Words Their Way~~
- ~~Systematic Sequential Phonics~~
- ~~Coach~~
- ~~Reading Eggs~~*
- ~~Plato~~*
- ~~Quick Reads~~
- ~~Achieve 3000~~*
- ~~Florida Wonders Intervention Resources~~

*Denotes a computer-based program

Comprehensive Intervention Reading Program (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction but may be pulled out during non-required electives. There may-will also be the opportunity for push-in support within the classroom. Some research-based programs that the teacher may-will utilize include:

⁵ Intervention programs in bold are required for purchase in all schools. Depending on budget and the needs of the students, the other intervention programs are an option.

- Early Success (K-2)
- Wonderworks (K-6)
- Voyager Passport (K – 8)
- Soar to Success (3 – 8)
- ~~Reading Mastery (K-2)~~
- ~~Early Success (K-2)~~
- ~~Corrective Reading (3–8)~~
- ~~Soar to Success (3–8)~~
- ~~Voyager Passport (K–8)~~
- ~~WonderWorks (K-6)~~

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

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum is the NGSSS and Florida Standards--the content specified by the state of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students. The School's GVC is mapped to the NGSSS and Florida Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students in grades K-8.

The GVC, the proven framework behind *What Works in Schools*, provides for teachers the intended curriculum sequenced and organized in a manner to ensure the essential content is addressed in the instructional time available, thereby creating for students the greatest opportunity to learn the content expected of them at each grade level or subject.

Curriculum planning begins with a decision about what students need to learn. The content that is considered essential for all students for college and career readiness is identified and communicated to teachers. A month-by-month scope and sequence within each curriculum map is created for all subjects aligned to the NGSSS and Florida Standards. Implementation of the GVC is supported through the following:

- **Instructional Focus Program (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment, as well as thoughts on the instruction or activities to be considered for revision. Classroom teachers will develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers will be encouraged to post and track results within the classroom to motivate and challenge their students.

- **Evidence of Understanding:** To ensure mastery, students will complete carefully designed higher-order, real-world performance tasks to demonstrate an understanding of the critical content and skills within a unit of instruction. These can include assessments from the designated textbook series or other research-based resources the School utilizes. Projects, presentations, and teacher-created tasks will also be used. All assessments that are used are designed to require students to employ critical thinking skills aligned with Bloom’s Taxonomy to increase rigor, as the School’s mission is to create academic rigor within the classroom. These performance tasks are reflected on the gradebook, which provides teachers, parents, students, and school leadership visibility to the level of progress within the GVC.
- **Common Assessments:** In addition to the aforementioned assessments, the ESP will provide monthly “common assessments” which are created from a data bank and disseminated to schools to gauge students’ progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress more frequently between benchmark assessments administered by NWEA.
- **Data Chats:** Student work and data are considered collaboratively in weekly data chats with school leadership and teacher cohorts. The level of student mastery of standards within the GVC is analyzed in order to drive instruction. Instructional focus plans, progress-monitoring plans, and any other instructional facet are discussed at these meetings to ensure needs of all learners are met. Decisions can also be made at these meetings regarding students who will participate in push-in/pull-out, tutoring, or any other additional support period.

C. Describe the school’s reading curriculum.

The School’s reading curriculum is based on a foundation of real texts and text exemplars, per the high rigor put forth by Florida Standards. The curriculum for the reading program is included in the curriculum maps (please see samples in Appendix G). The GVC will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials used will be the text exemplars and a reading program, ~~such as~~ Florida Reading Wonders. This proposed program is aligned to rigor, depth, and intent of Florida Standards and includes a range of diverse print and media. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the Florida Standards and aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. The ESP has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that will assist teachers in systematic instruction of Florida

Standards. Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through weekly standards assessments.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. The School will implement an entire language arts block that includes reading, writing/integrated science and social studies, and an RtI block. There will be an uninterrupted 90-minutes of reading block-instruction in kindergarten through fifth grades. The reading block will include whole group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be another 645-minute period used for Language Arts, which includes spelling, writing, and further vocabulary development, integrated with science and social studies content. The RtI block is an additional 40 minutes of targeted instruction for students placed in small groups based on the skills needed to reach proficiency. ~~These two blocks will be blended into one ELA block.~~ In middle school, students who need remediation (determined by state assessments and benchmark assessments) receive an intensive reading class in addition to their scheduled Language Arts class. No matter the grade level, students will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a lunch or non-required specials period. Table 4.1 describes the current progression plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Table 4.1

| K – 5 On grade level Instructional Plan | K – 5 Strategic Instructional Plan | K – 5 Intensive Instructional Plan |
|--|---|---|
| 90 minute uninterrupted reading block | 90 minute uninterrupted reading block | 90 minute uninterrupted reading block |
| 65 minute language arts block | 65 minute language arts block | 65 minute language arts block |
| 40 minute differentiated RtI block | 40 minute differentiated RtI block | 40 minute differentiated RtI block |
| | 30 minute intervention session 3x per week | 30 minute intervention session daily |
| | | 60 minute tutoring session |
| 6– 8 Instructional Plan | 6– 8 Strategic Instructional Plan | 6– 8 Intensive Instructional Plan |
| 50 minute language arts class | 50 minute language arts class | 50 minute language arts class |
| | 50 minute reading class | 50 minute reading class |
| | 30 minute intervention session 3x per week | 30 minute intervention session daily |
| | | 60 minute tutoring session |

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Program (CCRP) is the basis of reading instruction provided to all students at all levels. It correlates to the Florida Standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. It provides for explicit, systematic instruction along with ample practice opportunities for students to master the reading skills necessary at their levels. This is provided during the uninterrupted 90-minute reading block. The GVC will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!*, an effective program incorporates a wide range of diverse texts. The basis for the reading materials used will be the text exemplars and a reading program, ~~such as~~ Florida Reading Wonders. The program that is chosen will be continuously reviewed and updated based on effectiveness of meeting the needs of the students. This combination of short stories, novels, non-fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

Approximately 45 minutes of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Highly qualified teachers will provide the small-group instruction, as well as monitor independent work, providing corrective feedback to ensure appropriate use of learning time. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary. Specific materials are listed under Specification 4 of the *Just Read, Florida!* Reading Program specifications listed in this application.

As the Florida Reading Program Specifications state, students will be screened at the beginning of the school year using NWEA benchmark assessment and Wonders diagnostic assessment to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Groups are flexible based on progress monitoring of reading skills through continuous formative assessments within the classroom, and further benchmark testing.

More details on the CCRP can be found in the Reading Program Specifications section, as well as materials for the CCRP, SIRP, and CIRP.

Supplemental Intervention Reading Program (SIRP)

Based on Common Assessment and benchmark data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity to support student achievement of individual learning goals.

Comprehensive Intervention Reading Programs (CIRP)

The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for extra reading instruction; it may be during non-required electives. There may also be the opportunity for push-in support within the classroom.

Reading Program Specifications

In order to make reading a “primary focus,” all objectives from the *Just Read Florida!* Reading Program Specifications will be implemented at the School:

Specification 1: Professional Development

- 1.1 Comprehensive Initial Professional Development
- 1.2 Professional Development for Everyone
- 1.3 Frequent and Continuous Professional Development
- 1.4 Professional Development to Impact Change
- 1.5 Professional Development Led by School-site Expertise

The School will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development based on school improvement goals. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads participate in monthly leadership meetings with administrators as well. Based on administrative walk-throughs, QUEST visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administration, curriculum specialists, or curriculum resource teachers. At least one curriculum resource teacher (CRT) might be on staff at each school, and a regional curriculum specialist is assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, as well as on teacher professional development days designated. Teachers will meet for data chats with mentor teachers and administrators, after benchmarks and Common Assessment periods, to analyze student progress and develop an action plan.

In preparation for their highly supportive roles within the school, CRTs attend boot camp each year to provide training on how to best serve their schools. In order to provide accurate and effective professional development to the teachers throughout the year, CRTs attend monthly Curriculum Cadres as well as weekly webinars, provided by curriculum specialists.

Returning principals and new principals both have their own professional development institutes over the summer to best prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and assistant principals attend meetings monthly to receive support within their positions.

The ESP also has a professional development plan for New Teacher Induction (NTI). This event occurs over the span of at least a week, network-wide, prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO).

In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, as stated in the mission, by seeking professional development outside of the requirements of the school. Teachers also have to complete required coursework to obtain proper ESOL certification, as well as follow state guidelines for professional certificate renewal.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The weekly administrative walk-throughs and site visit feedback will be targeted to track teachers’ mastery of high-yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

The School Principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing that reading is the primary priority by spearheading the Reading Challenge. All students will be expected to read a specific number of books at their independent level throughout the year. The table below is a suggestion for requirements for the number of books read by each student:

Table 4.2

| Grade Level | Number of Books |
|---|---|
| Kindergarten | 50 picture books |
| 1 st and 2 nd Grade | 50 picture books or Early Readers <i>(approximately 80 pages each)</i> |
| 3 rd – 5 th Grade | 50 chapter books <i>(approximately 100 pages each)</i> |
| 6 th – 8 th Grade | 50 chapter books <i>(approximately 150 pages each)</i> |

Teachers monitor students’ independent reading through a variety of methods and celebrate progress toward the school-wide goal. This is tracked on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Students are encouraged to use their local library or borrow from the school or classroom library in order to fulfill the requirements of the reading challenge. Students may have the opportunity to use tablets or eReaders as well.

Staff members also have a reading challenge in which they are expected to read a specified number of books throughout the year. This further promotes the school vision of creating the desire for students to be life-long learners because students will see their teachers as role models, demonstrating the love for learning through reading.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit instruction, these skills are further mastered through centers and Daily 5 activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will be guided in choosing the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. By providing direct, systematic instruction for all six components of reading, the School will ensure that all students achieve annual growth in reading.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for “bell-to-bell” instruction, with strategies implemented to engage students within learning the entire time. These plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are

posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what's happening in the classroom, and help keeps instructional pacing appropriate.

Teachers are also expected to map out their lesson plans in a very structured manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject. The introduction is intended to hook and engage the students, previewing content in a meaningful way, as well as discuss the essential question and objective for the lesson. Teachers then model the skill they are trying to teach, explaining step-by-step in an explicit manner. Guided practice is used for students to apply the skill under guidance from the teacher, who is there to further explain misunderstandings or reinforce correct actions. Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. This is a time in which teachers can pull a small-group to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson.

Assessment: At the beginning of every school year, teachers will analyze previous year's state testing scores and assess each student's reading level through a variety of assessments, such as Skills Checklist, and running records. This data, combined with the first benchmark assessment, will be shared with parents and will be the basis for Personalized Learning Plans, as well as Progress Monitoring Plans.

In order to monitor progress toward achieving personalized learning goals, teachers will administer a variety of assessments. Progress monitoring tools that may be used are DIBELS and EasyCBM. Fluency assessments such as oral reading fluency checks, combined with running records, will provide data regarding reading level progress. Teachers will administer weekly standards assessments to measure mastery of Florida Standards. Weekly standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Each weekly assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times. The benchmarks, administered every quarter, will provide data regarding progress toward the state-mandated assessment.

All elements of progress monitoring will be shared with parents through the progress reports, report cards, and data conferences. This connection between home and school will enhance students' ability to achieve annual progress.

Differentiated Instruction: Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
- Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives,

whereas students who are visual learners can use pictures.

- Grouping students differently depending on the activity or based on ability level.
- Integrating formative assessments throughout the activity to make adjustments.
- Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.

As the Florida Reading Plan Specifications state, students will be screened at the beginning of the school year using NWEA benchmark assessment and Wonders diagnostic assessment to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below-level, and ELL students. Teachers may utilize center resources such as those from *Florida Center for Reading Research, Empowering Teachers*, and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers and Reading A to Z).

To further enhance learning for those students who are higher-level, the school emphasizes using higher-order thinking skills and higher-order tasks to challenge these students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects (i.e. Budgets)
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Program (CCRP) Materials: the School will use the GVC to teach all Language Arts Florida Standards. The GVC is the core curriculum for the school, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. The School will use McGraw-Hill Florida Wonders. As all of the resources are consistently reviewed and evaluated, this choice may change in the future if new, more effective resources are determined. Teachers will have as a resource a textbooks series that meets the state's requirements for a scientifically based reading program such as Florida Wonders. As stated previously, this proposed program includes a range of diverse print and media aligned with the rigor of Florida Standards. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. Accompanying instructional materials such as workshop kits, decodable books, and leveled guided reading sets will be used for differentiated instruction during the 90-minute reading block. Novel studies will be incorporated using exemplar texts. The increase in complexity will be accomplished by exposing students to genuine texts. Blended learning will be utilized for all learners, and ~~will~~may include the following resources: Plato, Reading Eggs, ~~Study Island,~~ and Reading Plus. Classroom libraries and/or digital libraries are also available to meet the diverse needs of students' reading levels and cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials: The School will meet the individual needs of students during the school day, by the adding to the 90-minutes of core reading instruction through Supplemental Intervention Reading Program. Based on Common Assessment and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute reading block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. Materials and resources that ~~may~~will be used are:

- Reading Plus^{*6}
- Reading Eggs*
- Plato*
- Triumph learning

- ~~Florida Center for Reading Research Center Activities~~
- ~~Elements of Vocabulary~~
- ~~Study Island~~*
- ~~Ticket to Read~~*
- ~~Reading Plus~~*
- ~~Words Their Way~~
- ~~Systematic Sequential Phonics~~
- ~~Coach~~
- ~~Reading Eggs~~*
- ~~Plato~~*

⁶ Intervention programs in bold are required for purchase in all schools. Depending on budget and the needs of the students, the other intervention programs are an option.

- ~~Quick Reads~~
- ~~Achieve 3000*~~
- ~~Florida Wonders Intervention Resources~~

*Denotes computer-based program

Comprehensive Intervention Reading Programs (CIRP) Materials: The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students will be given additional instructional minutes using a research-based intervention program. Students will receive this additional instruction outside of the 90-minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations.

Some research-based programs that the teacher may utilize are:

- Early Success (K-2)
- Wonderworks (K-6)
- Voyager Passport (K – 8)
- Soar to Success (3 – 8)
- ~~Reading Mastery (K-2)~~
- ~~Early Success (K-2)~~
- ~~Corrective Reading (3-8)~~
- ~~Soar to Success (3-8)~~
- ~~Voyager Passport (K-8)~~

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

All students entering the School, particularly those who enter the school below grade level, will benefit from the implementation of the Educational Model. The School’s Educational Model, which includes the GVC, is aligned to specific state standards and grade-level expectations, is the framework of what is taught at each grade level, and allows for modifications to the instruction in the classroom to meet the students’ needs. Students will be engaged by the innovative K-8 curriculum, which is designed to introduce core concepts that are further developed and expanded as students progress through each grade level. This process allows them to develop the skills necessary to: 1) comprehend and interpret texts, including written as well as audio and visual texts; 2) compose a variety of types of texts, including critical real world concepts; 3) effectively communicate and interact in cooperative learning groups; and 4) communicate information through different modes of presentation.

Baseline assessments from the previous year or grades from the student’s previous school will be utilized to target students who are performing below grade level. The School will analyze previous benchmark assessments and state assessments to determine which interventions would best suit the needs of the students. Even after the decision is made to place students into intervention programs, the process will be monitored by administration via data chats and observations. Teachers will monitor progress within each of the programs to ensure fidelity of implementation, as well as effectiveness of the program, with formative assessments. The Progress Monitoring Plan is a tool created by the teacher that lists the accommodations and goals

made for students below grade level. This is signed by the parent to ensure accountability and revisited periodically to make adjustments if students are still performing below grade level.

The school will provide the follow accommodations for students below grade level:

- **Differentiated instruction** - Students will benefit through the use of innovative, differentiated instructional methods, which utilizes research- based instructional strategies, including but not limited to Marzano’s nine highly effective teaching strategies, to enhance the student’s opportunity to learn the specific skills identified. Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments can incorporate differentiated texts—for on-level, advanced (enrichment), below-level, and ELL students. The school can also have a math resource that provides for enrichment, on-level, and re-teaching of each lesson.

Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:

- Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text
 - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
 - Grouping students differently depending on the activity
 - Integrating formative assessments throughout the activity to make adjustments
 - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs
-
- **Push-in/Pull-out** - Staff members ~~may~~**will** be available to pull-out or push-in with students who are below grade level. As described in the RTI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in *Annual Growth for All Students and Catch Up Growth for Those Who Are Behind*.
 - **Tutoring** - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers will use a set curriculum in a small group setting, targeted to students’ skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students’ benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students’ unique way of learning. The goal of tutoring sessions is to engage the student and re-teach the

information in a new way. Sessions can take place after school, and the School may have the opportunity to have Saturday sessions as well.

- **Instructional Focus Plan (IFP):** Teachers, in conjunction with the School administrative team, plan together and schedule learning objectives aligned to a data-driven calendar. The calendar is developed based on the data provided by each benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment. Classroom teachers develop the calendars several times throughout the year to adjust instruction based on results. The GVC is thereby differentiated to meet the needs of the students within the School while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers are encouraged to post and track results within the classroom to motivate and challenge their students.

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

As stated previously, the courses offered at the School will be consistent with the courses made available by FLDOE via <http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx> and <http://www.fldoe.org/articulation/CCD/files/1415CCDBasic6-8.pdf>.

K-5: Foreign Language

The focus of the foreign language program is on communication. Students focus on developing the conversational and written skills for foreign language required for living in a diverse environment. A vital component in the foreign language program is the goal that students build an understanding of the relationship between the different perspectives and products of various cultures. Application of this knowledge will afford students the ability to recognize cultural practices and the uniqueness of various communities.

The school will offer ~~a language such as Spanish as its foreign language, Chinese, American Sign Language, or other languages per the state's course code directory, and depending on interest and availability at the school.~~

K-5: Art

The art program will be based on NGSSS. The primary goal of the art program will be to provide every student an opportunity to develop and explore his or her creative potential. Art specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles, and the confidence to use art as a mode of personal expression. Students will practice imagining, experimenting, solving problems, thinking independently, and making their own decisions.

K-5: Music

The music curriculum will include both vocal and instrumental music. A variety of melodic and harmonic classroom instruments in accompaniment of singing during classroom practice and performances are incorporated throughout the music curriculum. Music specialists will introduce students to both music skills and knowledge of various types of musical literature. Students will be exposed to musical contributions representing various cultures, genres, styles, and artists. Exposure to a variety of composers representing various historical periods and cultures will enable students to understand the role of regions, events, and historical context on the various music types.

Skills and techniques will be developed throughout all grade levels. The curriculum focuses on the refinement of musical skills by introducing and practicing techniques such as blending vocal timbres, matching dynamic levels, appropriate tempo and balance, and responding to cues of the conductor through the singing of songs, rhymes, and melodies both individually and as a group. In addition, instruction will lead students to demonstrate progressive competency in reading and interpreting simple melodies, rhythms, melodic patterns, and appropriate dictation.

Creation and communication is another important part of the curriculum. Creative expression, individual interpretation and the creation of original musical works and songs will be encouraged and guided throughout the curriculum.

The last area included within the field of music is application to life. Real applications of music within the curriculum will help students connect the impact of music to their everyday lives. Awareness of the use and role of music in media and entertainment is a focus of development. The curriculum provides an opportunity for modeling and practice of appropriate audience behavior in various musical settings.

K-5: Technology

The School recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcomes.

The School's philosophy of the role of technology in the classroom is based on three concepts. First, technology is a core for learning. Second, technology must be ubiquitous, (i.e., readily accessible to teachers and students in the classroom and all areas where learning takes place). Third, educational use of the Internet broadens and deepens students' knowledge and academic achievement. Appropriate use of the Internet will be ensured via the installation of software filters designed to block access to those sites deemed unsuitable for student access, including pornographic sites. Supervision by faculty and staff will further ensure appropriate student use of the Internet.

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. The School will ensure that all students receive instruction regarding appropriate on-line behavior.

The School bases technology instruction on six national standards (Spiral of Skills) that support computer literacy beginning in kindergarten. These standards are taught with increasing complexity at appropriate levels (Level I, Grades K-2; Level II, Grades 3-5) as follows. The student:

- Knows the characteristics and uses of computer hardware and operating systems
- Knows the characteristics and uses of computer software
- Understands the relationship among science, technology, society, and the individual
- Understands the nature of technological design
- Understands the nature of, and operation of systems
- Understands the nature and uses of different forms of technology

K-5: Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities, emphasizing fine and gross motor skill development. The kindergarten through second grade curriculum is focused on movement exploration through various motor and non-motor experiences, and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades three through five allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The School will provide a minimum of 150 minutes of physical activity each week as directed by Fla. Stat. §1003.455(3). This requirement will be waived for students who meet the criteria delineated in Fla. Stat. §1003.455(4).

K-5: Media Program

The School's Media Program will be focused on maximizing the classroom as the center of learning, with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts, including, but not limited to, novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

A stationary computer lab will be available for use throughout the day, not just for technology classes, but also for research projects, blended learning opportunities, and a variety of other uses. Mobile laptop carts are also accessible for teachers to implement a whole-class project or online-learning experience.

6-8: Foreign Language

The primary goal of the foreign language program is to provide instruction in the following five areas: communication, cultures, connections, comparisons, and communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through listening, speaking, reading, and writing. Students will formulate and answer questions about the literary elements of targeted language selections. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from sports to dance.

With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Presentations by students will be conducted in the foreign language to further develop their communication skills in front of an audience regarding various topics. Through these presentations, students will recognize that languages have different patterns of communication and interaction. They will be prepared to use the language within and beyond the school system. Foreign language courses for high school credit will be offered for those students who meet prerequisite requirements. The school will offer ~~a language, such as Spanish, Chinese, American Sign Language, or others, per the state's course code directory, depending on interest and availability at the school.~~ Spanish as its foreign language.

6-8: Technology

Technology instruction in grades 6-8 continues to employ national standards, benchmarks, and grade level expectations and builds upon the skills learned in grades K-5. Technology, like other subject areas, is departmentalized and offers specific courses for study. Students in grades 6-8 may elect to take a semester or full-year computer course, such as an introduction to computers and/or computer programming. These courses may include a culminating project that demonstrates their computer literacy. This project must be interdisciplinary, completed under the supervision of the computer teacher and a core subject area teacher, and is designed to meet the *No Child Left Behind* requirement for computer literacy. Examples of such projects are PowerPoint presentations, creation of a desktop published document, and/or effective use of a spreadsheet to track data. See Appendix H for the School's Technology Plan.

In compliance with the Children's Internet Protection Act the School will ensure that all students receive instruction regarding appropriate on-line behavior.

6-8: The Arts

The primary goal of the art program is to provide instruction in the strands of art: skills and techniques; creation and communication; historical and cultural connections; aesthetic and critical analysis; and applications to life. The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.

Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that each art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

Courses that the students may take include, but are not limited to, art appreciation/history, photography, and digital art.

6-8: Physical/Health Education

Middle school students will complete one semester of Physical Education in sixth, seventh and eighth grades, per the Clay county requirement for matriculation into high school as outlined in 1003.455(3). The primary goal of the physical education program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors.

Physical education courses are designed to address the needs of all students. Students will analyze the benefits of regular physical activity; learn how participation in physical activity creates receptiveness toward persons of differing abilities; and understand that physical activity provides for challenge and healthy competition. Students will demonstrate competency in physical education by maintaining a level of physical fitness that enhances health.

Students will obtain the knowledge and skills needed to set goals related to personal health and well-being and to maintain and enjoy a healthy lifestyle. Students will develop and implement a personal wellness plan that promotes mental, physical, emotional, and social health throughout the stages of life.

6-8 Media Program

The School's Media Program will be focused on maximizing the classroom as the center of learning, with provisions for each class to have a classroom library and access to computers. Classroom libraries will be filled with a variety of texts, including, but not limited to, novels, magazines, newspapers, and reference materials. Classrooms will be equipped with computers and/or laptops to supplement instruction with digital learning resources. Having access to tablets will further enhance reading experiences within the classroom.

A stationary computer lab will be available for use throughout the day, not just for technology classes, but also for research projects, blended learning opportunities, and a variety of other uses. Mobile laptop carts are also accessible for teachers to implement a whole-class project or online-learning experience.

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

Within the student information system, teachers can track in real time, the results of formative assessments, the extent to which they have covered each standard, as well as the level of mastery attained by students. Teachers write notes and track on the curriculum map how the students perform on each unit and standard, which is an important reflective piece when evaluating the curriculum. School administrators monitor the effectiveness of the implemented curriculum throughout the year by conducting weekly informal walk-throughs, as well as up to four QUEST visits, in which every teacher is observed and coverage of the curriculum is examined. This creates a continuous feedback loop where each teacher and administrator is provided specific feedback on the all the elements of *What Works in Schools*, specifically on ensuring a GVC.

Ultimately, the effectiveness of the GVC will be evaluated by the attained curriculum, primarily measured by students' performance on the FCAT 2.0 or state-mandated assessment. The School will monitor, review, and revise all resources and materials based on data and student needs. If the school is not reaching its goals based on student performance then administration, along with the ESP, make decisions based on how to adjust the GVC or curriculum resources to best ensure that students are reaching their goals.

Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement.

The School's performance-based educational goals and objectives are designed to focus all stakeholders on student academic achievement. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, the School will ensure continually improving student achievement.

Kindergarten through Second Grades

Students will be assessed using benchmark assessments, which measure achievement and growth in ELA and Mathematics and are aligned to the Florida Standards. The benchmark assessment which will be utilized is the Northwest Evaluation Association's Measures of Academic Progress and/or MAP for Primary Grades assessments. After the first benchmark, all students receive an end-year growth target.

Goal: Collectively, 100% of student growth targets will be met or exceeded in grades K-2 on benchmark assessments aligned to the Florida Standards in ELA and Mathematics.

Third through Eighth Grades

Goal-setting in grades three through eight will align to the Florida School Performance Grades accountability system, current as of 2012-2013. In the event the State of Florida modifies the school performance grade calculation, The School will adjust goal alignment accordingly. Per the Florida A+ School Grading System, each school evaluates individual student success and effectiveness of the curricula by their performance on the State Assessments and State Alternative Assessments (currently the FCAT 2.0, End of Course Assessments and the FAA). The individual student performance data are then combined to measure the school's progress over the last year. Schools accumulate points for both achievement and growth on both state assessments and state alternative assessments. The state calculates the percentage of students meeting high standards in Reading,⁷ Mathematics, Science, and Writing; the percentage of students making annual learning gains in Reading and Mathematics; and the percentage of the lowest 25% of students making annual learning gains in Reading and Mathematics. Middle and high schools have additional components, including performance on End of Course Assessments, graduation rates and college readiness. Once a school's points are totaled, they are placed on one of four grading scales that correspond to their grade configuration. All schools must meet one additional objective; they must make adequate progress with the lowest 25% in Reading and Mathematics as defined by the Florida A+ Plan. The School will meet this objective for as long as it is a requirement of the State of Florida.

Students demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. Currently, the meeting of high standards is defined as those students who score an achievement level of three or higher in

⁷ We recognize that with the adoption of the Florida Standards, subsequent references to reading assessments may soon be replaced by ELA assessments. As a charter school, we are subject to state testing and accountability requirements, and we are prepared to make such adjustments as required by the State of Florida.

Reading, Mathematics, and/or Science, and 3.5 or higher in Writing. On the FAA, students must score a level 4 or higher to be classified as meeting high standards.

Students will demonstrate a year’s worth of learning, or a “Learning Gain” on the FCAT 2.0 in one of three ways:

Table 5.1a

| Current FCAT 2.0 Learning Gain Requirements | | | | | | | | | | | | | | | | | | | |
|---|---|-------|-----|-----|-----|-----|---------|---------|----|----|---|----|---------|---------|----|---|---|---|---|
| 1. FCAT 2.0 Achievement Level | Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5) | | | | | | | | | | | | | | | | | | |
| 2. Maintain a Proficient Level | Maintain level 3, 4, or 5 without dropping from previous score | | | | | | | | | | | | | | | | | | |
| 3. Adequate Vertical Scale Score Growth | Show growth from a level 1 or level 2, according Florida’s required Vertical Scale Score increases for Math and Reading. | | | | | | | | | | | | | | | | | | |
| | <i>One Year’s Growth – Reading</i> | | | | | | | | | | | | | | | | | | |
| | Adequate Reading Gains | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Grade</th> <th>3-4</th> <th>4-5</th> <th>5-6</th> <th>6-7</th> <th>7-8</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>12</td> <td>10</td> <td>9</td> <td>8</td> <td>7</td> </tr> <tr> <td>Level 2</td> <td>11</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> </tr> </tbody> </table> | Grade | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | Level 1 | 12 | 10 | 9 | 8 | 7 | Level 2 | 11 | 9 | 8 | 7 | 6 |
| | Grade | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | | | | | | | | | | | | | |
| | Level 1 | 12 | 10 | 9 | 8 | 7 | | | | | | | | | | | | | |
| Level 2 | 11 | 9 | 8 | 7 | 6 | | | | | | | | | | | | | | |
| <i>One Year’s Growth - Math</i> | | | | | | | | | | | | | | | | | | | |
| Adequate Math Gains | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Grade</th> <th>3-4</th> <th>4-5</th> <th>5-6</th> <th>6-7</th> <th>7-8</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>16</td> <td>10</td> <td>10</td> <td>9</td> <td>11</td> </tr> <tr> <td>Level 2</td> <td>15</td> <td>9</td> <td>9</td> <td>8</td> <td>8</td> </tr> </tbody> </table> | Grade | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | Level 1 | 16 | 10 | 10 | 9 | 11 | Level 2 | 15 | 9 | 9 | 8 | 8 | |
| Grade | 3-4 | 4-5 | 5-6 | 6-7 | 7-8 | | | | | | | | | | | | | | |
| Level 1 | 16 | 10 | 10 | 9 | 11 | | | | | | | | | | | | | | |
| Level 2 | 15 | 9 | 9 | 8 | 8 | | | | | | | | | | | | | | |

Learning gains on the End of Course Assessments are determined by the statewide sample of EOC testers using the “Common Scale Score.” These results are not reported to schools at the grade or assessment level.

Students demonstrate a year’s worth of learning or a “Learning Gain” on the Florida Alternative Assessment in one of three ways:

Table 5.1b

| Current FAA Learning Gain Requirements | |
|---|---|
| 1. FAA Achievement Level | Improve one or more levels (e.g. from 1-2, 2-3, 3-4 etc.) |
| 2. Maintain Proficiency | Maintain level 4 or higher without dropping from previous level. |
| 3. Adequate Vertical Scale Score Growth | FAA students who remain at performance level 1, 2 or 3 are credited with gains if their score improves by at least 5 points from the previous year. |

The data displayed in tables 5.1a and 5.1b above are based on the latest information provided by the FLDOE at the time the application was submitted.⁸ Any changes made by the FLDOE after submission will be adjusted accordingly for the School, as needed.

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards (NGSSS and Florida Standards) and the state academic assessments. In compliance with the Elementary Secondary Education Act Wavier (ESEA), school proficiency and learning gain calculations include Students with Disabilities and English Language Learners with more than one year of English instruction.)

By the 2014-2015 school year, Florida Standards and corresponding assessments are expected to be fully implemented in the subject areas of ELA and Mathematics. The School may revise their goals after establishing a baseline of student performance after the first administration of the Florida Standards-aligned assessments. The School will adjust its school-wide goals after the establishment of a baseline in the School Strategic Plan.

School's Goals

By the 2014-2015 school year, Florida Standards and corresponding assessments will be fully implemented in the subject areas of ELA and Mathematics. The School will set goals after establishing a baseline of student performance on its first administration of the Florida Standards-aligned assessments. In subsequent years the School may revise and document their multi-year goals in the school's annual Strategic Plan.

Proficiency Goal

Specific: Each year, on the State Assessments (currently FCAT 2.0, End of Course and FAA, but in 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests in Math, Reading, and Writing) the School will see a significant increase in the percentage of "Proficient" students (as defined currently by those scoring Level 3 or above in Math, Reading and Science and level 3.5 or above in Writing).

Measurable: Math, Reading and Science scores for students in third through eighth grade will reflect at least a 10% reduction in the number of students who are NOT "Proficient" relative to the previous year. The assessment scores in Year 1 of the charter will establish the baseline for

⁸ <http://schoolgrades.fldoe.org/pdf/1213/SchoolGradesTAP2013.pdf>

measuring this goal. Assessment scores in the *second* year will be the initial comparison to the baseline. If in any prior year, proficiency is at or above 90%, the School will increase said proficiency by 1%, or meet or exceed the performance of Clay County's demographically similar schools.

Attainable: We believe this goal is attainable, given that our students will have the appropriate resources and access to high quality teachers.

Relevant: This goal is relevant to the School's mission, highlighting the importance of student success and academic rigor.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be evaluated and assessed annually, after the release of state assessment results in the spring.

Growth Goal

Specific: Each year, on the State Assessments (currently FCAT 2.0, End of Course and FAA) the School will see a significant increase in the percentage of students making learning gains in Reading and Mathematics.

Measurable: Reading and Mathematics scores for students in fourth through eighth grade will reflect at least a 10% reduction in the percentage of students NOT making learning gains relative to the previous year. School-wide learning gains in Year 1 of the charter will establish the baseline for measuring this goal. Learning gains in the second year will mark the initial comparison to the baseline. In 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. Upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable with the programmatic, financial and human resources that will be available at the School.

Relevant: This goal is relevant to the School's mission as students must experience growth and development annually.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually, after State Assessment results are released in the spring.

Closing the Achievement Gap Goal

Specific: Each year, on the State Assessments (currently FCAT 2.0, End of Course and FAA) the School will see a significant increase in the percentage of its lowest 25% of students making learning gains in Reading and Mathematics.

Measurable: ELA and Mathematics scores for students in fourth through eighth grade will reflect at least a 10% reduction in the percentage of the School's lowest 25% of students NOT making learning gains relative to the previous year. School-wide learning gains for the lowest

25% in the first year of the charter will establish the baseline for measuring this goal. Learning gains among the lowest 25% in the second year will allow for the initial comparison to the baseline. In 2014-15, Florida Standards-aligned assessments are set to replace many FCAT 2.0 tests. As stated above, upon their replacement, the School will adhere to the new learning gain calculations provided by the State of Florida.

Attainable: This goal is attainable given the School's focus on individualized and personalized learning plans.

Relevant: This goal is relevant to the School's vision that every student can learn and actualize his/her potential.

Time Bound: The establishment of a baseline will occur at the completion of the first full year of the charter. After that time, goals will be assessed annually after State Assessment results are released in the spring.

Florida A+ School Grade Goal

Specific: The School will meet or exceed Clay County's performance on the Florida A+ School Grade model components among district schools with comparable student demographics.

Measurable: The School will meet or exceed Clay County's performance, among schools with comparable student demographics.

Attainable: The School will have the academic, financial and human resources necessary to meet or exceed the performance of its peer schools.

Relevant: As a school of choice, we recognize that comparative school performance is a crucial to our ability to attract and retain students as well as maintain parent confidence.

Time Bound: School grades are reported annually in the summer by the State of Florida.

**The goal-setting procedures described above represent a comprehensive list of performance targets aligned to the Florida school grade calculation. Baseline values on each metric will be established at the end of the school's first academic year. The tables below represent the application of the goal-setting procedures to a sample baseline year; goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior), with the goal of reducing the percent of students who are not proficient by 10% each year of the charter.

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

The school will submit its pupil progression plan for the sponsor's approval as part of the charter contract. The School will follow the promotion and retention policies set by the district in accordance with Florida statutory requirements and the FLDOE guidelines. This includes all grade level promotion requirements of the State. The School's progression plan will comply with the following components of Clay County's 2013-2014 Student Progression Plan as they apply to students in grades K-8:

- General Procedures for Promotion, Special Assignment and Placement

- Statewide Student Assessment Program
- General Procedures for Dropout Prevention Programs and Academic Intervention Programs
- Military Families and Transfers
- Transfer of Educational Records and Enrollment
- Absence as Related to Deployment Activities
- Graduation of Children from Military Families
- Eligibility
- Oversight, Enforcement and Dispute Resolution
- Admission and Transfer⁹
- Elementary Instruction¹⁰
- Eligibility for Alternate Assessment
- Elementary Grade Placement K-6¹¹
- Remediation¹²
- Retention
- Exemption for Good Cause
- Academic Tutoring and Summer Reading Camp
- Required Program of Study K-6
- Special Programs Available¹³

The school will implement its own grading policy and scale, honor roll policy, and proprietary report card. The School will not offer ACCEL programs or mid-year promotion for any grade except third. The district's Sixth Grade Fast Track program is not necessary for this school considering it will be a building that contains all grades from kindergarten to eighth grade. The district and state requirements for course sequencing for middle school students will also be adhered to, and details of such requirements are described in the Curriculum Plan.

Each student's progression from one grade to another shall be determined, in part, upon satisfactory performance in reading, writing, science and mathematics. Each student in grades K-5 must meet specific levels of -performance in reading, writing, mathematics, and science. For each student who does not meet the School's or state performance levels in reading, writing, mathematics, and/or science, the School, in consultation with the student's parent, will implement a progress monitoring plan (PMP) to assist the student in meeting state and district expectations for proficiency. For students in grades 6-8, students who pass less than 4 courses will be retained in the same grade, interventions will be continued, and progress will be monitored as specified in the PMP.

The table 5.2 below shows the grading scale the School will follow for the students' overall academic grade:

⁹ Exception: 6. Assigning Report Card Grades and 7. Conversion Chart (Grades 3-6)

¹⁰ The School will implement its own curriculum, assessments (in addition to state-mandated assessments), and homework policy. The School utilizes RtI programming as described previously in this application.

¹¹ With the exception of ACCEL options

¹² The district's Sixth Grade Fast Track Program is not applicable at the School considering it will include all grades K-8 in its building.

¹³ The School will submit a policy for approval by the district regarding Hospital/Homebound students with the submission of the pupil progression plan.

Table 5.2

| Kindergarten – First | Second-Eighth |
|-----------------------|---------------|
| E = Excellent | A = 90-100 |
| S = Satisfactory | B = 80-89 |
| N = Needs Improvement | C = 70-79 |
| U = Unsatisfactory | D = 60-69 |
| | F = 0-59 |

According to statements made from the Florida Department of Education, in order to meet promotion requirements, students entering third grade in 2014-2015 and beyond, who have only been taught using the Florida Standards since kindergarten, will be required to achieve a certain score on the new third grade ELA state-mandated assessment replacing FCAT 2.0. To ensure timely notice for the students to be promoted or retained, the score will be determined in the spring. Students not meeting these criteria may still meet promotion requirements through any one of six good cause exemptions listed below, as mandated by the s. The School will follow adjustments made to these good cause exemptions by the district, as references to FCAT 2.0 will be replaced by the new state assessment and NGSSS standards will be replaced by Florida Standards. The good cause exemptions of the district are currently written as:

- ELLs who have had less than two (2) years of instruction in an ESOL program
- Students with disabilities whose IEP indicates that participation in FCAT 2.0 is not appropriate
- Students who demonstrate an acceptable level of performance on an alternative assessment approved by the Florida Board of Education, as required by State Board of Education Rule 6A- 1.094221(2)
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the NGSSS in reading equal to at least a Level 2 performance on the FCAT 2.0
- Students with disabilities who participate in the FCAT 2.0, and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3. It is not required that the student be identified as a student with disabilities for two years to qualify for this good cause exemption. However, the student must have received remediation for a reading deficiency for more than two years and have been previously retained in kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two (2) years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on the deficiencies identified during the PMP process that includes specialized diagnostic information and specific reading strategies.

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

As this application is for a kindergarten through eighth grade school, this question is not applicable.

D. Describe how baseline achievement data will be *established*, collected, and used.

With the GVC at its core, the School will administer assessments as outlined below and follow administration with in-depth analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students.

Baseline achievement data may be collected from previous year's FCAT 2.0 (or state-mandated assessment) / EOC scores, NWEA benchmark and numerous diagnostic assessments. This data will be used to generate the PLP, which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction. Clay County Public Schools will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically (in .txt, .csv, mdb, or .xls format) and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Benchmarking

The School will use NWEA benchmarks that are simulated state standardized tests in order to provide administrators, teachers, and students with information on individual student achievement based on a specific set of criteria including NGSSS and Florida Standards. Utilizing research on feedback, these exams will be openly discussed with students to assist them in understanding what they have successfully mastered and what is needed for continuous improvement. Benchmarking is administered as a pre- and post-test, and again periodically prior to the state standardized test, providing teachers with an updated evaluation of student learning. The ESP will assist the School in compiling this student assessment data, by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Personalized Learning Plans

All students will have a PLP, as mentioned in previous sections. The PLP is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. PLPs are updated quarterly, at a minimum.

Teachers will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any achievement testing

- Examples of the student's work
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress. A measure of each student's rate of academic gains will be determined at the end of the year via his/her individual portfolio and the comparison of FCAT 2.0(or state-mandated assessment) / EOC learning gains. Teachers will be trained on the use of the PLP. Administrators and teachers will compare the data within the PLP with that of students within the county in comparable populations. Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery.

The School will use baseline data to identify professional development needs for the school and school-wide instructional goals.

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

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data, the School will cooperate with all schools in obtaining all necessary records and student information. Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the School from incorporating other measures that we might determine necessary to support the mission of the School.

Standards Assessments

Standards assessments are formative assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each weekly or bi-weekly standards assessment measures the academic performance of each student on a particular standard that has been introduced and practiced multiple times. The standards assessments were created to provide teachers with reliable information on the academic progress of each student. This approach addresses the research of Marzano, Bangert-Drowns, and Madaus, by providing timely and content-specific feedback that relates directly to the GVC and classroom instruction. Again, parents have the ability to track their child's progress through the student information system at any time via internet capability, and/or printed copy from the teacher.

Criterion-Referenced Assessments

The School will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State-Mandated Assessments – Students will participate in the administration of the FCAT 2.0 (or state-mandated assessment) / EOC annually. ELL students will participate in any state or district mandated assessments such as CELLA. Third grade students will have the opportunity to take the state approved alternative assessment for good cause exemption or mid-year promotion.
- Common Assessments: The ESP will provide monthly “common assessments” which are created from a data bank and disseminated to schools to gauge students’ progress on mastery of the GVC. The assessments are aligned to state standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress more frequently between benchmark assessments administered by NWEA.
- Weekly Standards Assessments include objective-based questions that are used for quick check of content material as well as essay questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

Project-Based Performance Tasks

- Inquiry-Based Projects – Students will participate in problem solving tasks, hands-on experiments, and other inquiry-based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano).
- Real World Application – Teachers will ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure that students apply knowledge to real world scenarios.
- Student Portfolios – Thematic units of study with student work samples that focus on the development of reading, writing, and communication skills.

Ongoing Formative Practice Assessments¹⁴

- Achievement of goals and objectives in the student’s PLP
- K-2 Skills Checklists
- EasyCBM
- DIBELS
- Running Records
- Oral Reading Fluency Checks
- Journals
- Teacher observations
- Anecdotal records of the student’s performance
- Tools within software programs

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals three times throughout the year. For students entering the School from a Clay County public school, past test results and

¹⁴ These are used at least monthly in order to effectively monitor progress of the students within the classroom, based on the skill that needs to be assessed (i.e. a student who struggles with fluency will be monitored more frequently than a student who is already a fluent reader).

cumulative records will be requested from the district to provide baseline data and student academic levels.

Students' strengths and areas of growth will initially be identified after administration of the first benchmark assessment. Continual monitoring of student achievement data will be provided by administering ~~additional benchmarks at least two times during the school year.~~ The benchmark assessment ~~test will be administered periodically three times~~ prior to the FCAT 2.0 (or new state-mandated assessment), thereby providing teachers with an updated evaluation of student learning. Though a formative assessment is not used for norm referencing or as an assessment of a student's overall academic achievement, it does play an integral part in monitoring student growth and in modifying instruction.

Through analysis and evaluation of data, administrators, teachers, parents, and students will be able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' PLPs will be modified. Goals will be set for each student, skill areas will be identified, and student grouping, based upon academic needs will be adjusted. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the NGSSS, Florida Standards and the GVC. Students are expected, at a minimum, to achieve the benchmarks of the NGSSS and Florida Standards for each grade level and the goals and objectives specified in their PLPs.

The following is a list of the formal testing methods which will be used by the School as part of its plan to assess student performance.

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to MAP and MPG, Florida Kindergarten Readiness Screener (FLKRS), numeracy diagnostics, and other diagnostic assessments, as well as previous performance on FCAT 2.0 (or new state mandated assessment).

Benchmark Tests

Benchmark tests are simulated high-stakes standardized tests that are meant to provide administrators, teachers, parents, and students information on individual student achievement based on a specific set of criterion. These exams are meant to be "formative" in nature. The School will use NWEA MAP and MPG benchmark tests ~~three times a year~~. These exams will be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The ESP will assist the School in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the School administrator an understanding of what each student has mastered and will allow for professional discussion about data-driven instruction in the classroom.

Florida Comprehensive Assessment Test (FCAT 2.0)

Florida Comprehensive Assessment Test is the foundation of the statewide assessment and accountability program. The assessment includes grades 3-10 assessments in reading and

mathematics. Grades 5 and 8 are assessed in Science and grades 4 and 8 are assessed in Writing. The assessment for reading in grades 6-8 will be a Computer-Based Test (CBT). Students will complete a CBT assessment for mathematics in grades 5-6. Middle school students that are eligible to take high school courses will complete an End of Course Assessment. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan (<http://fcats.fldoe.org/eoc/>) for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards (<http://www.floridastandards.org/homepage/index.aspx>) for specific courses, as outlined in their course descriptions. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. Standards articulate challenging content that Florida students are expected to know and master. The administration of the FCAT 2.0 is “summative” in nature. The results are distributed to schools and the parents and are the basis for the Florida A+ Plan. The School will follow the state of Florida’s transition to Florida Standards, as such, the School will utilize the state-approved assessment once implemented, which will replace FCAT 2.0 in the areas of English Language Arts and Mathematics.

End of Course Assessments (EOC)

The Florida End-of-Course Assessments are computer-based tests designed to measure student achievement for specific middle- and high-school level courses, as outlined in their course descriptions. These assessments are part of Florida's Next Generation Strategic Plan. They were created for the purpose of increasing student achievement and improving college and career readiness in the areas of Algebra 1, Geometry, Biology I, and, US History and Civics.

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

The School will address four components of data-driven instruction:

1. Culture
2. Assessments
3. Analysis
4. Action

The use of student assessment and performance data is vital to the culture of the School, as evidenced by the Educational Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action is indispensable for increasing student achievement. It will be deeply embedded in the School's culture and will be a top priority for school-wide improvement. The School leader will use a simple but highly effective yearly data calendar, which will be displayed publicly and referred to constantly, so that everyone in the School community—including students and families—knows when important steps in the data cycle will take place. The principal will carve out time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (Fenton and Murphey). Teachers will use the data from the benchmark process to differentiate instruction of specific skills through various instructional and regrouping strategies in order to ensure that individual

student needs are addressed. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher will report feedback to students and parents verbally, as well as through the student information system, in order to update the students' PLPs. Based on the results of the assessment, the teacher will decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment in order to activate students' background knowledge on the new skill to be introduced.

Progress Monitoring Plan (PMP)

The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade. The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies the lowest 25% in the School from benchmark data and individual student FCAT 2.0 (or state-mandated assessment) scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. The benchmark test will be given within the first month of school so that individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of each student. This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs. If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

| Table 5.4 Progress Monitoring | | |
|--------------------------------------|--|--|
| School Level | <p><i>Goal Setting</i> The School sets strategic goals to achieve overall success according to Florida School Improvement Plan and Florida School Grades.</p> <p>School leaders set collaborative instructional and achievement goals annually as part of the culture of continuous improvement.</p> | <p><i>Monitoring</i> Individual data chats held quarterly to review areas of strength and opportunity based on benchmark results. Data from the student information system supports creation of school action plans.</p> |
| Teacher Level | <p><i>Goal Setting</i> Proficiency and learning gain goals are broken down into grade level and classroom level targets.</p> | <p><i>Monitoring</i> School leadership holds bi-monthly data chats with teachers to analyze overall classroom strengths and opportunities, identify students or standards in need of remediation, and develop classroom action plans.</p> |
| Student Level | <p><i>Goal Setting</i> Student data from FCAT 2.0 / EOC (or other state-mandated assessment), academic grades, benchmarks and other formative assessments are compiled on the PLP. With guidance from teachers and parents, students generate goals for each academic area as well as conduct and effort. Teachers explain defined learning gain targets to support student goal setting for FCAT 2.0.</p> | <p><i>Monitoring</i> In quarterly data chats, teachers analyze the data within the PLP with students and set goals for each academic area as well as conduct and effort. Goals and progress monitoring data are visible to parents, students, and teachers through the student information system.</p> |

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update PLPs and/or PMPs, as well as reflect data on the report card, and discuss student progress via student/teacher and teacher/parent data summits. Parents can schedule conferences and communicate with teachers as often as necessary, but report cards will be distributed quarterly as a formal communication tool. Progress reports will be sent home mid-quarter for parents to monitor progress.

In addition, parents will have access to the student information system, as mentioned in previous sections. This online access will inform them, via a controlled access password, about their child's class work, test grades, and weekly progress towards meeting the NGSSS and Florida Standards. Parents will have significant information provided to them to schedule a conference, ask questions, or just be aware of their child's academic achievement. From there, parents will collaboratively develop a PLP with their child and the child's teacher to set periodic growth goals.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting form the list below.

- ✓ The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities shall have an equal opportunity of being selected for enrollment in the School per Fla. Stat. §1002.33(10)(f). The School will provide services to students with disabilities by providing a continuum of services including consultation and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). Students with disabilities whose Individual Education Plan (IEP) demonstrates the need for special education or related services in areas including speech therapy, language therapy, occupational therapy, physical therapy, and/or counseling will be served in the regular classroom or Exceptional Student Education (ESE) setting, as determined by the IEP team through consideration of the least restrictive environment based on the individual student's need. Through consultation, the special education teacher and general education teacher will meet on a regular basis to plan, implement and monitor instructional alternatives designed to ensure that the student with a disability is successful in the general education classroom. Within this level of service, the special education teacher serves in a consultative role to the general education teacher who is endorsed in the core content area and who is primarily responsible for instruction. Through consultation, the special education teacher confers with the general education teacher on areas including but not limited to a specific student's IEP accommodations, application of skills in the general education setting, and tracking goal progress. Additionally, the special education teacher also works in partnership with the general education teacher toward a common output that will serve the needs of the given student. For example, this may include changing the presentation of an assignment to allow the student additional spacing between questions, adjusting the number of problems or pages assigned to match the student's capabilities, or creating guided models that the student can refer to when practicing new skills independently in the classroom. Through support facilitation, the special education teacher is present in the regular classroom to provide direct service to the students with disabilities for part of the instructional block and as indicated by the student's IEP. This allows the special education teacher to support the learning and progress of students with disabilities through strategy and skill instruction, remediation, pre-teaching, or re-teaching, as needed.

The School will employ a Student Services Coordinator who will oversee ESE and 504 Plan compliance. This individual will work with special education and regular education staff to build provision of service schedules to ensure that all students receive their special education and related services as indicated on their IEP. All special education and related services providers will consult with general education teachers at the start of the school year, or following identification of a newly eligible student, to review the student's IEP and confirm that the general education teachers understand their role in implementing the IEP, designing instruction

for the student, and progress monitoring of the student's IEP goals. The Student Services Coordinator will maintain a school year calendar reflecting each ESE student's annual IEP date as well as reevaluation dates that will come due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

The Student Services Coordinator will also ensure compliance with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the School will develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed will be made by a group of people knowledgeable about the student. Appropriate accommodations for 504 eligible students will be implemented in general education classes and throughout the School building to meet the student's needs.

The School will use a Response to Intervention model based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. This will be in place for regular education students, as well as students who have previously been identified as having a disability. Through a collaborative problem solving model, the School's multi-disciplinary team (i.e., school counselor, teacher, curriculum resource teacher, administrator, School's district-assigned school psychologist) will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers. Should the team determine, based on student intervention/progress monitoring data, that a student may have a disability and require special education services, upon receipt of parent consent, the School will follow Clay County Public Schools' procedures for referring that student to the School's district-assigned School psychologist for a psycho-educational evaluation.

Should parents request an evaluation of their child prior to the completion of the general education interventions, the School will obtain consent to conduct the evaluation and continue to provide the general education interventions concurrently or provide the parent with written notice of its refusal to conduct the evaluation. The School will work with the Clay County Public Schools to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the School's receipt of the parental consent for evaluation.

After the district-assigned School psychologist completes a formal evaluation of the student, results will be shared with the IEP team which is comprised at a minimum of an ESE teacher, general education teacher, evaluation specialist, district representative, the student's parent, and student (if over 13 years of age). For initial eligibility meetings, Clay County Public Schools'

ESE representative will also attend to determine a student's eligibility for ESE services based on the results of the psychologist's assessment and to make placement decisions, if warranted.

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

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School per Section 1002.33(10)(f). The School's enrollment application does not request information on disability status. The School will accept any student residing within the district who submits a timely application, unless the number of applications exceeds the School's enrollment capacity for the given grade level. In such cases, all applicants shall have an equal chance of being selected through a random selection process. The School does not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the School's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves students with "exceptionalities," "disabilities," and "limited English proficiency."

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The School will implement the same identification, evaluation, placement, and due process procedures as other traditional schools in Clay County. The School recognizes that the services offered to students with disabilities fall within the full continuum of services offered by Clay County Public Schools. As such, the School will work with the district to determine the proper placement for students with disabilities within the full continuum of services that Clay County Public Schools offers.

Once a student has completed the registration process and there is an indication that the student has a current IEP, the district's ESE staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with School staff and the district staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the student. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the district. It is vital that the School and the district review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP team will determine the least restrictive environment, as well as the special education and related services and supplemental aids that will be needed for the student with a disability. The IEP team will determine the educational

placement for the student with a disability and this placement decision will be based on the student's IEP. Should the IEP team determine that a student requires services outside of the continuum of services offered by the School, the School will collaborate with Clay County Public Schools on behalf of the student to determine the most appropriate placement based on the student's needs.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The School will utilize the regular School facilities and adapt them to the needs of exceptional students by adhering to Section 504, IDEA, and ADA to ensure that the School provides a FAPE within the least restrictive environment. The School will implement the Universal Design model, accommodating to the maximum extent possible for individuals with special needs.

The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the School. The design of the School will respect the distance students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

The School's Universal design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports-aids and services and/or modifications and accommodations will be provided as outlined in their IEP. The-For example, the School is aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplementary aids and services and/or modification and accommodations is determined on a case-by-case basis by the IEP team.

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

The School's effectiveness in serving exceptional education students will be evaluated on a continuous basis in several ways. The School will ensure that procedures for collecting and reporting to the district and the FLDOE are in place and all required school-based designees are

aware of the procedure. The School will have designated a minimum of two individuals responsible for collecting data within the school. Performance data of all students will be reviewed, including students with disabilities and gifted students.

ESE teachers and the general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. Teachers of gifted students will collaborate with general education teachers related to differentiation of instruction and curriculum compacting for the School's gifted students as well as implementation of their EPs. This will ensure that the focus will be on each student's progress, by all teachers who serve exceptional education students within the School. School based administrators, faculty, and staff of the School will review all exceptional education student data to ensure that the entire ESE program is focused on student achievement (i.e., both on learning gains as well as maintaining high levels of performance). FCAT 2.0 (or other state-adopted assessment, once implemented) or FAA data are additional ways to evaluate the progress of the School's special education students.

Additionally, the effectiveness of the School's exceptional education program will be monitored and evaluated by providing and requiring participation of all teachers in professional development opportunities that focus on writing quality IEPs/EPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP/EP goals. Furthermore, all teachers at the School will be observed throughout each school year by the School's administrative team as well as by visiting teams through the QUEST process. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

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

The families of exceptional education students will be invited and encouraged to participate in the School's Open House events that occur twice annually. At these events parents will be provided with an opportunity to meet all teachers and staff members who provide services to their exceptional education students and visit their student's classrooms. Parents will also have the opportunity to see work samples on a continuous basis, check student progress through the web-based student information system, contact teachers by phone or through email, and provide input through parent meetings and surveys.

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

When exceptional students enter the School, the Student Services Coordinator will advise the ESE team of the student's enrollment. The team will review the student's IEP and the Student

Services Coordinator will ensure that all services indicated on the student's IEP are in place. The ESE teacher will collaborate with the student's general education teacher to ensure understanding of the IEP and to offer support related to the provision of supplemental aids and/or instructional modifications as outlined in the IEP.

When providing instruction in the classroom, teachers will use scaffolding and provide students with direct instruction, modeling, guided practice, and independent practice. Small groups will be used for more individualized instruction when necessary with additional support provided by ESE staff when needed. If students enter the School reading below grade level, for example, they may have the opportunity to receive extra reading minutes to increase their growth throughout the year, as it is the intention of the School to meet the individual needs of students during the school day. Based on Common Assessment and benchmark data, students may receive additional instruction and practice on identified skills. Teachers will provide additional instruction beyond the standard instructional block in times such as before and after school, through content area integration, during enrichment activities or lunch, and any other opportunity, to support student achievement of individual learning goals. The School will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive additional instruction outside of the 90-minute reading block in a small-group setting with more frequent progress monitoring to ensure accelerated progress toward grade level expectations. These instructional opportunities developed around a student's unique needs help to increase their engagement in the learning process.

The School will use a Response to Intervention model, as indicated in section 6A, based on a Multi-Tiered System of Support to provide high quality instruction and interventions matched to the needs of each individual student and each student's performance will drive future instructional decisions. Please see the Educational Program Design of this application for details regarding the Response to Intervention model.

The School's classroom teachers will remain in continual contact with all stakeholders, by updating the student's PLP, using data derived from Common Assessments, ongoing progress monitoring, report card, and the benchmark testing results. Involving parents and students, and engaging them in a collaborative manner, is critical to student success. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

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

Based on the collective experience of the Governing Board and the ESP, the School expects that the population of students with disabilities will average approximately 18% of the student population. For purposes of projections, the Educational Model and budget are based on this percentage of the ESE population.

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

For ESE students who enter the school with an IEP, the IEPs are implemented. In addition, the Governing Board is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in the educational program, as specified in students' IEPs. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented. Special education staff will include a Student Services Coordinator who oversees ESE compliance as one of the position's responsibilities, as well as ESE certified teachers and ESE aid. ESE staffing will be adjusted based on actual enrollment. Specific information regarding the five-year staffing plan for the School is included in the budget.

The School will also contract with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy, occupational therapy, physical therapy, and counseling based on need reflected on students' IEPs. During the summer prior to the School's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. These positions collectively form the School's ESE Department and will allow for the provision of a continuum of services including consultation, collaboration, and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP. The School will also include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the state and with district schools to ensure that guidelines and procedures established by the district related to meeting the needs of gifted students are implemented and followed.

The School will provide a comprehensive professional development program for its teachers, but will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services and to foster clear communication on behalf of its students.

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

Gifted learners are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities" (No Child Left Behind). Students who demonstrate the need for a special program for gifted students, who demonstrate a majority of characteristics of gifted students based on a standard scale or checklist and who have superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence would

meet eligibility criteria for gifted services at the Academy. In addition, students from underrepresented groups as defined in Rule 6A-6.03019, F.A.C. who meet Clay County District Schools' eligibility criteria for gifted services under Plan B, would also be served by the Academy. Students who have been identified and qualify for a Gifted Education Program and whose parents have given consent, each have an Educational Plan (EP) written at least once every three years (for students in grades K-8) yearly, which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, identified criteria, evaluation procedures and evaluation schedules for determining whether the goals are being achieved, and a statement of the specific services to be provided to the child.

Development of the EP process will build parent/School relationships; provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes and determining appropriate service options. The EP will be reviewed during the year to determine if a goal has been met and/or should be rewritten. Educational Plans will be reviewed and rewritten as often as needed, but no less than the frequency identified by the Clay County Public School gifted services policy manual. Participants at an EP meeting will include the student's parents, at least one teacher of the gifted, one general education teacher, a school-based LEA representative, and an evaluation specialist if evaluation results are being discussed. Whenever appropriate, the student would attend the EP meeting as well.

The School's gifted students will receive enrichment through regularly scheduled gifted instruction provided by a gifted endorsed teacher. Gifted students will participate in gifted instruction for a minimum of one hour each day. The gifted endorsed teacher will also collaborate with the student's general education teacher to support the teacher in the extension of the student's learning. All gifted students are responsible for mastering the NGSSS and Florida Standards, however, differentiated instruction will be provided to allow for more enrichment and curriculum compacting opportunities in areas of particular strength. The goal of the program is to further develop the student's cognitive, learning, research and reference, and metacognitive skills at each grade level.

Each quarter, teachers will analyze the benchmark assessment results of their students. For gifted students, teachers will use this benchmark assessment data to help identify enrichment areas. Within the framework of the school's GVC, teachers will determine the instructional focus, strategies, and curriculum resources to be used for enrichment during the six weeks between benchmark assessments. At the end of the year, several sources of data will be considered in evaluating the services offered to gifted students. FCAT 2.0 (or other state-approved assessment) data, benchmark testing data and classroom assessment records will be analyzed to determine areas in which students need challenging goals and higher levels of enrichment. Tracking enrollment and registration of elementary students in advanced/gifted groups, as they prepare for and are placed in middle school courses, will also be used as a measure of effectiveness. For middle school students, tracking enrollment and successful completion of high school math and foreign language classes while still in middle school for these gifted students will also be used as a measure of effectiveness as well as results from EOC assessments. This data will be used to further motivate, challenge and prepare gifted students.

In addition, the school's gifted instruction as a whole is built upon an academic foundation and centered on interdisciplinary enrichment activities. Through differentiated activities, students' studies may include holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher selected topics.

An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weaknesses. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weaknesses.

Section 7: English Language Learners

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

The mission of the English for Speakers of Other Languages (ESOL) program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the state of Florida and Clay County Public Schools will serve students identified as having limited proficiency in English. The following procedures establish the School's English Language Learner (ELL) Plan.

ESOL Identification and Placement Procedures

ELLs are identified through the registration process. At the time of registration, parents are given a Home Language Survey to identify potential ELLs. The three questions on the Home Language Survey include:

- Is a language other than English spoken at home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

Those students whose parents respond affirmatively to any of the questions are referred to the principal's designee for ESOL for language screening. The student is then assessed for listening and speaking (aural/oral) using the IPT I for grades K-6 or the IPT II for grades 7-8. This assessment is completed at the school within 20 school days of registration to identify an ELL student and determine his/her aural/oral skills levels.

If there is a delay in the administration of the test, parents are notified that the test has not been administered along with the reason for the delay in administration. The parents are also given a date and time of the administration of the test. This notification is given in the home language if feasible.

Test delays are understood by school administrators as an unacceptable practice and it should not occur unless unavoidable due to student absences. The School will follow Clay County's ELL plan and put forth every effort to ensure students are assessed in a timely manner, within 20 school days. The ESOL designee at the School will then be responsible for administering ESOL program aural/oral, and/or reading/writing assessments.

Assessments Procedures

Students who score as fluent English-speakers on the listening and speaking test, will then be given the IDEA Language Proficiency within 20 school days in reading and writing. If the student is proficient on that assessment as well, he or she will not be eligible for ESOL program services, unless recommended by the ELL committee. Those students are placed into regular mainstream classes. The initial testing documents for students who do not qualify for ESOL services are stapled to their registration form and filed in their cumulative folders. The person

responsible for ELL data entry enters the oral category on the student's demographic screen to indicate that appropriate language assessment has been completed.

Students in grades 3-8 scoring non-English Reader; limited-English Reader; non-English Writer; limited-English Writer will be classified as ELL students. The information will be entered into the data system, and all respective parties will be notified.

The assessment instruments used will follow the established guidelines and procedures of Clay County Public Schools.

Parent Notification

The parent/guardian will be notified after the assessment has been completed if the student qualifies for ESOL services. The letter will include information regarding the student's ESOL level, ESOL program information, date tested, and will include the principal's signature, and School's information should the parent have any questions or concerns. Parents will also be notified prior to any ELL/LEP committee meeting, as well as prior to any testing. Accommodations will be made for parents that speak a language other than English.

ELL Committee/Limited English Proficiency (LEP) Committee

The ELL/LEP committee will be created in the School to help service the ESOL student population. The ELL/LEP committee will review files quarterly and can conduct the following services:

- Review instructional programs and lack of progress
- Address parental/teacher concerns
- Retention of ELLs
- Review instructional program of former ELLs
- Reclassification of former ELLs
- Review academic progress for extension of ESOL services
- Review all available data when exiting a student from the ESOL program
- Request evaluations/support when needed

The members of the ELL/LEP committee include the ESOL designee for the School, the general education teacher, ESOL teacher (middle school), and a member from the administrative team. As soon as an ELL/LEP meeting is scheduled, the parent/guardian is notified and invited. During the meeting the recommendations are made and recorded in each student's cumulative folder for documentation purposes. All members of the committee sign to acknowledge recommendations. A log of the school's ELL/LEP committee meetings documenting the information on a yearly basis will be maintained. Teachers will view the documentation each year to ensure that proper accommodations are being made within the classroom.

Instruction

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English language development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELLs will receive comprehensible instruction for

the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

The School will offer ELL students instructional services through a Curriculum Content in English Using ESOL Strategies delivery model. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction will be supported through the use of ESOL instructional strategies, which are monitored by the ELL/LEP Committee and documented in lesson plans. In addition, the curriculum, textbooks and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided as allowed by the Meta Consent Decree and Florida Statutes. In grades 6-8, ELL students will take M/J Language Arts Through ESOL and M/J Developmental Language Arts Through ESOL.

Instruction is supported through the use of ESOL instructional strategies, such as, but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

ELL students will work with their teachers to create and maintain a PLP to track. The PLP will be used to show the areas of success and growth that the student maintains. It will further identify the type of assistance needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition, all ELL students who show academic difficulties will be referred to RtI, where a team will meet to discuss interventions and strategies to support the ELL student's continued academic success. The ESOL strategies will be documented in the teacher's lesson plan and in the student's PLP

and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, QUEST visits, and district fidelity checks.

Accommodations for State Wide Assessments

ESOL students will receive the necessary accommodations for all state wide assessments, as mandated. Some accommodations include, but are not limited to, additional time for assessments, oral presentation of test directions, flexible setting, and small group for testing as well as others.

Exiting ESOL and Post Program Review

In compliance with Florida Administrative Code 6A-6.0903, ESOL students in grades K-2, who at the end of the year show proficiency in all modalities of the CELLA, including reading, writing, listening, and speaking, will exit the ESOL program. ESOL students in grade 3 and above, who show proficiency in all four modalities of the CELLA, and receive an FCAT (or new state-mandated assessment) score of 3 and above in the reading portion will exit the ESOL program.

The student's academic progress will be monitored through the Post Program Review for a period of two years. Documentation, which includes the monitoring form and monitoring tool, will be placed in the student's ELL file. The student will be reviewed after the first grading period and semi-annually during the first year after exiting the program, and at the end of the second year. The Language Arts teacher will indicate if the student is making appropriate progress or if the student is not performing due to language deficiencies, at which time an ELL Committee meeting will need to convene. An ELL committee review is required with a 1.0 decline in the student's GPA. During the ELL Committee meeting, recommendations regarding the student's progress can be made that include whether the student should re-enter the ESOL program if necessary.

Re-entry of ELL Students

Students who enter the district from another district in Florida will need to provide appropriate ESOL documentation and testing results to determine their ESOL status. Students who provide documentation will be placed in the ESOL program accordingly. Students, who do not provide any documentation regarding their current ESOL status, will be assessed using the previously mentioned screenings.

Interventions for ELL students

ESOL students who present academic difficulties will be included in the RtI process, previously described in the Educational Program Design section. Interventions that will be provided include push-in/pull-out support, tutoring, and small-group instruction. Progress Monitoring Plans will be created for ELL students to properly document types and frequency of interventions. The LEP committee will take part in monitoring these PMPs to ensure ELLs are making adequate progress, based on performance of class and benchmark assessments. See Section C for additional information regarding support for ELL students performing below grade level.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

In compliance with Florida law, META requirements, and the META Consent Decree, the School's teachers will be required to participate in training when they have an ELL assigned to their class. The School will provide adequate staffing of certified ESOL teachers based on the student population. An ESOL designee and an ESOL aide will be included among the School staff, if fifteen or more students of the same language are registered. Teachers will adhere to the following state requirements:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the courses listed below
 - Methods of Teaching ESOL
 - ESOL Curriculum and Materials Development
 - Cross-Cultural Communication and Understanding
 - Testing and Evaluation of ESOL
 - Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement
- Beginning Teachers have 6 years for completion of ESOL Endorsement

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points
- Experienced School Administrators and Student Services Coordinator hired prior to September 9, 2003, have three calendar years to complete from date of hire
- Beginning School Administrators and Student Services Coordinator hired after September 9, 2003, have three calendar years to complete from the date hire. The school-based administrators will utilize a spreadsheet to keep track of all certification and professional development, in order to ensure that teachers are taking the necessary courses to become ESOL endorsed.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

For ELLs that are performing below grade level, provisions of supplementary supports and services and/or modifications and accommodations will be provided, as described below, to ensure that they benefit from the curriculum. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics, science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by Clay County Public Schools, state, and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum. Teachers will include designated ESOL instructional strategies and accommodations, such as visual aids and audio tools, in lesson plans and will have a master list of possible ESOL instructional strategies within their lesson plan binder. Within the reading program ELL components will be included, such as ELL leveled texts, to supplement the lesson. Reading Eggs and Plato are two online programs that will be utilized that adjust according to needs of ELL students as well. Students who are performing below grade level will also be referred to the RtI process as described in the Educational Program Design section of this application, and the ELL/LEP committee will make appropriate decisions based on the needs of the student. ELLs will receive extra instructional minutes and proper intervention programs, which will be indicated on their PMP, as necessary, in order to support their growth and learning in the School. In addition, all required testing accommodations (i.e. home language dictionaries and flexible setting) will be provided for ELL students to ensure for a proper testing environment to best suit the needs of the students.

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The School will maintain a safe learning environment at all times. The School's discipline plan is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

The School will utilize the Clay Code of Student Conduct for the guidelines within the Behaviors and Range of Corrective Strategies, which can be found at http://www.oneclay.net/wp-content/uploads/2013/10/code_conduct1314.pdf. Additional infractions and consequences may be implemented. The School will also follow the Vital Alerts for Students and Parents/Guardians from Clay County Code of Student Conduct.

The School will work collaboratively with the Clay County Public Schools on severe disciplinary matters in order to ensure that the correct discipline process is followed as well as any referrals to alternative learning environments. Copies of the Clay Code of Student Conduct will be distributed to each student and parent at the beginning of the school year. Additional School specific procedures will be published in the student handbook.

Teachers will attend summer professional development sessions prior to the start of the school year. Parts of the professional development sessions are designed with a focus on understanding the school-wide discipline plan, the Clay Code of Student Conduct, and classroom management. Teachers will also be encouraged to attend classroom management professional development sessions offered by Clay Public Schools, where applicable.

New teachers will participate in an annual New Teacher Induction session, as well as in various professional development sessions offered throughout the school year. These supplemental sessions are primarily designed to assist with classroom management. Below is a sampling of professional development sessions related to classroom management and student discipline that will be provided:

- What Great Teachers Do Differently: 14 Things that Matter Most
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Response to Intervention
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

Student infractions will be divided into two categories – minor infractions and major infractions. Minor infractions include items such as dress code violations, horseplay, tardiness, misuse of equipment, or failure to do homework. Consequences for minor infractions may include verbal reprimand, detention, and Saturday school. Consequences for major infractions may include in-school suspension, expulsion, and such actions deemed appropriate by the Principal. Student

expulsions will include notification and communication with Clay County Public Schools and will follow all state regulations and guidelines.

The School will comply with the legislative requirements for charter schools that are deemed a “persistently dangerous school,” and any student who is a victim of a violent criminal offense (as defined by the FLDOE) will have the option to transfer from the School, as it is a school of choice.

Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them in a safe area. The disruptive student’s parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and appropriate disciplinary action shall be taken.

With the assistance of parents at home working with the School, a strong bond will be created that will help stop bullying in schools. Communication among parents, students and teachers concerning incidents of bullying will be used to help prevent acts of violence and possible tragedies. Schools and parents must educate children about bullying behaviors to help create a safe and secure school environment. Children who bully need to be taught empathy for others’ feelings in order to change their behaviors and the School must adopt a zero-tolerance policy regarding bullying.

B. Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, and dismissal.

In accordance with F.S. 1002.33(7)(a)7, the School will, at minimum, utilize the 2013-2014 Clay Code of Student Conduct¹⁵. The School may have additional infractions and consequences that will be in compliance with state and federal law. The School will have its own dress code policy and bus behavior policy (if transportation is utilized). Copies of the Clay Code of Student Conduct will be distributed to each student and parent at the beginning of the school year. As noted in Section 8a above, the two categories of disciplinary action and the levels are determined by the seriousness of the act.

In order to resolve minor infraction discipline problems (examples listed in part A), the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor
- Behavioral Contract
- Detention (lunch)

¹⁵ The School will implement formal disciplinary actions contained within the Code of Conduct, with the exception of corporal punishment and school chores. Students may be required to complete

Major infractions would include items such as disrespect, cheating, having a weapon on campus, smoking, having drugs on campus, fighting, or skipping school. In order to resolve a major infraction/offense, more formal disciplinary actions shall be used. Formal actions include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- In school suspension
- Conference with Principal or designee
- Saturday school
- Out of school suspension
- Work detail
- Community service
- Expulsion

Student dismissals will be coordinated with Clay Public Schools to ensure proper handling in alignment the Clay Code of Student Conduct. To ensure the safety and security of students and staff, each student will receive a copy of the Student Handbook, which clearly outlines the behavior expectations of the School. The School will maintain a safe learning environment at all times.

The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. All school employees are required to report allegations of bullying and/or harassment to the Principal or the Principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may constitute bullying or harassment anonymously or in-person to the Principal or Principal's designee. This communication among parents, students and teachers concerning incidents of bullying will mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. The School will follow the Clay Public Schools policy in order to meet these required standards.

II. ORGANIZATIONAL PLAN

Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

The Florida Charter Educational Foundation, Inc. is a Florida not-for-profit corporation and will be the Governing Board that operates the School. FCEF has been granted 501(c)(3) status by the IRS and is organized exclusively for the purpose of governing charter schools. See Appendix A for corporate documents.

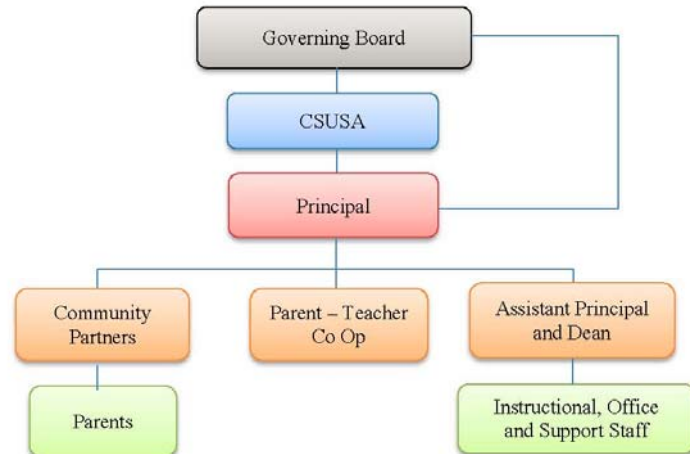
The current members of the Florida Charter Educational Foundation include:

- Ken Haiko, Chairman
- Dennis Clark, Vice Chairman/Secretary
- Thomas Wheeler, Treasurer
- John O'Brien, Director
- Margaret Wells, Director

FCEF is governed by the general philosophy that it is an organized group of volunteers who, collectively, are legally and morally accountable to the community for the health, vitality and effectiveness of the School. As the charter holder, FCEF will have ultimate authority over and responsibility for school operations, including all responsibilities set forth in Section 1002.33(9), Florida Statutes. This includes, but is not limited to the following: annual adoption of budget; ensuring the school retains the services of a certified public accountant or auditor for the annual financial audit; reviewing the annual audit; reporting progress annually to the Sponsor; and designating at least one administrative person to be responsible for duties associated with performance evaluations of instructional personnel and administrators. FCEF is responsible for continuing oversight over the operations of the School, and shall conduct itself in accordance with all applicable laws and regulations

B. Provide an organizational chart for the school and a narrative description of the chart.

Figure 9.1



Meetings of the Governing Board are open to the public and held in accordance with the Sunshine Laws. Although the School will be managed by CSUSA, parents, community partners, and members of the public are encouraged to attend such meetings and share any comments, questions, or concerns regarding the School with the Governing Board during that time.

The Governing Board leads the organization and has ultimate authority and responsibility for all school operations.

- The Governing Board has contracted with an ESP to manage the day-to-day operations of the School.
- The Governing Board will oversee the ESP via a performance-based contract.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing all School staff, parent organizations and community partners.

The relationship between the Governing Board and the ESP provides clear accountability for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP will be actively involved in managing the School's operations in order to ensure successful outcomes. A strong relationship will exist between the School Principal and the Governing Board. The School Principal will provide monthly status reports for the Governing Board and participate in all board meetings. During board meetings, the School Principal will present the School's status report and field any questions of the Governing Board. The ESP will maintain primary responsibility for reporting to the Governing Board and conducting follow-up action items.

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the Principal and will have the ability to provide input on the School Principal's performance. The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the Governing Board and the ESP. A comprehensive and rigorous performance evaluation process has been developed by the ESP, which aligns expectations to the Educational Model and the specific mission of the School.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations.

The primary role of the Governing Board is to:

- Determine the organization's mission and vision
- Create the organization's policies
- Ensure effective organizational planning
- Ensure adequate resources
- Manage resources effectively (approve/monitor budget and financials)
- Determine, monitor and strengthen programs and services
 - Assure programs and services are consistent with the mission
 - Assess the quality of program and services
- Hold the charter contract
- Enhance public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board trustees and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Select ESP
- Perform operational oversight of the ESP

The Governing Board will hold the Charter for the School. The Governing Board is comprised of respected Florida leaders that are committed to providing quality educational options for the citizens of Florida. The Governing Board is responsible for developing and outlining the mission, vision, and values of the School and developing the appropriate policies to ensure those fundamentals are maintained and effectively and properly managing public funds.

The Governing Board is responsible for the legal and financial obligations of the School. The Governing Board establishes policy consistent with the School's mission and ensures that the School's programs and operations are faithful to the terms of the Charter, including compliance with statutory and regulatory requirements. The Governing Board will annually adopt the School's budget and provide continuing oversight over charter school operations including the following:

- Communicating the mission and vision to the School community
- Holding the ESP accountable for achieving results as outlined in the management agreement
- Leading by example in their personal and professional endeavors

The Governing Board will present an annual progress report to the district. This report will include:

1. The School's progress towards achieving the goals outlined in the Charter
2. The information required in the Annual School Report, pursuant to F.S. 229.592
3. Financial records of the Charter School, including revenues and expenditures
4. Salary and benefit levels of School employees

The School will maintain a website that provides information about the School’s academic performance and state accountability grades(s), the names of the governing board members, school programs, the ESP, the School’s annual budget and annual independent fiscal audit, and, on a quarterly basis, the minutes of governing board meetings.

Table 9.1

| School’s Organizational Goals | Measurable Objective |
|---------------------------------------|--|
| Properly manage and govern the School | Set policies including: <ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Report the School’s progress annually to FLDOE • Establish policy consistent with the School’s mission and ensuring the School’s programs and operations are faithful to the terms of the Charter including compliance with statutory and regulatory requirements |
| Oversee operational policies | <ul style="list-style-type: none"> • Conduct regularly scheduled board meetings in a manner compliant with Open Meeting Laws |
| Ensure financial accountability | <ul style="list-style-type: none"> • Annually adopt, maintain and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that the School has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations |
| Accountability for performance | Implement required reporting policies for the ESP. Review the following performance reports from the ESP on a periodic basis (monthly, quarterly, or annually as appropriate): <ul style="list-style-type: none"> • Financial Reports • School Report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in the School) • Satisfaction Surveys • Strategic Plan • Annual Accountability Report |

D. Describe the proposed policies and procedures by which the governing board will operate.

FCEF’s corporate By-laws contained in Appendix A specify FCEF’s operational policies and procedures. The business and property of the School shall be managed and controlled by FCEF. FCEF will be accountable to the district, parents and students through regularly scheduled FCEF board meetings (which will be publicly advertised and noticed in advance and held in the manner consistent with Florida law) working sessions, professional management reports, and

parent/teacher assessments. FCEF will be responsible for developing and implementing all policies related to general practices of the School.

FCEF will appointed a representative at the School to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and to help resolve disputes. The representative will reside in Clay County. Once selected, the representative's contact information will be provided to parents and will be posted on the School's web site. The Governing Board will hold at least two meetings per school year at the School, and may hold additional meetings at its discretion.

FCEF may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by FCEF. Such other officers and assistant officers as deemed necessary may be elected or appointed by FCEF.

Number of Directors

The governing body of FCEF consists of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased to no more than nine (9) and decreased to no fewer than three (3) by a majority vote of FCEF.

Election and Term of Office

All officers of FCEF shall be elected by a vote of FCEF at the annual meeting of FCEF. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until their earlier death, resignation or removal.

Duties

Chairman: The Chairman of FCEF shall preside at all meetings of FCEF and shall perform such other duties as may be assigned to him by the FCEF board of directors. The Chairman also fulfills the duties of President, as listed below.

President: The President shall be the principal executive officer of FCEF and, subject to the control of FCEF, shall in general supervise and control all of the business and affairs of FCEF. He/she shall act as a duly authorized representative of FCEF in all matters in which FCEF has not formally designated some other person to act. He shall report as directed to FCEF at each meeting. He may sign, with the Secretary or any other proper officer authorized by FCEF, deeds, mortgages, bonds, contracts or other instruments which FCEF has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by FCEF or by the By-laws to some other officer or agent of FCEF, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by FCEF from time to time.

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

Secretary: The Secretary shall keep or cause to be kept all of the records of FCEF, record or cause to be recorded the minutes of the meetings of FCEF, send out or cause to be sent out all

notices of meetings of FCEF and all committees, attest to the seal of the corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each director. The Secretary shall perform such other duties as may be prescribed by FCEF.

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

Resignation or Removal of Directors

A director of FCEF may resign at any time by tendering his/her resignation in writing to FCEF, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by FCEF at its principal place of business. Any elected director may be removed at any time, with or without cause, by a majority vote of the other directors.

Vacancies

Vacancies occurring in an elected directorship, however caused, shall be filled as soon as practicable by election. Except for a director elected due to the natural expiration of his predecessor's one-year term, a director so elected to fill a vacancy shall hold office of the remainder of his predecessor's term.

Compensation of Directors

Directors of FCEF will not receive compensation for services rendered in their capacities as directors/officers, and no loans shall be made to any director/officers.

Conflict of Interest

The purpose of the conflict of interest policy is to protect the taxpayer and FCEF's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of FCEF or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. See Appendix B for signed FCEF board member conflict of interest policy. FCEF shall be governed by and adhere to all applicable laws regarding conflict of interest, including Sections 112.313(2),(3),(7), and (12), Florida Statutes.

Ethical Issues

FCEF requires that every FCEF board member, as a preliminary screening for background information, complete a form that includes "Ethical Questions" to be answered. All FCEF members will participate in governance training, required pursuant to Section 1002.33(9)(j)4., Florida Statutes, which includes training on ethics.

Public Meetings and Minutes

The FCEF shall conduct regularly scheduled meetings, provide reasonable public notice of the date, time and place of its meetings including a teleconference number (in accordance with FLDOE requirements and Florida Sunshine Laws), and make minutes of its meetings available for public review in accordance with Florida's Public Records Law, Chapter 19, and Florida Statutes. Regularly scheduled meetings shall include sufficient member attendance to constitute a

quorum of the governing body for the official conducting of School business. The meeting minutes will be posted on the School's website.

Meeting Schedule

The FCEF will hold meetings at regularly scheduled intervals, during which they will review and consider available academic performance data, the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School. The tentative meeting schedule for the 2015-16 school year will be provided to the district as part of the pre-opening checklist. All meetings will be publically noticed in advance on the Schools website and physically posted at the School.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

The applicant, Florida Charter Educational Foundation, Inc., is an established governing board; as such this question is not applicable.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

The Governing Board has already complied with Fla. Stat. §1002.33(6)(f), which requires charter school applicants to participate in training after approval of an application but at least 30 calendar days before the first day of classes at the charter school.

New Governing Board members will be nominated by existing members through a nominating committee. The Governing Board may appoint a nomination committee to consist of no fewer than two Governing Board members. The nomination committee will compile and submit to the Governing Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the Governing Board contingent upon a favorable vote of the Governing Board.

All Governing Board members will complete initial and ongoing governance training in accordance with Rule 6A-6.0784. Each Governing Board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine law, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three (3) year period thereafter, complete a two (2) hour refresher training on the four (4) topics above in order to retain his or her position on the Governing Board. Any member who fails to obtain the two (2) hour refresher training within any three (3) year period will take the four (4) hours of instruction again in order to remain eligible as a Governing Board member. New members joining the Governing Board will complete the four (4) hour training within 90 days of their appointment to the Governing Board. Governing Board members will participate in training that is offered by a trainer who delivers governance training consistent with a governance-training plan that has been approved by the FLDOE.

Topics to be covered as specified in Fla. Stat. §1002.33(9)(k), will include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida
- Ethics
- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

Each Governing Board member will also receive a comprehensive binder containing copies of the Governing Board By-laws, charter contract, management agreement, minutes from previous year's meetings, contact information and other pertinent information.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

FCEF's current Governing Board members include:

- Ken Haiko – Chairman
- Dennis Clark – Vice Chairman and Secretary
- John O'Brien – Treasurer
- Colonel Thomas Wheeler – Director
- Margaret "Peggy" Wells – Director

See Appendix B for copies of FCEF's board of directors' resumes and conflict of interest forms.

Kenneth Haiko serves as Chairman of the Board and has been a strong advocate of public charter schools for many years. Ken has worked with over a dozen charter schools overseeing all aspects of finance and operations. A successful businessman in South Florida for over 40 years, Ken brings many years of business, finance, and charter school experience to FCEF.

Dennis Clark is Vice Chairman and Secretary of the Board. Dennis is a broadly experienced, results oriented banking executive with strong leadership and critical thinking skills. A banking executive for many years, Dennis currently owns and operates Risk Assessment Solutions, a company that provides assistance to non-profit organizations and small businesses. Dennis brings a wealth of knowledge and expertise to FCEF in the area of finance.

John O'Brien serves as Treasurer of the Board. John has been an educator for over 30 years. He has taught at both the elementary and middle school level. Until his recent retirement, he was the Principal of Gateway Charter School in Fort Myers, Florida. Under his leadership, Gateway

Charter School achieved an A+ rating from the FLDOE. John brings a wealth of educational knowledge and school leadership expertise to the Governing Board.

Colonel Tom Wheeler serves as a Director of FCEF. Currently serving as Executive Director of the Department of Professional Standards, Colonel Wheeler is a 26-year veteran of law enforcement, most recently as Chief of the Florida Department of Law Enforcement. Colonel Wheeler serves on numerous boards and commissions both locally and state-wide. Colonel Wheeler holds a high interest in promoting and changing the needs of the K-12 student population. His past experience as Policy Director with the Florida Department of Education is an added asset to FCEF.

Margaret “Peggy” Wells serves as a Director of FCEF. Ms. Wells is employed by Homestead Hospital in Data Analysis & Performance Improvement. She is a graduate of Baptist Bible College, Springfield, MO and has her Associates degree in Art History. Ms. Wells is an active member of the Homestead Little League/Youth Baseball Program, AWANA Ministries, and the Parent Teacher/Student Organization at Keys Gate Charter School. Ms. Wells brings her educational background to FCEF as a former teacher and athletic coach.

H. Outline the methods to be used for resolving disputes between a parent and the school.

Procedure for Student/Parent/Guardian Complaints:

The Governing Board believes in just, fair and equitable treatment of ALL students and in providing a learning environment that is free from unfair or discriminatory practices. Procedures for addressing grievances and complaints from students, parents, and teachers and resolution of discriminatory practices have been established.

It is the belief of the Governing Board that school-based concerns and complaints are best handled at the school level. In general, when a parent complaint or concern is received, we will first ensure that the parent has contacted the appropriate school administrator about the concern, and that the issue had the opportunity of being addressed at the School. If this has not been successful, we will then generally refer them to the ESP or address the issue directly. It is the belief that it is the Governing Board’s responsibility to make every effort to address all such complaints and concerns and not that of the district.

Rights: Students/Parents have the right to report, and seek redress for unfair treatment, discriminatory practices or harassment.

Responsibilities: Students/Parents have a responsibility to know and follow procedures for filing complaints.

There may be times when students feel they have been treated unfairly. In most cases, problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem or feels uncomfortable addressing the issue directly to the teacher or staff member, the student or parent may request a conference with the Principal or Assistant Principal.

The student/parent may also request the presence of a third party, such as a counselor, resource teacher or other staff person. The parent may also be present. If the problem is not resolved at this level, the following steps should be followed:

1. The student/parent must present a written and signed statement to the School Principal within five school days. The statement should include the following information: (a) description of the incident; (b) date and time of the incident; (c) persons involved and/or witnesses; (d) location of the incident; and (e) attempts made to resolve the issue.
2. The School Principal shall respond, in writing, within five school days of the receipt of the statement. The School Principal shall make every effort to resolve the matter.
3. If the problem still has not been resolved or the School Principal fails to respond in a timely manner, the student/parent may submit the grievance to the ESP for resolution.
4. A meeting will be scheduled within five school days of receipt of the student's/parent's request for such a meeting. This meeting will include the person involved in the original action, the School Principal, the student, the parents, and representative from the ESP. If a decision is made at this meeting, documentation of the agreed upon actions will be forwarded to all parties within five school days.
5. If the student or parents are not satisfied with the outcome of the decision, they may contact the Governing Board for their input. This may be done at any point of the process.

Section 10: Management

A. Describe the management structure of the school.

The relationship between the Governing Board and the ESP will be codified with a performance-based management agreement. The proposed management agreement between the Board and ESP outlines the duties and responsibilities of each party and the specific performance requirements of the ESP.

The Governing Board shall independently adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. On a monthly basis, the ESP will provide to the Governing Board an accounting of all school revenues and expenditures. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the School, subject to the budget and oversight of the Governing Board. The Governing Board will be responsible for overall policies regarding school governance, academic, personnel, discipline and grievance. It is the Governing Board's responsibility to hold the ESP accountable for the successful operation of the School and its ability to deliver academic results.

The Governing Board intends to contract with the ESP for the provision of certain management services, including personnel services. All administrators, teachers and staff at the School will be solely employed by the ESP.

Job Descriptions:

The knowledge, skills and qualifications required for key members of staff are specified in the job descriptions. See Appendix E.

B. Outline the criteria and process that will be used to select the school's leader.

The Principal is responsible for the administration of the School staff. The selection criterion includes the following, at a minimum:

- Educational Leadership Certification
- Educational Background - Degree in Education with appropriate school grade level background; experience as an educational leader
- Teaching experience
- Knowledge of the needs of the School's population
- Knowledge of curriculum for appropriate grades of student body
- Experience in working with governing school boards
- Skills in using technology as a tool for learning and monitoring student progress
- Ability to work with community organizations, agencies and resources
- Motivation to establish innovative and creative learning programs

- Dedication to providing supplementary programs to enhance student learning
- Commitment to professional development programs for faculty and school concepts
- Ability to implement staff development and training
- Ability to promote a positive school climate
- Commitment to enabling each student to reach his/her personal best

Process used to select the School Leaders

As per the management agreement, the ESP shall consult with the Governing Board with respect to the hiring of the School leader. The ESP uses a robust recruiting process called the Leadership Assessment Center. This process is used to determine if a candidate would be a good building leader and is an important component of the interview process. All candidates for Dean, Assistant Principal and Principal participate in the one-day event. Leadership Assessment Center activities consist of:

Technology Activity – Desegregating Data (60 Minutes)

This activity evaluates a candidate’s ability to access raw data through the FLDOE (Internet) and compile it into a useable spreadsheet and convert it into a graph (Excel). Finally, the candidates transfer the graphs into a presentation (Power Point).

- Each technology component is intended to gauge a candidate’s level of basic computer skills.
- Assessors of this activity look for mastery of a cohesive and complete data analysis presentation.

Essay Writing Sample (60 Minutes)

This activity is used to assess the candidate’s writing ability as well as their overall philosophy of education.

- The subject of the essay forces the candidate to read an education article, reviewing the subject and asserting a personal view point.
- Assessors of this activity look for congruence with the Educational Model as well as the candidate’s ability to articulate his/her viewpoint in writing.

Group Presentation (40 Minutes)

This activity is used to determine the candidate’s ability to work collaboratively with a group as well as his/her ability to present in front of a group.

- Group topics are decided by assessors. The group of candidates use chart paper and markers to brainstorm topic solutions. The group uses cluster techniques to prioritize and synthesize solutions and to develop an implementation plan.
- Assessors will look for specific behaviors observed in terms of group interaction.
- Assessors also look for the presentation results, communication, clarity, voice and other leadership traits.

Interview (60 Minutes)

Each candidate is interviewed by the ESP. Interview templates are prepared in advance and include the following topics:

- The candidate’s philosophy of education.
- The candidate’s understanding of his/her role.

- The candidate's use of data including understanding of FCAT 2.0 or other state-mandated assessment(s).
- The candidate's familiarity with charter schools, knowledge of and accountability to governing boards and other key information relevant to being a building leader in a charter school environment.
- The candidate's grasp of specific responsibilities relevant to his/her role such as: interviewing, creating a school-wide culture, discipline, outreach, instructional leadership, supervision, etc.
- For scenarios that may come up at a school, interviewers use behavioral interviewing techniques to gain insight into the candidate's past behavior, which is the best predictor of future behavior.
- Each question is scored; a minimum score must be achieved to be considered a serious candidate.

Candidates that participate in the event may be invited into the pool of approved candidates. As the organizational demand for talented leaders arise, candidates in the pre-approved pool are offered positions within their preferred regional areas. Care is also given to match each school leader to the school environment that best matches his/her leadership strengths. The Governing Board is consulted about leadership candidates in an effort to support a positive working relationship between the Principal and the Governing Board. The ESP will remove the Principal if the Governing Board is reasonably dissatisfied with his/her performance.

Setting Performance Expectations (School Principal)

Performance expectations are communicated in August of each year in two ways:

- **Criteria on Performance Evaluation Tool:** All criteria on which the Principal will be evaluated is communicated in August. Given the range of responsibilities for which Principals are accountable, this communication in August ensures that specific expectations are set. The ESP clearly defines "what good performance looks like." Performance within each criterion is used to determine merit increases.
- **School Principal Goals:** The School will have a Strategic Plan as well as a School Improvement Plan. School-wide goals will be developed from these two documents. The Principal in conjunction with the ESP will jointly determine the performance goals. The School Principal goals are developed in the following five areas:
 1. Academic Excellence
 2. Operational Performance
 3. Superior Culture
 4. Financial Health
 5. Growth

Achievement of these goals are evaluated at the end of the year and linked to an incentive bonus.

Monitoring Performance and Providing Feedback

Performance is monitored throughout the year and feedback is provided to support continued improvements and high performance. Monitoring methods include:

- School site visits conducted semiannually
- Staff surveys conducted in November and April

- Parent surveys conducted in November and April
- Monthly Principal meeting and reporting
- Benchmark tests
- Regular conversations and visits with the ESP

Performance Management – School Principal Evaluation Tool

A formal evaluation is conducted at the end of the year. The School will use an evaluation tool that has been approved by the Florida Department of Education. The following are the categories included in the School Principal Evaluation Tool. For each factor, specific criteria have been identified in terms of what performance is expected.

School Principal Evaluation

Table 10.1

| Academic Excellence | Operational Management | Superior Culture | Financial Growth | Growth |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • GVC • Challenging goals and effective feedback • Parent and community involvement • Safe and orderly environment • Collegiality and professionalism • Teacher-level factors • Technology | <ul style="list-style-type: none"> • Registration and student record keeping • Customer service • Governing Board relations • Following ESP guidelines for facility operations • Supports ESP communications functions • Compliance with district and state regulation | <ul style="list-style-type: none"> • Leadership • Human resources • Performance and planning • Compensation management • Charter Schools USA values • Staff Recognition • Hiring • Fellowship | <ul style="list-style-type: none"> • Budget development & management • Business manager relations • Fundraising • Risk management | <ul style="list-style-type: none"> • Enrollment • Succession Planning • School Opening Team |

C. Provide a staffing plan.

The proposed staffing plan for each year of the Charter, aligned with the School’s projected enrollment is included in the Budget Documents found in Appendix F.

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

Recruitment

All employees must be committed to the high academic standards of the School. Faculty must be able to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The Governing Board and the ESP are committed to recruiting, selecting, inducting and retaining highly effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the School and to students is critical and that high-performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the School's mission, and behave in a way that is consistent with the School's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The School will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Employee Referral Program (which produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover).
- Search of resume databases and scan of social networks
- Job Fairs (education job fairs are held to seek teaching professionals)
- College Recruiting (colleges and universities, both locally and nationally, are identified in order to attract and hire newly graduated teachers.
- On-line Job Posting Boards (select educational and job recruitment websites are utilized to advertise teaching openings)
- Minority Organizations (work in conjunction with minority referring organizations to help ensure that the work force is reflective of the diverse community served)

The ESP will manage job advertising, conduct applicant screening, and refer qualified applicants to the School Principal and administration to ensure that the School's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to the School's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The School will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners will ask questions of applicants that focus on their abilities, skills and experiences in an initial screening interview. Then, as the applicant pool is narrowed, successful applicants will advance toward a more in-depth building-level interview with the Principal and/or interview team.

The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective.

The interview process for hiring instructional staff uses a panel or team interview approach, assembled by the School Principal. Final candidates progress to an interview with the Principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses.

Selection

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. Interview protocol focuses on job-related questions and thus is within the legal bounds of interviewing guidelines. Research-based data on interviewing and the qualities of effective teachers provides the foundation for the teacher selection process. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement. They are:

- 1) pre-requisites of effective teaching;
- 2) the teacher as a person (i.e., personal attributes);
- 3) classroom management and organization;
- 4) planning for instruction;
- 5) implementing instruction (i.e., instructional delivery); and
- 6) monitoring student progress and potential (i.e., student assessment and student expectations).

These quality indicators are explicitly linked to core qualities of effective teachers, and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in the table 10.2 below.

Teacher Selection Process

Table 10.2

| Prerequisites of Effective Teaching | Teacher as a Person | Classroom Management and Organization | Planning for Instruction | Instructional Delivery | Assessment |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience | <ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice | <ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline | <ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning | <ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement | <ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities |

The School will comply with F.S. 1002.33(9)(k)4, by providing descriptive information about School personnel, including salary and benefit levels of employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field. The minimum and preferred qualifications for each instructional and student service position applicable at the School will

also be available for review. Qualification information will include: degree(s) held, past teaching experience, certification, years of experience, and any other relevant information.

Upon selection, education credentials will be verified by the ESP. The verification process includes checking for clearance of disciplinary actions. All employees will be fingerprinted and have background checks conducted as required by chapter 1012.56 of the Florida Statute. The School will contract with the district to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, substitute teachers, and others approved to support the School's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Processes are in place to ensure hiring is consistent with all state and federal law and supports the School's budget. Approval processes will be followed which include school requirements, human resources consistency, and financial accountability. If the candidate successfully completes the pre-employment requirements and meets all the desired qualifications, an offer of employment will be extended.

Upon acceptance of the offer, a New Hire Packet will be presented to the new employee. The packet includes the required human resources and payroll forms, such as I-9 (to be completed within 3 days of employment), W-2, Employee Handbook (and acknowledgement page), and information related to company-offered benefits.

Interviewed applicants will be required to complete an employment application and a Release of Information Form. The Release of Information Form allows the School to conduct a background check and verify the candidate's employment history. According to Fla. Stat. §1012.315, a person may be ineligible for employment within the School based on specific criteria. The School will adhere to the parameters of such statutes.

The School will be an equal opportunity employer and will not unlawfully discriminate in its employment practices. The hiring policy is designed to offer an equal employment opportunity to all qualified employees without regard to race, color, creed, national origin, age, pregnancy, gender, marital status, sexual orientation, veteran status, non-job related disability, physical or mental handicap, or any other characteristic protected by law. The School's hiring policies will comport with all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Work Act of 1963, Age Discrimination Act of 1963, Title VI and VII of the Civil Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T. Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, and Worker's Compensation and Unemployment Compensation.

Certification Monitoring

Teachers' certification status will be actively monitored throughout their career with the School. The Human Resources department will maintain a file for every teacher (and staff member) and ensure that his or her certification is current. Teachers who do not possess current certification will be separated from employment until such certification may become current. It is the responsibility of the ESP to ensure teachers meet the requirements prior to employment and to ensure any conditional requirements are met by the educator within the required timeline.

Temporary (non-renewable) certificates and five-year renewable requirements will be actively monitored for compliance by the ESP.

Employees will participate in a mandatory Human Resource Orientation geared to familiarize new employees with the School, company history, vision and mission, and to review key areas of the Employee Handbook. The first 90 days of employment are considered an orientation period, during this period new teachers go through a Teacher Induction Program.

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide professional development trainings as outlined in Table 12.2.

Professional development is a strategic tool for the School's continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Section 11: Education Service Providers

A. Describe the services to be provided by the ESP.

The ESP will provide the Governing Board with assistance in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. The ESP's scope of services, as outlined in Table 11.1, includes, but is not limited to:

Table 11.1

| ESP Services | |
|--|---|
| Educational Management | <ul style="list-style-type: none"> • Customized curriculum designed to meet national, state, and local standards • Continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations |
| Development and Operations Management | <ul style="list-style-type: none"> • Assist in Charter Application preparation and Charter Contract negotiations • Ensure state, local, and school board compliance • Develop project timelines • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan |
| Financial Management | <ul style="list-style-type: none"> • Establish accounting systems and internal controls that allow for safeguarding of assets and financial viability • Budgeting and forecasting • Preparation of financial statements • Submission of financial reports to external entities as required by charter • Submission of financial reports to governing board • Audit management • Fundraising, where applicable • Application for grants and loans |
| Facilities Management | <ul style="list-style-type: none"> • Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Liaison with building and/or renovation team to ensure quality and design standards are met • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric and disposal service) |
| Human Resource Management | <ul style="list-style-type: none"> • Employee benefits, Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire principals, teachers and other staff • Personnel procedures and ongoing staffing assistance |

| ESP Services | |
|------------------------------|--|
| | <ul style="list-style-type: none"> • Payroll service • Government compliance and reporting • Professional back-office services |
| Technology Management | <ul style="list-style-type: none"> • Design and development of technology labs and student stations • Local and Wide Area network installation • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of Student Information System • Maintenance of school websites • Email hosting |

The ESP will not own any items purchased with public funds. All purchases made with public funds will be the property of the School. Funds for operating and capital expenditures will come from School revenues. The ESP is responsible for facilitating the transactions to acquire necessary property for the School. The ESP will only make spending decisions based on the approved operating budget. The ESP will provide detailed monthly financial statements (balance sheet and statement of revenues and expenditures) to the Governing Board showing a comparison of budget-to-actual results throughout the year. The ESP will be paid management fees per the School budget, as approved by the Governing Board. The ESP will receive payment on a monthly basis as revenues are received and school expenditures are processed. An independent auditor will provide audited financial statements to the Governing Board on an annual basis.

General Functions of the ESP according to the Management Agreement

- Perform day-to-day management of the School, in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Governing Board.
- Implement and administer the Educational Program, including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs approved by the Governing Board.
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Governing Board upon its request.
- Manage personnel functions, including professional development for the School Principal and all instructional personnel, as well as the personnel functions outlined in the Management Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by the ESP and as approved or requested by the Governing Board.
- Manage the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related.

- Working with the Governing Board for budget modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Governing Board and be consistent with staffing and educational models.
- Market to and recruit students.
- Implement pupil performance evaluations that permit evaluation of the educational progress of students and administer all standard assessments, as required.
- Provide other functions and services as necessary or expedient for the successful administration of the School.

B. Provide a draft of the proposed contract between the school and the ESP including.

Please refer to Appendix C for the proposed contract between the Governing Board and the ESP to provide services for the School.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The Governing Board selected the ESP, Charter Schools USA, because of CSUSA's successful track record in managing schools in the Governing Board's network, including several that have earned the FLDOE's designation of "High-performing." The Governing Board believes CSUSA has the right resources, educational model, human resources and overall capacity to successfully operate additional schools for the Governing Board. The following includes several reasons the Governing Board continues to partner with CSUSA to bring high performing charter schools to the community:

- High academic standards – as a member of the CSUSA network of schools, the School will be eligible for AdvancED accreditation in its first year (under SACS or NWAC). CSUSA was the first ESP in the nation to receive the AdvancED accreditation seal at the corporate level, meaning that all of its current schools are accredited and new schools are immediately eligible for accreditation in year one.
- Financial Health – Ethical use of public funds is a necessary condition for effectively managing a charter school, but it is not a sufficient condition. It takes more than just goodwill to maintain financial health in a charter school. All CSUSA-managed schools in Florida carry a fund balance. A positive fund balance demonstrates the school is financially viable. Eighty percent of the schools managed by CSUSA meet the recommended threshold of a fund balance of at least 3% of the school's annual total expenses.
- Customer Satisfaction – Annually 93+% of parents re-enroll their children for the next academic year.
- Durability – CSUSA has been a pioneer in the charter school movement, opening its first charter school in 1998 and experiencing steady growth ever since, including opening 17 schools in four states in 2012.
- Diversity – CSUSA operates successful charter schools in both urban and suburban communities. Over 70% of students in CSUSA-managed schools are non-white. Approximately 50% of CSUSA managed schools are Title I schools and over 55% of students qualify for Free or Reduced Lunch. Throughout the network of CSUSA-

managed schools – especially in Florida - there are many students who are English Language Learners.

- Systematic Processes and Tools – As the FCEF network of schools grows, it is important for us to partner with an education service provider with a proven ability to grow along with us. CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, Governing Board, and school board. Examples include:
 - Monitoring and evaluating performance (academic, financial, internal/external customer satisfaction, vendor, etc.)
 - Online help desk systems for general IT support, student information system, and facilities maintenance
 - Red Carpet Customer Service
 - People First and Leading Edge Professional Development for staff
 - Budget process and financial reporting, (e.g. Finance Dashboards)

Each time the Governing Board plans to open a new school, we use that as another opportunity to evaluate the ESP and its ability to serve the needs of students, parents and the Governing Board. As FCEF expands, it becomes increasingly important for us to work with an ESP that has a proven ability to support our growth and help us scale our model to new sites and locations. The Governing Board has explored alternative ESPs and charter school networks, such as Mosaica Education and Academica, however, we believe that CSUSA is the ESP that is best positioned and able to help us expand and scale our model. CSUSA’s disciplined, innovative culture and research-based educational model is crucial as we strive to expand while continuing to provide quality results.

Resources from CSUSA’s corporate support center have enabled the expansion and growth to new sites in an efficient and effective manner. CSUSA’s first step in expansion is the creation of the New School Opening Team (“NSOT”). The NSOT is a team of people, representing each functional area within the company (finance, education, human resources, technology, operations, facilities, marketing, enrollment, development and governance), focused on ensuring all tasks that are required to open a brand-new school are completed on time and correctly. The NSOT will manage the following tasks:

- Facilitate weekly or bi-weekly (depending on time of year) meetings for the purpose of identifying issues,
- developing recommendations and oversight of project status
- Implement systems for quality assurance, support, oversight and accountability
- Develop full-scale project plans specific to each school project
- Track project deliverables using appropriate tools
- Consistently monitor and report on the projects’ progress to department heads and the CSUSA Executive Team

Meetings are attended by all departments and the new school leadership team, once hired (Principal, Assistant Principal, Business Operations Manager, etc.). Meetings are tailored to the corresponding timeline in the project plan; each department is responsible for providing

updates/information on its respective tasks and alerting the team of any potential issues. Any deficiencies or delays will be addressed by the project manager.

The NSOT takes responsibility for the full range of tasks required to open a new school. This includes recruiting, hiring and training school staff; marketing; enrollment of students; facility planning, acquisition, and construction; school operations infrastructure (food service, uniforms, FF&E, etc.); establishing financial processes; managing board relations; and compliance with authorizer requirements. A school operations manual has been developed and is continually refined and is provided to new schools as an additional resource for understanding key processes and systems. As the team is completing the above tasks, CSUSA, with input from the NSOT, identifies the additional resources and staffing required in each functional department based on planned growth, and acquires these resources with the expectation to be able to continually support a growing network of schools. In addition, as CSUSA expands, the company hires regional support positions that reside in the geographic regions around the schools so that they can provide direct support to the schools, yet report to the functional departments at the corporate support center. Over the past three years, the number of corporate support staff has increased from 50 to 200+ to accommodate growth. Once the pre-opening tasks are complete and the staff is hired, the staff development process begins. CSUSA's staff development process significantly contributes to our ability to expand our model to new sites. CSUSA has realigned the hiring timeline so that school leadership positions are hired and on boarded three months prior to school opening. This enables the school leadership team to participate in the new school opening process. The school leadership team participates in professional development by working with their assigned mentors from other schools and attending functional meetings across the company to learn CSUSA's standard operating procedures and to learn the CSUSA culture. All new teacher hires attend New Teacher Induction for two weeks prior to the opening of a new school.

For one week teachers are trained in CSUSA's philosophy and instructional practices. Teachers receive professional development on data analysis, classroom management, lesson planning and instruction in the use of the student information system. This training allows all new educators to start off with the same mindset as the veteran educators. When you walk into a CSUSA school anywhere in the country, the same instructional concepts are evident. Then, in addition to formal training, new school staff hired prior to school opening are paired with mentors from neighboring CSUSA schools, not only to guide them in their pre-opening responsibilities, but also to serve as a resource throughout their entire first year. The mentors do this through QUEST (school site) visits, e-mail contact and additional school visits when needed.

Finally, the CSUSA corporate team prepares to provide new schools with continuous support through the first-day opening processes and throughout the school year. Scaling a mindset through strong educational and philosophical training, as well as long-term teamwork between new and existing schools, assures a much greater level of success as CSUSA and the Governing Board work towards successful new-school endeavors.

CSUSA has incrementally grown its network of schools in Florida over the past 15 years. As the number of schools has grown and its geographic dispersion throughout the state has expanded,

CSUSA has increased its staff and the support center and implemented regional support roles. The three main regional support systems that have been established are:

- Regional Curriculum Specialists - These specialists are part of the corporate support center but are assigned to support schools full-time in analyzing program effectiveness, conducting professional development and monitoring performance. They are in schools meeting with leadership and visiting classrooms on a routine basis. They support the development of Instructional Focus Plans with school leadership to create project plans for academic success, conduct data chats with instructors on their student data to refine instructional strategies and differentiated instructional techniques, and participate in QUEST site visits to schools to evaluate the fidelity of implementation of the CSUSA Educational Model.
- Regional Directors - The Regional Directors are each assigned an area of the country or state and oversee the schools in that region. The directors oversee school principals and serve as the key point person for troubleshooting, mentoring and accountability. They serve as the link between school principals and the Vice President of Education, who is based at CSUSA's corporate support center.
- Regional Business Operations Managers (RBOMs) - RBOMs are assigned schools based on geographic region. They focus on supporting school-based Business Operations Managers in performing all of the operational/financial components that are needed at the school level. This includes managing employee paperwork such as timesheets and offer letters, cash collections, purchase ordering and inventory control. The corporate support center maintains responsibility for accounts payable and financial statement/budgeting. CSUSA's track record of success in Florida demonstrates its ability to expand and provide necessary support mechanisms to ensure quality. CSUSA's academic performance has steadily improved each year while it also has grown its network of schools.

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

In compliance with F.S. 1002.33(9)(h), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. The ESP may make purchases on behalf of the Governing Board based on the approved budget. If purchases outside of the approved budget are required, the Governing Board will need to approve those purchases and amendments to the budget.

The ESP maintains internal control policies which are adopted by the Governing Board via the Management Agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets and Payroll.

The ESP views internal controls as a means to reduce risk of asset loss, ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which included control environment, risk assessment, control

activities information and communication and monitoring. The ESP uses these components to establish its internal control policies and procedures.

The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures as well as a balance sheet. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list, if any. The ESP will also provide a budget vs. actual report and forecast which shows the School's anticipated results at year-end.

The ESP will be responsible for the day-to-day financial management of the School. All accounting and reporting follows the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book), as required in F.S. 1002.33(9)(h).

In compliance with F.S. 1002.33(9)(j), the School will obtain an annual financial audit to be performed by an independent certified public accountant. The School's audited financial statements will be comprised of three components: 1) entity-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. In addition, the audit will consider internal controls in place and will note any significant deficiencies or material weaknesses in internal controls. This report will also contain other supplementary information in addition to the basic financial statements themselves. Please refer to Section 18 for a more detailed explanation of the financial management processes.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The relationship between the Governing Board and the ESP is codified with a performance-based contract. The Management Agreement outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to oversee the ESP and can terminate the Management Agreement for non-performance.

There arm's length relationship between the Governing Board and the ESP is evidenced in their existing schools. The Governing Board fulfills its duties as indicated in the controlling charter school statute (Fla. Stat. § 1002.33(9)(i)), which states "the governing body of the charter school shall exercise continuing oversight over charter school operations."

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Founded in 1997, Charter Schools USA is one of the nation's largest private operators of public schools serving students from kindergarten through 12th grade. CSUSA has an experienced management team and approximately 4,000 employees currently educating over 38,000 students in 48 charter schools in five states. CSUSA contracts with both municipalities and private foundations to assume educational and operational responsibility for individual charter schools.

Over the course of 16 years of intensive research and development, the CSUSA team of leading educators and scholars developed an innovative, research-based curriculum and school design.

CSUSA has unparalleled experience and qualifications in charter school management, including team members with direct oversight to plan, design, develop, staff, operate, equip and maintain the facility and programs.

CSUSA was the first in the nation to receive the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accreditation seal, meaning that all of the schools they manage, including this School, will be immediate candidates for accreditation. The accreditation process involves three ongoing components: 1) meeting high quality standards; 2) implementing a continuous process of improvement; and 3) engaging in quality assurance through internal and external review. The corporate accreditation is for a five-year term with regular monitoring of progress and reporting occurring during the term. CSUSA will submit a two-year report showing a continuous improvement plan created as a result of the team's findings. CSUSA will then be reviewed for that continuous improvement every five years with a team returning for a site visit.

CSUSA has developed and/or managed K-12 schools, K-8 schools, K-5 schools, 6-12 schools and 9-12 schools. These schools have ranged in type and size from as little as 200 students to more than 1,600 students. CSUSA opened a high school for 1,600 students in Lee County that is the "feeder" school for four CSUSA operated K-8 schools in the area, creating the State's first county-wide charter school continuous feeder pattern. Also, Keys Gate Charter High School in Homestead, Florida was a newly constructed 134,000 square-foot high school facility. CSUSA also entered the Indianapolis market with the Indiana State Department of Education's selection of CSUSA as one of three Turnaround School Operators for three of the State's chronically failing schools. CSUSA's corporate staff of over 200 employees will dedicate hands-on guidance and support for all aspects of operations for the School.

The School's educational philosophy is rooted in the belief that all children can learn when provided the appropriate environment. CSUSA creates a learning environment that is founded upon the following traditional educational methodologies and current research: Howard Gardner's *Theory of Multiple Intelligences* and Robert J. Marzano's *What Works in School: Translating Research into Action*. Meeting high standards at the School means that "every child can learn" given appropriate learning tools. Measurable progress is supported by consistent data and a variety of teaching strategies that match a student's learning style. The philosophy is the belief that all children can learn, function as responsible citizens and actualize their potential as productive members of the workforce. The mission of the ESP stems from this core philosophy and values the relationship between teacher and student and the role the family plays in a child's academic and social development. The mission is to build a rigorous and productive learning environment where students can reach their academic potential and where teachers set clear educational goals.

One key reason the Governing Board continues to contract with CSUSA is because of their track record of success. In Florida, Charter Schools USA's schools have achieved outstanding results with all students—particularly low-income and minority students—that are significantly higher

than the average academic achievement results for such students statewide. At our established schools, minority students, English Language Learners and students who are economically disadvantaged—eligible for free or reduced lunch (FRL)—outperformed students in the State on average by 7 percentage points in reading and 3 percentage points in mathematics in 2012-2013. Additionally, CSUSA continues to show impressive performance by comparison among our total population of targeted student demographics, outperforming the state by 5 percentage points in reading and matching the state target in mathematics.

Target Populations: the figures below show our target student populations’ performance in reading and mathematics for the 2012-2013 school year and the state-level comparative results. CSUSA met or exceeded state performance across all subgroups in reading and mathematics.

Figure 11.2

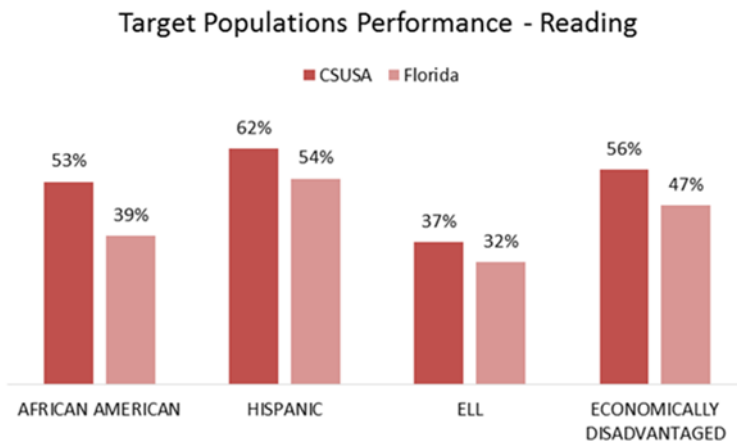
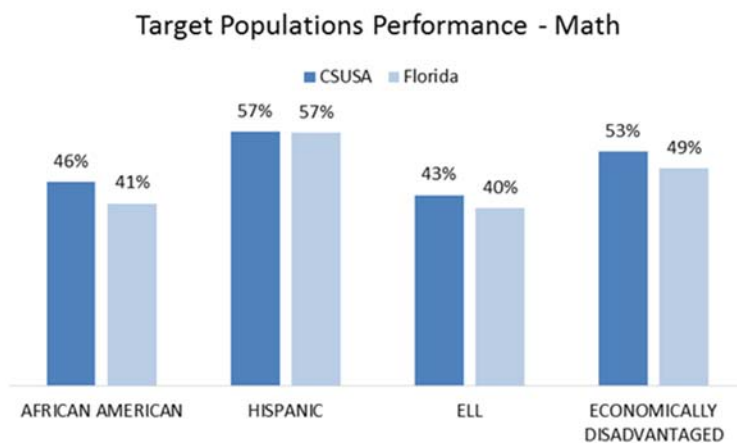


Figure 11.3



CSUSA has demonstrated success in significantly increasing student academic achievement and attainment for all students—particularly minority and low-income students—is a direct reflection of the quality charter schools it operates. CSUSA take a hands-on approach with each one of its network schools through all aspects of development, implementation, and management. This approach is geared toward building strong long-lasting relationships with Governing Boards and the school community, as well as ensuring the quality expected from all stakeholders in a CSUSA –managed school.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Appendix D contains a complete list of CSUSA-managed schools including their location, grades served and 2013-14 student performance data and 2012-13 audited financial performance data.

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

Performance-Based Compensation: Research supports the notion that people are motivated through achievement and growth. Both internal and external research has validated that School employees believe it is very important to be eligible for pay differentiation based on performance. Moreover, studies indicate that not only does this contribute to the retention of high-quality staff, but also positively impacts student achievement. Principal and teacher performance evaluations will comply with Florida's Student Success Act. Consequently, the School will have a performance-based compensation plan that includes the following:

- Performance bonuses for administration based on pre-determined goals.
- Participation in various programs, such as American Board for Certification of Teacher Excellence, to provide incentive bonuses for teachers based on student achievement.
- School-wide performance incentive goal provided to faculty and staff at each school that achieves predetermined school-wide goals.

As allowed in Section 1002.33(12)(i), the School will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population.

The Governing Board believes that it is in the best interest of both the School and its employees to fairly compensate its workforce for the value of the work provided and have structured the compensation system in a way that rewards high performers based on criteria linked to student achievement. Pay scales have been established so that salaries can grow with merit increases. How quickly an employee moves toward the maximum is determined by the budget and the level of individual performance through an annual performance appraisal process. Incentive bonuses are provided that link to the School strategic plan. Examples of these are: student achievement and school enrollment criteria. The Governing Board will establish budget criteria, incentives, and other motivating factors that will attract, reward and retain the best employees. When determining an employee's starting salary several factors are considered, including but not limited to:

- Base Pay, which is the start of the salary band
- Years of experience the candidate brings with him/her
- Higher education degree of a Masters or Ph.D.
- Critical shortage area: Science, Math, etc. (as needed)

The School's salaries are comparable to Clay Public Schools but structured differently. The School will use a salary worksheet to calculate starting salaries in a fair and consistent manner. As an example of how the School determines starting salaries, table 12.1 provides the basic criteria:

Table 12.1

| Position Title | Teachers' Starting Pay | | |
|----------------|---------------------------|-----------------|-----------------|
| Base Salary | Average Salary = \$40,000 | | |
| | Min \$38,250 | Mid \$41,250 | Max \$44,250 |

The budgeted average base teacher salary assumes that approximately half of the teachers start at the beginning of the salary band and the other half will have varied levels of teaching experience or require adders as needed to recruit qualified candidates. In order to prepare a conservative budget, the average salary for instructional staff was used; however the school fully understands that differentiated pay is required according to the Student Success Act and each teacher's actual compensation will be based on merit pay calculated at 50 % Student Growth Measure; 30% Teacher Performance Evaluation Score; and 20% Deliberate Practice Score.

Once the starting salary is determined, the employee moves through the band depending on how well he/she performs. The band is assessed annually based on local market analysis, cost of living adjustments, budget and other factors that might justify adjusting the salary band. The above does not include additional bonus opportunities that teachers are eligible for through School and goal achievement.

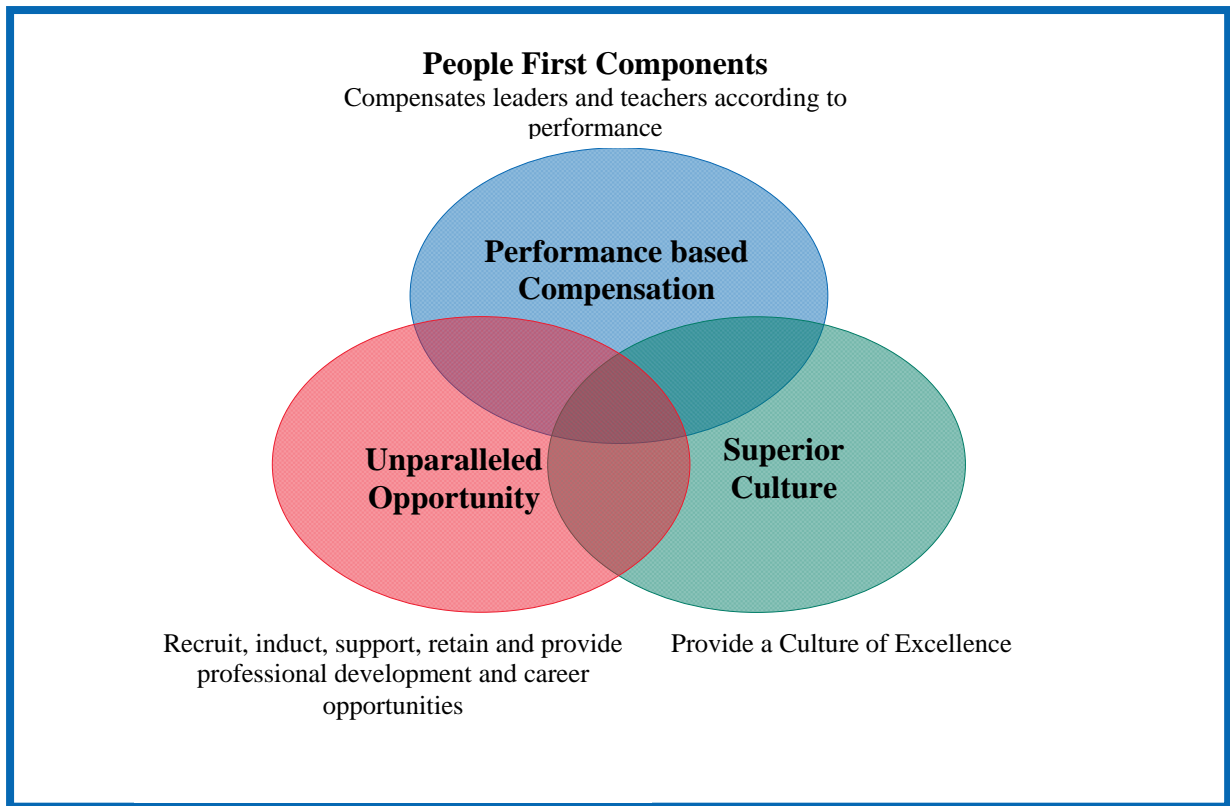
The ESP works hard to provide performance incentives to supplement base pay and to reward high-performing staff. Each year a percentage increase will be built into the budget for merit increases, as funding allows. During the initial years of operation as enrollment in the School is growing, it is a challenge to build additional incentives into the budget. However, there is always a strong focus on differentiated pay to attract and retain top talent and on identifying funding sources to support this strategy. Incentive strategies include but are not limited to:

- Merit increases: Merit increases are built into the budget and awarded based on performance on formal evaluations. In many cases, this allows high-performing staff to meet or exceed what they might earn in the district.
- ~~FCAT 2.0 A+ Incentive based on school grade: Last year 80% of Charter Schools USA schools earned A+ awards that provided an additional performance incentive based on school performance~~
- School-Wide Incentive Bonus: The Governing Board works diligently to manage costs so that budget surplus funds can be allocated towards a School-wide incentive bonus to reward all team members for the achievement of specific goals.
- Recognition Programs: The ESP provides network-wide recognitions such as Teacher of the Year, New Teacher of the Year, and Team Member of the Year. These are awarded at an individual school level, as well as overall winners. The recognition is accompanied by a cash award.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

The Governing Board will work directly with the ESP to implement the School's employment procedures and policies. The ESP has conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement. The following describes the School's People First Plan which is the framework for all employment policies and procedures.

Figure 12.1



The School will implement the People First Plan as outlined below:

All School staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge his/her responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, company ethics and conduct and other policies, as outlined in the Employee Handbook. The complete employee handbook can be found in Appendix E. Part of each employee's performance evaluation will be based on how well they perform their job and how well they demonstrate the values and principles of the company. Each employee will be accountable for a safe and positive work and learning environment for the students and staff.

Dilemma

Professional Development

Effective teachers who utilize multiple instructional strategies are providing their students an educational environment that focuses on innovative learning methods for application of what they have learned. To facilitate a broad understanding of high-yield research based instructional strategies the ESP will provide the following professional development trainings found in table 12.2:

Table 12.2

| Required Trainings | Other Offerings |
|--|--|
| <p>New Teacher Induction – Three-week seminar that includes instructional methods for data-driven instruction and research based classroom management and student motivation.</p> <p>Returning Teacher Orientation – One-two week seminar that includes instructional methods for data-driven instruction and research based classroom management.</p> <p>Teacher Learning Communities - An on-going community for new teachers that include monthly meetings to review and enhance the teacher’s knowledge of high-yield instructional strategies.</p> <p>Curriculum Cadre – Curriculum Resource Teachers from CSUSA’s network of schools meet to discuss innovative classroom strategies that support student achievement once a month, as well as to monitor the success of past strategies, in order to share and implement the most effective strategies within their schools.</p> <p>Curriculum Mapping - although the process of monitoring and editing curriculum maps occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful year by notifying them of any changes to the curriculum map, and adjusting instruction accordingly</p> <p>Data Analysis - staff development is provided to teachers to ensure that they are analyzing their students’ data for maximum student achievement.</p> | <ul style="list-style-type: none"> • Writing Effective Lesson Plans • Formalization of the Instructional Program • Development of a Comprehensive Assessment Plan • Collection and Interpretation of Student Performance and Achievement Data • Theory of Multiple Intelligences • Harry Wong: The Effective Teacher • Assessment and Evaluation • What Great Teachers Do Differently: 14 Things that Matter Most • Classroom Instruction that Works: 9 High-Yield Strategies • Six Traits of Effective Writers • Using Manipulatives in Math • Strategies for Successful Test Taking • CHAMPs: A Proactive and Positive Approach to Classroom Management (CHAMP: Conversation, Help, Activity, Movement, Participation) • “Best Practice” Strategies for the Classroom • Centers in the Classroom • Technology in the Classroom • The Interdisciplinary Curriculum • English for Speakers of Other Languages Regulations and Procedures • Exceptional Student Education Regulations and Procedures • Research-Based Innovative Learning Methods |

Professional development is a strategic tool for the School’s continued growth, productivity and ability to retain valuable employees. Short-term plans are implemented to create projects; long-

term plans are implemented for the organization; career development plans are implemented for the employee; and skill-building is used for immediate improvement in employee performance in areas of deficiency. All of these components are part of professional development.

Teacher Evaluation System

The School will implement a FLDOE-approved Teacher Evaluation System (TES). The purpose of the Teacher Evaluation System is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services. The TES will include the Teacher Performance Evaluation (TPE) instrument, the Non-Classroom Instructional Personnel Performance Evaluation (NCPE), and the Strategic Support Observation Tool (SSOT) that are based on the research of Robert J. Marzano, with clear connection to the Florida Educator Accomplished Practices (FEAPs), and the Florida adopted Marzano Evaluation Model (the state of Florida's Model).

The TPE and NCPE will be used for teachers' and non-classroom instructional personnel's formal performance evaluation(s). The SSOT will be used throughout the year to provide feedback on performance, with outcomes used for the deliberate practice score for the academic year.

Where applicable, the School will employ various assessments that will be used for evaluation purposes, including the consideration of district and statewide assessments as they become available. Assessments will be aligned to the NGSSS and Florida Standards transitioning to Florida Standards in accordance with the State's timeline.

The School will base at least 50 percent of the performance rating on data and indicators of student learning growth assessed annually by statewide assessments. The metrics that are used to determine the final rating, along with each metric's weight in the formula, are as follows:

- Student Growth Measure: 50%
- Teacher Performance Evaluation Score: 30%
- Deliberate Practice Score: 20%

Superior Culture

The culture of each school is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms
- Parent involvement
- Strong discipline plans
- Classroom management expectations
- Action plans based on semi-annual staff surveys
- Action plans based on semi-annual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that, according to research, drives student achievement
- Recognition programs (corporate and school based)
- Summits and conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Teambuilding and recreational events that build camaraderie and a sense of belonging

- STRIVE character education programs that supports an Ethical Learning Community and positive school culture
- Other factors that support a positive culture include:
 - Safe and orderly environment
 - Collegiality and professionalism
 - Parent and community involvement

Unparalleled Opportunity

From New Teacher Induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the QUEST process that will allow the ESP to not only monitor the School's progress, but it also allows staff throughout the network to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development activities are all opportunities that are provided.

Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

Understanding that the School is indeed a "school of choice," the Governing Board recognizes the importance of marketing and recruiting to parents and students of Clay County. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Marketing to residents in the surrounding communities will be the primary focus. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations (geographic, ethnic, age). Utilizing the School's student information system, applicants will be tracked and ordered appropriately. This method will provide an opportunity for all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels.

The School will conduct a three phase marketing campaign: Identification, Awareness, and Recruitment. The efforts of this campaign should achieve enrollment capacity and a waitlist.

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the ESP will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform scientific surveys for interest areas (e.g. programs, transportation, etc.)

Phase II: Awareness

Beginning approximately one year prior to School opening or upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the School. Publications and media clips will be produced as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and flyers about the School and the programs offered
- Participation in "town hall" type meetings with local organizations
- Direct mailings and targeted cable television advertisements to the community
- Local television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Targeted Direct Mail, cable television and newspaper advertisements
- Continued distribution of brochures and flyers about the School and the programs offered
- Presentations/information sessions to the local community, neighborhood clubs, libraries, and other organizations
- Display signs and flyers throughout the immediate and surrounding communities
- Open houses and information sessions at the School
- Internal company email advertisements through local businesses

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Fla. Stat. §1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

Marketing strategies to announce the opening of the School to “hard to reach” populations will include, but not be limited to the following:

- Production of marketing materials and school applications in languages other than English, such as Spanish and Haitian-Creole, as needed, to accommodate the needs of the community
- Availability of bilingual staff to answer questions
- The website will have enrollment applications in multiple languages
- Radio public service announcements in multiple languages
- Posting of information (in appropriate languages for the community) in local public areas (i.e., libraries, grocery stores, YMCA, centers, etc.)
- Advertising in magazines, newspapers, including free community publications
- Distribution of information to local businesses’ human resources departments
- Advertise Open House Information Sessions in a variety of locations and languages throughout the community

C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1022.33(10)(b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS

1002.33(15)c, which includes enrolling students according to racial/ethnic balance provisions in 1002.33 (7)(a)8. In accordance with 1002.33 (10)(d), the School may give enrollment preference to the following populations:

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

Student applications will be made available online through the student information system, accessible on the School website, and in paper form at local distribution sites. The student information system accepts student applications and monitors the number of applications submitted for each grade level. The student information system is the only system designed specifically to meet the unique needs of charter school's application management needs. The student information system manages all aspects of the enrollment process including: online applications, application verification, sibling applicant record linking, admission preference management, manual and computerized lottery options, wait-list management, data exports (mail merges), and statistical reporting.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and letters of acceptance. If, at the end of the open enrollment period, there is an over subscription for any grade level a lottery will be conducted.

All accepted applicants will be provided with written registration requirements. Documentation required by Clay Public Schools is collected for review and verification. The following items are generally required for all students:

- proof of residence
- social security number (optional)
- birth certificate
- report card, transcript
- current immunization/medical history

Reports detailing status of student registration items are produced using the student information system. Once all students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications will be accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students will be generated as appropriate. The tentative timetable below will be used for registering and admitting students, including a plan for the admission lottery if the number of applicants exceeds the program capacity.

Table 13.1

| Year 1 | |
|--|--------------------|
| Open enrollment | February - March |
| Application verification | April |
| Notification of lottery | April |
| Lottery | May |
| Student enrollment/ waitlist notice sent | May |
| Registration | May - ongoing |
| Year 2 | |
| Recommit letters to current students | January |
| Open enrollment | January - February |
| Application verification | March |
| Notification of lottery | March |
| Lottery | April |
| Student enrollment/ waitlist notice sent | April |
| Registration | May - ongoing |

Early Registration: Prior to opening, an open enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted on a first-come, first-serve basis until capacity is reached.

In subsequent years, applications will be accepted each year during an open enrollment period and continuously thereafter to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who re-commit minus the capacity. This is in compliance with Section 1002.33 (10)(b). The lottery will be system generated. Once all open seats have been randomly filled, the remaining applicants will be placed on a waitlist. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. Parents will be notified in writing of their child’s acceptance no later than twenty-one (21) days after the acceptance period deadline and will have a specific timeline to respond to the School in writing of their decision to attend. If an accepted applicant decides not to attend the School, the slot will be given to the first person on the waiting list.

In compliance with 1002.33(7)(a)8, the School will endeavor to achieve racial/ethnic balance through the comprehensive marketing plan. The School will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community it serves or within the racial/ethnic range of other public schools in the district. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Lottery Rules and Procedures

Rules: General

1. For the purposes of the following rules,:
 - All references to dates are defined to mean **WITHIN THE HOURS OF OPERATION** on the date indicated.
 - Manual lottery refers to the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - Student information system lottery refers to the process whereby all eligible applicants are assigned a random number by the student information system and sorted, by grade, in order of the randomly assigned number, and preference.
2. All Applicants who applied within the open enrollment window (students not already attending the School) participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be moved to the end of the waitlist.
5. Only one lottery shall be conducted by the School to include all grades in which the number of applicants exceeds the number of expected seats available.
 - At the end of the open enrollment window, if the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, **ALL** offers shall be rescinded and applicants shall be offered admission based upon the system assigned numbers.
 - Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer **SHALL** maintain the seat accepted and the sibling whose offer, which has been rescinded, shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
6. **ALL** offers of enrollment shall be made in the order of the lottery results and established waitlist. **NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.**

Rules: Preferences

1. All preference categories shall be published prior to the conduct of the lottery
2. All applicants entitled to receive a placement preference shall be identified **PRIOR** to the lottery
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.

4. Preferences granted are subject to review and verification. The School reserves the right to rescind acceptance offers if the preference status is not verified or validated (i.e. of residency, proof of legal guardianship).
5. Siblings who are applying for the first time will receive preference only after one of the siblings has been selected in the lottery and accept their seat.

Procedure:

The open enrollment period must be published in advance of the lottery date regardless of the type of lottery.

Student Information System Based Lottery Process:

1. The School selects the applicants eligible to participate in the lottery.
2. The School will select the grade levels that require a lottery.
3. The School office will run the lottery process.
4. The lottery results module of student information system will highlight the students eligible for "offer" letters, along with noting the siblings.
5. Letters will be generated to offer students acceptance into the School.
6. The remaining students will move to a waitlist based on their lottery number.

In the event an applicant who should have been included in the lottery but wasn't due to an error by the School, an offer may be extended if space is available. In the event an applicant was offered a seat in the lottery and provided incorrect information that led to a selection, the applicant's offer will be rescinded and placed back on the waitlist according to their lottery pool number.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

In furtherance of the School's mission and purpose, which includes developing well-rounded, engaged students, active parental participation will be required at the School. We have determined that active parental participation is essential to the delivery of our educational goals and is the key to the success of the overall program.

Parents will be asked to sign a "parent contract" agreeing to volunteer a minimum of twenty hours per school year. When two or more children from the same family are enrolled, parents will be asked to volunteer a total of thirty hours per school year. The School Principal or other school designee verifies the completion of the hours and credit is applied to the family's account. At the time of recommitment (usually January) for the following school year, parents are sent a letter notifying them of their progress toward completion of their volunteer hours. Parents are provided with numerous volunteer opportunities which can be completed at the School or at their home, thereby alleviating any possible hardship that may be created for parents that may not be able to complete volunteer hours at the School. Please see a sample parent contract in Appendix I.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parental involvement is a combination of commitment and active participation on the part of the parent to the School and to the student. Parent participation will be encouraged at the School. Parent/Teacher Co-ops (PTC) will be established to provide an opportunity for parent and community input that can be used in the development of new schools and programs. PTCs will be organized each school year at the School. The PTC shall be comprised of parents of enrolled students, administrators, and teachers. Parental participation in the School's operations and governance will be fostered by a parent's obligation between the parent, student, and School. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. Moreover, the student information system supports continual and meaningful parental involvement in each student's education.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal and the ESP will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement, benchmark results, institutional focus, personnel issues, facility issues, and/or ancillary services issues. Parental participation in the School's operations and governance will be fostered by:

- Attendance and participation in Governing Board meetings that will be open to the public and notification disseminated per Sunshine Law.
- Parent/teacher conferences held to provide a forum for open discussion and to build parent/teacher understanding and support.
- Semi-annual surveys distributed to parents to receive input for school improvement and satisfaction.
- A parental obligation between the parent, student, and School.

Upon approval of this Charter Application, the School will work to develop community partnerships that are in the best interest of both the School and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples of the type of partnerships we expect to develop include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs / Organizations (e.g. YMCA)
- Chambers of Commerce
- Local Businesses (e.g. United Way)

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

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

The exact location for the School facility has not yet been identified. However at this time several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Governing Board's intent is for the School to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The School will comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities, as permitted by Fla. Stat. §1002.33(18)(a). In the event that an existing facility is available for conversion to an applicable facility, that would be considered as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by the ESP for charter schools serving similar populations. The facility is expected to be 60,000 - 80,000 square feet in size, occupying one to three floors. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and guests. The district shall not be responsible for costs in the areas of facility construction or maintenance.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The ESP has extensive experience acquiring and developing properties to operate charter schools. In addition, the ESP has been actively engaged in developing the cost model for this School. Estimates have been derived based on the following:

- Industry experience
- Historical projects
- Detailed spreadsheets/models defining cost factors
- Actual cost data, as applicable
- Cost estimates from proposed contractors, as applicable

Using the tools described above, the cost of a newly constructed facility can be estimated, exclusive of land but inclusive of site work, facility construction, and furniture, fixtures, and equipment to outfit the School. Table 14.1 provides a more detailed breakdown of this cost estimate.

Table 14.1

| Cost Element | Estimated Cost (low) | Estimated Cost (high) |
|-----------------------------|---------------------------------|----------------------------------|
| Due Diligence / Legal | \$ 50,000 | \$ 100,000 |
| Land Purchase Cost | TBD | TBD |
| Architectural & Design Fees | \$ 200,000 | \$ 250,000 |
| Engineering | \$ 150,000 | \$ 200,000 |
| Site Work | \$ 750,000 | \$ 1,000,000 |
| Construction Expenditures | \$ 9,450,000 | \$ 10,000,000 |
| TOTAL | \$ 10,600,000 | \$ 11,550,000 |

Pending approval of this Charter Application, the proposed school facility will be built using one of the following sources of financing: 1) Developer financing that has been bank approved based upon the developer’s financial capability, anticipated FTE funding, and the success of the Governing Board’s other charter schools. This is a traditional financing and development structure that has been used across the state of Florida and has been reviewed and vetted by several legal teams as well as by the attorneys for the developer/builder and in their professional opinion, meets all applicable law; 2) Third party private real estate investor financing; or 3) Tax-exempt bond financing.

Regardless of the source of funds, the School will make rent payments for the facility adequate to cover the cost of servicing the associated debt/lease costs. The facility costs line item provided in the budget projections is derived to accommodate the carrying cost for the estimated expenditures presented above. Historically, the Governing Board and ESP have been successful at securing long-term, low-interest financing for charter schools. In addition, the financing is typically structured to allow the repayment schedule to accommodate the gradual enrollment growth.

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

Pending approval of this Charter Application, the School facility will be developed. It is anticipated that the facility will be owned and constructed by a private developer, who will then lease the facility to the Governing Board. The School will make rent payments for the facility. The facility lease will be developed and executed as a component of the school development project plan. Before the School begins operations, the district will be provided with documentation of ownership or lease of the facility and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled as per Fla. Stat. §1002.33(7)(a)(13).

The facility will meet all applicable building codes, including the Americans with Disabilities Accessibility Guidelines for new building construction. In accordance with §1002.33(18)(a), the School will not elect to follow the State Requirement for Educational Facilities. The facility will comply with all building code standards and regulations adopted by city and county in which the School is located.

The facility project will be managed by the ESP, who is a leader in the design and development of charter schools in the state of Florida, and has developed schools in a variety of settings including: urban, suburban, rural, and commercial centers. The ESP has opened charter schools ranging in size from 45,000 to 155,000 +/- square feet. The ESP will design a superior learning environment to achieve thematic and specialty programs inclusive of school technology, academic communities, and arts and sciences. The ESP has an extensive network of architectural firms experienced in designing schools, which provide a safe learning environment and operate efficiently and effectively. The design process is accomplished by a team of experts, both in-house and contracted, whose disciplines include: education, licensed general contracting, and project management.

Refer to Section 19, Action Plan, for a schedule of the key milestones for the development of the School. Detailed project plans will be built for each phase of the project. All construction and renovation projects undertaken prior to the opening of the School or during the term of the Charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings and other documents, as directed by the design professional.

D. Describe the back-up facilities plan.

The School is evaluating several potential locations. Once a primary site has been selected, the remaining options will be considered a backup if the development of the primary location becomes unavailable.

Once construction begins on a site, it will be the long-term facility solution. In the rare event that issuance of the Certificate of Occupancy is not delivered in a timely fashion, the Governing Board intends to direct the ESP to locate short-term alternative facilities options. Any such alternate facility shall be suitable for school use, until such time as the School is able to open. In the unfortunate event that an adequate school facility or alternative short term facility cannot be secured, the approved application will request deferral of opening for one year until the facility plan can be carried out fully ensuring safety and compliance in all areas.

E. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The School shall comply with applicable Florida Statutes and with the Class Size Reduction Amendment requirements as outlined in the Florida Constitution, Section 1 of Article IX, amended in November 2002 as it relates to charter schools. The School's staffing model and enrollment projections are designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, our school design will be modified and our projections amended to reflect necessary compliance, which may include modification to staffing and enrollment. For the upcoming school year, charter schools are mandated to comply with class size at the school-wide average.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.¹⁶

The School may provide transportation through an agreement or contract with Clay Public Schools, a private provider, or parents. One bus has been included in the budget for transportation at a rate of \$350 per day. If necessary, the School will contract with a district-certified and licensed school bus company, to provide transportation. The provider shall furnish proof that it meets or exceeds all applicable district, state, and federal rules and regulations governing student transportation. The School shall receive its portion of categorical funds relating specifically to transportation of students.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, generally considered to be within a 2-4 mile walkout radius of the School, and those students subject to a hazardous walking condition. The School may provide transportation to students outside of the reasonable distance when transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available. Transportation will be provided for students with disabilities enrolled in the School, as required by the student's IEP.

At the request of the parent, the School shall provide transportation pursuant to the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431, et. seq.) for each child of a homeless individual and each homeless youth.

During the enrollment process, the applicants are asked whether they will desire transportation. All students are accepted without regard as to whether transportation is requested. The School and the District shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter (Fla. Stat. §1002.33(20)(c)).

16 The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

Section 16: Food Service

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

If offered and available, the School would be willing to pursue a contract with the District's Food and Nutrition Department to become an additional site under their NSLP sponsorship. Under this type of agreement, the School would rely on District staffing and resources for their food service program and would not retain any of the NSLP reimbursements or student payments.

In the event that the District does not provide vended meals to charter schools, the Governing Board will appoint a person, usually the NSLP Director, to be responsible for completing all necessary NSLP paperwork and/or applications in advance of the school year on behalf of the School. If for any reason the School's application for participation in this program is not accepted, the School will amend its operating budget to reflect the reduction in revenues associated with reimbursement from the NSLP.

Each year, or as required, an Invitation to Bid (ITB) will be announced for each Governing Board/NSLP Sponsor as per the NSLP regulations. Once a vendor is selected their contract can be renewed for four additional years.

The School will require vendors to provide a quality unitized meal program that includes all the "components" of a full service operation. The "component meal system" consists of: individually packaged entrees; side dishes; fresh fruits; vegetables; fresh bread; condiments; plastic wear; trays and liners. In addition to providing these items, the chosen vendor shall also provide the following services to the School: delivery of all items to the School; menu planning; nutritional analysis; all necessary kitchen equipment (ovens, refrigeration, freezers, milk coolers, etc.); equipment maintenance; commodity utilization; food service training; marketing and promotions.

Prior to the beginning of each school year, training personnel are sent to the School to work with the food service staff on how to properly run the food service program, including: ordering, inventory, food preparation, serving procedures, and clean up. During the school year, the cafeteria staff will prepare all of the required meal components following the directions provided by the vendor.

Depending on the size of the School's enrollment, there will be up to two serving lines for the students. The serving lines are set up with the point of service station at the end. This set up ensures that the cafeteria personnel can see students are receiving all of the required components to make up a reimbursable meal. The School will utilize a computerized point of sale system that will track meals and provide a reporting function for accountability and NSLP claiming. All students are assigned an account number at the beginning of the school year and can add funds to their account in the cafeteria office. Regardless of account balance, no child is ever denied a meal.

At the end of each month, the cafeteria staff will be responsible for sending the monthly historical edit check report to the NSLP Director which will be used in the submission of the NSLP reimbursement claim.

The facility plan will include a multipurpose room which will mainly be used a spacious cafeteria. All students will eat meals in the cafeteria. The room will also be used for student gatherings and school wide assemblies.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

A copy of the School’s projected five year Budget is included in Appendix F and contains all revenue projections, expenses, and anticipated fund balances.

B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance.

A copy of the School’s start up budget is included in Appendix F. The overall planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. Costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years. This will not be a loan to be repaid but rather upfront money that is recovered through management fees only after the School is up and running successfully. However, the School will apply for the Public Charter Schools Grant Program, Planning, Design and Implementation, which includes a \$25,000 planning and design award. If awarded, the grant will assist the School with the start-up costs, which will be incurred prior to the period when the School will begin to receive operational funding from the district.

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

Revenue assumptions:

- FEFP funding per student is assumed at \$6,342 per student. This is from the latest funding worksheet provided by the FLDOE.
- The school will apply for the Charter School Program Grant; however, those funds were not used in the budget because they are not a guaranteed source of revenue.
- Capital outlay is assumed at an average rate of \$290 per student each year.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.

| | | | Breakfast | Lunch | |
|----------------------|--------------------|----------|-----------|--------|-----|
| Food Service Revenue | Participation | All | 14% | 51% | |
| | | Breakout | Full | 62% | 62% |
| | | | Reduced | 7% | 7% |
| | Free | | 31% | 31% | |
| | Revenue | Full | \$1.50 | \$2.85 | |
| | | Reduced | \$0.30 | \$0.40 | |
| | | Free | \$ - | \$ - | |
| | Government Revenue | Full | \$0.29 | \$0.37 | |
| | | Reduced | \$1.62 | \$2.66 | |
| | | Free | \$1.93 | \$3.07 | |
| | Expense | All | \$1.28 | \$2.48 | |

Expense Assumptions

- Average teacher wage is assumed at \$41,250. In addition, a performance assessment is included years one through five is included in the budget. This is performance-based.
- Management Fees are calculated at 0% in year one, 2% in year two, 3.5% in year three, 3.8% in year four and 4.5% in year five.
- Rent is included in the budget at 15% of revenue in all years.
- Capital expenditures for computers, software and furnishings are included in the budget. Since year one will be the initial year for these purchases, the amount is higher than subsequent years for these items, Subsequent years include these items for additional enrollment and replenishment of existing items. *Note – 100% of FF&E, capital purchases, and textbooks, in the first year, and just FF&E and capital purchases in the second year will be financed over five years.
- Cumulative fund balances of \$48,044, \$73,212, \$388,009, \$666,948, and \$1,105,615 are achieved in years 1 through 5 respectively. These funds will be maintained for the school and used at the Governing Board's discretion.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Governing Board shall adopt a comprehensive and balanced budget on an annual basis, which shall include all forms of revenue and all expenditures, including (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance. Amendments to the budget will require the approval of the Governing Board. The budget will be prepared conservatively and with viability and sustainability of the School in mind. The School will annually submit to the Sponsor a copy of the School's adopted budget on or before August 20.

The spending priorities of the School are as follows: personnel expenses; instructional resources, facilities costs; furniture fixture and equipment lease payments; all other operating expenses; excluding the management fee.

The Governing Board has a rigorous budget management process to ensure that the School achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of monthly financial statements which are prepared by the ESP. To supplement the financial statements, the ESP will provide monthly dashboard reports which will summarize the monthly activity of the School, compare the results to the budget, identify significant budget variances, and provide recommendations where appropriate.

As budget variances arise and are managed, new forecasts will be developed each month to ensure the School stays on track financially throughout the year. These forecasts will allow School leadership to make timely management decisions to ensure the financial health of the School, and will be presented to the Governing Board on a monthly or quarterly basis.

The Governing Board proposes a school design that is both efficient and effective for providing a high quality charter school. The objective is to fill the school to capacity. The financial projections show enrollment projections that we believe are conservative and maintains a positive fund balance. We will manage the budget based on actual enrollment and deliver high quality results. In the event that revenue shortfalls due to lower than expected enrollment occur, a revised budget will be created and submitted to the district. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses will also be reduced as required comparable to the reduced enrollment. Budgets will be revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. The ESP will stand behind the School to ensure its viability, up to and including reducing its fees for services to zero.

E. Provide monthly cash flow projections for the school's start-up period through the first year of operation.

The School's monthly cash flow projections are included in Appendix F.

F. Describe the school's fundraising plan, if applicable.

The School budget is designed so that all of the ordinary and necessary costs of operating the School, including capital needs, will be met primarily by the State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the School's PTC and/or student fundraising campaigns as needs are identified. Currently there are no fundraising efforts taking place.

Section 18: Financial Management and Oversight

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

The Governing Board will contract with the ESP to provide financial management services to the School. The Governing Board will adopt the established processes and procedures of the ESP to ensure fiscal responsibility and sound internal controls as discussed in Section 11.

The ESP will manage the day to day accounting and financial reporting function for the School. There will be several layers of oversight internally between employees performing finance-related tasks at the School and at the ESP's corporate support center. The ESP's Finance Department consists of several CPAs including the Chief Financial Officer, Controller, Assistant Controllers and Staff Accountants. This sets the tone for the control environment to ensure that financial resources are properly managed.

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

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and all expenditures. In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the School will achieve positive financial results.

The Governing Board's approach to budget management is a three-part process including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared by the ESP and are distributed to both school leadership and the Governing Board. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The School will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the School.

In compliance with F.S. 1002.33(9)(j)(1), the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board may select an audit committee to oversee the audit of the School. The Governing Board will use the auditor selection procedures as outlined in §218.391, F.S. The audit shall be performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850, Rules of the Auditor General, State of Florida. Audited statements will be submitted to the Sponsor no later than September 1 of each year.

In addition to the process described above, the School will provide monthly dashboard reports. The dashboard report summarizes the monthly activity of the School, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate.

As budget variances arise and are managed, new forecasts are developed each month to ensure the School stays on track financially throughout the year. These forecasts allow school leadership to make timely management decisions to ensure the financial health of the School and are presented to the Governing Board.

The School will employ a school-based Business Operations Manager who will act as a liaison to the ESP for human resource, payroll, and financial matters relating to cash collection. The Business Operations Manager will also work with the Principal to ensure adherence to the Governing Board-approved budget. Below is a summary of the finance and accounting functions that the Business Operations Manager will perform:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit instructional related purchase orders according to company policy
- Prepare and submit check requests for certain invoices
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The ESP's financial management services include:

- Processing of accounts payable
- Preparation of the monthly financial statements for the School
- Processing of payroll
- Budget preparation, maintenance and forecasting
- Financial reporting to internal and external parties
- Audit management

The ESP's financial management team includes:

- Accounts Payable Coordinator: Pays approved expenditures for the School
- Staff Accountant: Prepares the monthly financial statements for the School
- Assistant Controller : Oversees the work of the Staff Accountant
- Controller: CPA; oversees the Accounting Department
- Financial Analyst: Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership
- Senior Financial Analyst: Oversees the work of the Financial Analyst Prepares the School's annual budgets; reviews the financial performance of the Schools on a monthly and quarterly basis, focusing on budget variances; conducts monthly dashboard reviews with school leadership

- Manager of Financial Planning and Analysis: Oversees the work of the Financial Analyst and Senior Financial Analyst
- Senior Director of Financial Planning and Analysis: Oversees the Financial Planning and Analysis team

Professional training for the School Principal and school-based Business Operations Manager will be provided by the ESP. On an annual basis, these school administrators will be required to attend the School's Summer Leadership Institute, which will include training on relevant subjects such as budgeting, financial management and human resources and educational best practices. In addition, ongoing training will be provided in the form of quarterly meetings, at a minimum, which will focus on current developments in industry best practices.

If the School is found to be in a state of deteriorating financial condition or meets one or more of the conditions in §218.503, F.S., *Determination of Financial Emergency*, the School's Governing Board and the Sponsor shall develop a corrective action plan and file the plan with the Commissioner of Education within 30 business days after notification is received in accordance with §1002.345, F.S.

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

Accounting records will be stored in the accounting information system, utilizing the Microsoft Dynamics SL accounting software. Journal entries and the appropriate back up documentation will be maintained in a secured environment. Information system backups are completed daily in order to ensure data is secured.

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

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a locked waterproof and fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the ESP corporate support center, in a secured environment, with limited access to pertinent staff. However, should the district request or require an examination of financial records, the ESP will either accommodate the district at its Fort Lauderdale location, or will arrange to bring the requested documentation to the School for the district's review.

E. Describe the insurance coverage.

The School will comply with all insurance requirements specified by Clay County Public Schools, or applicable state statutes regarding insurance and liability coverage. Table 18.1 is a sample of the School's insurance coverage:

Table 18.1

| Coverage Type | Coverage | |
|--|----------------------------|---|
| Commercial Property Insurance | Based on value of property | |
| Commercial General Liability | Up to: | |
| | Each Occurrence | \$1,000,000 |
| | General Aggregate | \$3,000,000 |
| Commercial Automobile Liability | Each Accident | Combined Single Limit |
| | Bodily Injury | \$1,000,000 |
| | Property Damage | |
| Commercial Umbrella Liability | Each Occurrence | \$20,000,000 |
| | General Aggregate | |
| Educators Professional Liability | Each Claim | 2,000,000 |
| | Aggregate | \$2,000,000 |
| Director's and Officer's Liability | Each Loss | \$5,000,000 |
| Employment Practices Liability | Each Loss | \$5,000,000 |
| | Each Loss | \$1,000,000 |
| Fiduciary Liability | Policy Aggregate | \$5,000,000 |
| Fidelity Crime | | \$2,000,0000 |
| Workers' Compensation and Employer's Liability | Workers Compensation | Statutory Limits |
| | EL Each Accident | \$500,000 |
| | EL Disease Occurrence | \$500,000 |
| | EL Disease Limit | \$500,000 |
| Student Accident Insurance | Basic Each Occurrence | Reimburses Out-of- Pocket Expense Excess of Basic – |
| | Catastrophic | Aggregate Benefit Maximum |
| | | \$5,000,000 |

The insurance companies that provide coverage to the School will have a rating of “A-” or better and a financial size category of “VI” or better, according to A.M. Best Company, a national insurance rating company.

Section 19: Action Plan

A. Present a projected timetable for the school’s start-up.

The construction project will be managed by the ESP. The ESP has developed charter schools in a variety of settings including: urban, suburban, rural, and commercial centers. The development team of project managers coordinates the creation, implementation, and adherence to school opening milestones and benchmarks. All project-related schedules are tracked and accessible via the Internet to ensure the most up-to-date information is available at all times. The development team will guide the project to successful completion by leading: weekly project reviews, benchmark/milestone tracking, contractor relations, and budget management.

The overall planning costs for the School will be incorporated into and paid for as a component of the overall school development plan by the ESP. The startup costs of planning and development of the School will be recovered by the ESP through the management fee it collects in future years. A model project timeline for school opening would include, but not be limited to, the following milestones/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each phase of the project. The ESP has developed a proprietary comprehensive checklist detailing over 1,000 items to be completed to ensure a successful and safe school opening.

Table 19.1

| Period | Projected timetable for Key Project Tasks |
|-------------|--|
| 8/14– 3/15 | <ul style="list-style-type: none"> • Approval of Charter Application • Management Agreement Executed • Approval of Charter Contract • Construction Drawings/Plans Approval • Site Selected and contract executed • Site Review <ul style="list-style-type: none"> ○ Facilities–Use for Programs (e.g. Athletics, Sciences, etc.) ○ Site Plan–Ingress/Egress, Transportation, Fields, Parking, Signage ○ Zoning • Site Plan Approval • Land Development Permit • Construction Financing • Finalize Architectural Design |
| 1/15 – 4/15 | <ul style="list-style-type: none"> • Apply for General Building Permit • Land Development • Facility Development • Open Enrollment Period • Enrollment – Finalize School Budgets/Forecasts • General Community Awareness/Information Marketing • Technology Planning • Identify Potential Leadership Candidates |

| Period | Projected timetable for Key Project Tasks |
|-------------|---|
| 3/15 – 6/15 | <ul style="list-style-type: none"> • RFP's for Vendors <ul style="list-style-type: none"> ○ Services ○ Furniture, Fixture, and Equipment listing (FF&E) ○ Technology • Community Activities • Open Enrollment Period • Facility Lease Executed • Construction (Ongoing) • Faculty Recruiting and Hiring • Direct Marketing for Student Enrollment • Student Enrollment/Registration (Ongoing) • Lottery, if necessary • Complete Construction |
| 6/15 – 8/15 | <ul style="list-style-type: none"> • Certificate of Occupancy • Governing Board training • Installation of FF&E • Technology Installation • Staff Move-in • Staff Training • Teacher Professional Development • “Open House” Sessions for Parents/Students • Student Enrollment/Registration (Ongoing) • First Day of School • Direct Marketing for Student Enrollment |

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Florida Charter Educational Foundation, Inc. is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

The governing board, at its discretion, allows Ken Haiko, Chairman to sign as the legal correspondent for the School.

Signature on Original Document
Ken Haiko, Chairman

July 31, 2014

V. APPENDIX

| | |
|------------|---|
| Appendix A | Governing Board's Corporate Documents |
| Appendix B | Governing Board Members |
| Appendix C | Proposed Management Agreement with ESP |
| Appendix D | ESP Profile |
| Appendix E | Key School Staff Job Descriptions and Employee Handbook |
| Appendix F | Five Year Projected School Budget and Financial Plan |
| Appendix G | Curriculum Samples |
| Appendix H | Technology Plan |
| Appendix I | Annual Calendar/Code of Conduct |