

Created Friday, December 20, 2013  
Updated Monday, January 06, 2014

Page 1

**Eligibility Form**

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

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

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

Does the applicant meet the eligibility criteria above?

Yes

Created Friday, December 20, 2013  
 Updated Tuesday, January 07, 2014

Page 1

**Florida Public Charter School Grant Program (2014-2017)**

**Charter School Overview Form**

Full name of charter school (As listed on charter school application submitted to District):	Florida Virtual Academy at Clay County
Year Charter Application was Submitted to District:	2013
District Application was Submitted to:	CLAY
Status of Application:	Approved
Applicant's Name: (this person will serve as the Primary contact for this application)	Joe Chisholm
Applicant's Title:	Contractually Engaged ESP Representative
Street address:	13760 Deer Chase Place
City:	Jacksonville
Zip Code:	32224
Telephone:	(904) 477-6938
Email address:	jchisholm@k12.com

Is the proposed charter school a Virtual Charter School?

Yes

Grade levels to be served:

K - 12

**Enrollment Projections**

Please complete the following table with reasonable enrollment projections. Enter N/A is school is not planning on opening for 2014-15. If the school operates multiple sessions, please indicate maximum number of seats available for any one session.

	2014-15 Projected	2015-16 Projected	2016-17 Projected
1.	50	60	72

Will the school share any of the following with one or more other schools?

## FACILITY

Yes

If yes, provide the name(s) of the school(s):

Florida Virtual Academy at Duval County

## Administration

(One or more administrators)

Yes

If yes, provide the name(s) of the school(s):

Florida Virtual Academy at Duval County

## Governing Board

Yes

If yes, provide the name of the non-profit governing board.

Northeast Florida Virtual Charter School Board, Inc.

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

Yes

If Yes, what company?

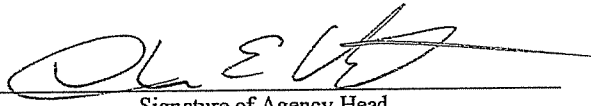
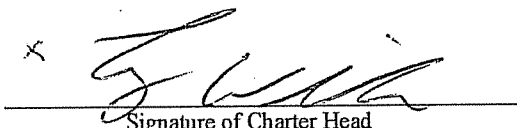
K12 Florida LLC

Is the school affiliated with a university or community college?

No

# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <b>Public Charter School Grant Program                  2014-17 Planning, Design, and Implementation</b>	<b>DOE USE ONLY</b>  Date Received
<b>B) Name and Address of Eligible Applicant:</b>  Northeast Florida Virtual Charter School Board, Inc. on behalf of Florida Virtual Academy at Clay County 2370-2 3rd Street South Jacksonville Beach, FL 32250		<b>Project Number (DOE Assigned)</b>
<b>C) Total Funds Requested:</b>  <u>\$150,000.00</u>  <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact Information</b>	
Contact Name: <b>Joe Chisholm</b>		Mailing Address: <b>13760 Deer Chase Place                  Jacksonville, FL 32224</b>
Telephone Number: <b>(904) 477-6938</b>		SunCom Number: <b>n/a</b>
Fax Number: <b>n/a</b>		E-mail Address: <b>jchisholm@k12.com</b>
<b>CERTIFICATION</b>		
<p>We, <u>Charlie Van Zant, Jr., Superintendent of Schools and Larry E. Williams, Board Chair</u>, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)  _____ Signature of Agency Head	X  _____ Signature of Charter Head	





**DOE USE ONLY (Program)**

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

**Printed Name:** -----

**Signature:** -----

**Title:** -----

**Date:** -----

**DOE USE ONLY (Grants Management)**

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

**Printed Name:** -----

**Signature:** -----

**Title:** -----

**Date:** -----

Created Friday, December 20, 2013  
Updated Friday, January 10, 2014

## Page 1

### 1. Project Abstract or Summary

Fixed Requirement

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

The Florida Virtual Academy (FLVA) at Clay County was approved in the winter of 2013 by Clay County Public Schools. Our mission is to equip every student with the academic and nonacademic foundations necessary for developing each student's full potential and exhibiting exemplary levels of student achievement in a high-quality learning environment that will integrate research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. This will be accomplished through the provision of a high-quality, online public charter school that will build a community of students, families, and educators.

Our application is submitted in the spirit of creating options, and increasing the learning opportunities for the students in Clay County. The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of Individualized Learning Plans. The common denominator among parents who will choose FLVA at Clay County for their children and the staff selected to work at the School will be a shared belief that not all children learn the same way and that individual students and families should have access to an array of high quality public education options. FLVA will be recognized as an education choice that is student-centered by providing each student with individualized instruction and matching teaching methods to individual learning styles to improve student performance.

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

(Contribution and Rationale)

The purpose of this project is to support final planning activities and the first two years of implementation activities of FLVA that are aligned with the School's mission and goals, especially as they relate to student assessment, staff professional development, board development, and parent orientation and training.

The FLVA school-wide goals are to:

- Expand access to high quality, rigorous K-12 courses and provide a new network of highly qualified teachers for students in underserved Clay County communities;
- Offer customized and personalized learning for a spectrum of students;
- Connect students to a vast network of resources that will help them compete and succeed in the global economy;
- Meet the growing demand for graduates with greater knowledge and skills;
- Employ various parental engagement strategies to effectively engage our parents in a meaningful and purposeful way; and
- Ensure a collaborative environment for teachers and administrative staff is developed and nurtured.

In order to accomplish these goals, FLVA is requesting Public Charter School Planning and Implementation grant funds for the following activities:

- Parent outreach and ongoing training.
- Staff professional development in reading and math interventions; ESOL strategies, plans and documentation; and effective writing strategies.
- Board and administrative staff training including attendance at the Florida Charter School Conference and grants fiscal management training.
- Assessment of student achievement, including participating in the state's student assessment system, specifically to purchase laptops

- and laptop charging carts to allow students to access online assessments.
- Reading instruction technologies for students scoring in the lowest 25th percentile, specifically digital cameras to assist students with reading deficiencies.
  - Maintenance of student records: purchase file cabinets and other related office equipment.
  - Create a professional resource library to allow teachers to have immediate access to resources.
  - Technological equipment: purchase LCD projectors to aid in parent outreach and training, and staff training.

## **Criteria**

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

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

## **2. Project Need**

0-15 points

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

The need for this school has been reviewed and validated by the approval of Florida Virtual Academy at Clay County by Clay County Public Schools. FLVA will be a full-time virtual public charter school open in Year 1 to any grade K-8 child (growing one grade level per year to K-12 in Year 5) eligible for attendance in public charter schools in the Clay district and statutorily eligible for attendance at a virtual charter school.

While Clay County Public Schools currently offers the option of a full-time online instruction program for grades K – 12, the district's approval of FLVA is an indication of the district's need for a full-time, free-standing virtual charter school with its own community of students, parents, teachers, administrators, and governing board members. FLVA is engaging in an innovative K-12 education model which uses virtual learning to give families opportunities that haven't been fully accessible in public education in the past. With this model, students have the flexibility to work on a truly individualized schedule with an Individualized Learning Plan, and educators have a viable solution to the problem that has plagued them for years - how to engage parents in their child's learning process. FLVA's community of teachers, administrators and Board members will be able to dedicate their time and talents in a singularly focused manner.

In Appendix A, we have provided examples of Clay County's school grades data which illustrate the need and opportunity for higher performing schools in the district. Florida Virtual Academy at Osceola County opened in the fall of 2012 and is the only virtual charter school managed by K12 Florida LLC with available test results (see Appendix B). Seventy-one percent of FLVA at Osceola County students scored at satisfactory or higher levels in reading on the FCAT 2.0 for grades 3 - 8. Of Clay's 32 schools, 24 had lower reading scores than students attending FLVA at Osceola County, indicating a need for a strong reading program in Clay County. FLVA students that are struggling readers and/or score at below satisfactory on assessments will be given intensive reading instruction following the identification of the reading deficiency. Utilizing small group instruction by Florida certified teachers; students will participate in instruction that focuses on specific reading strategies and phonemic awareness. This will be in addition to grade level instruction and the required 90 minutes of uninterrupted core reading instruction. Additionally, parents will be offered reading workshops to help and support their children.

Another area of need that FLVA will fulfill is to enable middle school students who have worked at their own pace to master grade level course work to be accelerated to enroll in high school courses offered within FLVA as provided for in the School Progression Plan.

We anticipate that our students will come from diverse backgrounds--similar to students attending other Clay County public schools--including those who are struggling academically, urban, rural, special populations of students, such as gifted and talented students, students attending schools designated as Focus/Correct and Priority/Intervene schools, special education students, and homebound students. Specifically, our target students are those students who, for one reason or another, would be more successful in a virtual school than a brick and mortar school.



FLVA has based student projections on the most current data available. We have projected that 36.05% of our students will be economically disadvantaged, which is equal to the overall proportion of economically disadvantaged students in the district in the 2012-2013 school year. To project our students with disabilities population, we referred to the Clay County students with disabilities' data (Membership in Programs for Exceptional Students Report 2012–2013: <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>), and applied the Clay County students with disabilities' percentage (18.0%) to our enrollment projections. To project our ELL population, staff and budget, we estimated that 1.6% of our students will be ELLs (proportion of Clay County school district enrollment as reported on the ELL Data Report dated January 2013).

In addition to district demographic information, K12 reports having received nearly 1,402 family contacts from Clay County between January 2009 and June 2013 which represents 4.0% of the total public school population in Clay County (as of December 2012). Based on K12's more than 10 years of experience with the rate of enrollments which actually result from inquiries and enrollment growth each year the School is in operation, we conservatively projected a first year enrollment of 50 K-8 students growing to 91 K-12 students in Year 5.

FLVA is an integral part of implementing Florida's developing Digital Learning Plan. The plan's digital learning goals and the FLVA mission are in sync regarding the use of technology to:

- differentiate and individualize instruction
- enhance student learning
- access content
- problem-solve
- find or create lesson plans and learning materials
- compile and analyze student data
- improve teacher effectiveness

The model we are implementing has been tested and operated successfully in 33 states and the District of Columbia with our partner, K12 Florida LLC, and its parent company K12 Inc. and other K12 Inc. wholly owned subsidiaries. We will work with all stakeholders to ensure high levels of accountability and transparency.

In 2010, the U.S. Department of Education released Evaluation of Evidence-Based Practices in Online Learning a Meta-Analysis and Review of Online Learning Studies, the largest study of online learning to date. The report notes two important findings (while also encouraging the creation of new models to study):

- Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
- The effectiveness of online learning approaches appears quite broad across different content and learner types.

FLVA fills a gap in educational opportunities in Clay County because it is a virtual charter school option--a choice for virtual instruction not previously available until it was authorized in 2011 by the Legislature in the "Digital Learning Now Act." As a charter school, FLVA will operate under a charter contract with the district including:

- (1) FLVA's ability to enroll students who meet the eligibility requirements in grades K-12.
- (2) FLVA's commitment to use a high quality curriculum and instructional model from a Florida-approved provider of online instruction with a thirteen year track record of proven success.
- (3) The Board's singular commitment to this type of public school option and focus on providing high quality wraparound services for students and families (e.g., parent trainings and networking; connecting students from throughout the United States and the world through networking and competitions; participation in a national advanced learners programs; etc.).
- (4) Extensive parental involvement in virtual learning programs and policymaking through the school board and community supported by parent outreach services (e.g., speaker series, parent suggested training sessions, regular meetings with the HOS, etc.).
- (5) FLVA's push to provide unique and new ways of meeting a student's individual needs.
- (6) Access to programs like the K12 National Math Lab that is directly targeted to impact middle school math performance.
- (7) FLVA will be part of a network connecting similar virtual academies to each other and the resources and experience of our partner, K12. Schools in the network will share best practices in all aspects of virtual education.

## Criteria

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

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

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

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

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

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

*The proposal includes other factors that create the need for a high-quality charter school*  
*The proposal includes data that are concrete, current, and clearly support the need for the charter school.*

### **3a. Project Design and Implementation: Governance**

0-15 points

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

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

Northeast Florida Virtual Charter School Board of Directors is the governing body of the School and has the responsibility and authority (1002.33(9)(i) and bylaws) over the charter and the operations and oversight of the School. The Board:

- will be the holder of the charter for the School;
- will undergo background screening;
- will participate in the interview and hiring of key school personnel including the Head of School (HOS);
- will have discretion regarding the removal of the HOS, if necessary, via the process outlined in the ESP services agreement.
- will provide the vision, mission and goals for the School;
- will set the budget annually;
- will approve all school policies;
- will exercise continuing oversight of the School operations pursuant to the services agreement with ESP;
- will ensure an annual audit is conducted by a certified CPA or auditor;
- will ensure that regular financial reports are provided, reviewed and approved by the Board;
- will monitor a financial recovery plan, if needed;
- will monitor corrective action plan, if needed;
- will participate in required training;
- will make annual reports to the sponsor; and
- will designate a representative to facilitate parental involvement as required by 1002.33(7)(d)(1-2),F.S.

The Board will work with the district in areas such as, but not limited to, special education, student expulsion, state testing and state reporting. Pursuant to state law (1002.33[20],F.S.), the School is subject to LEA oversight fees which may include administrative fees for this grant.

- The Board has contracted with an approved education service provider (ESP) and curriculum provider, K12 Florida LLC (K12). K12 Florida LLC is responsible to and reports directly to the Board regarding all matters concerning the operations of the School. The responsibilities of the Board's authority and K12's role in managing the School are clearly laid out in the executed agreement.
- The HOS will be an employee of K12 Florida LLC.

- FLORIDA VIRTUAL ACADEMY AT CLAY COUNTY
- Among the HOS' responsibilities are to:
  - oversee and manage school level staff;
  - ensure that policies and directives of the Board are executed;
  - attend all Board meetings;
  - attend all appropriate FLDOE meetings and district level meetings;
  - provide school level leadership; and
  - ensure all state reporting and compliancy

It is the Board's goal that its members will represent a diversity of expertise including teachers, parents, community members and business leaders. The current board members have track records which demonstrate successful performance in at least one of the following areas: education, parental involvement, community service, fundraising, marketing, finance, management, public relations, personnel, legislative affairs, Governance and commitment to this region of Florida. The Board intends to recruit additional members who share their commitment to FLVA and have a variety of experience and skills including:

- Elementary and secondary education, including at risk students
- Curriculum and instruction
- Startup organizations
- Finance, especially school finance
- Law

Board member development will be a priority of the Board, focusing on academic, administrative, fiscal and operational accountability skills as they apply to our school. Board skills will be developed according to the board training requirements in 6A-6.0784 F.A.C. Each Board member must complete a minimum of four hours of instruction, within 90 days of appointment, focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial training, each member is required, within the subsequent three years and for each three year period thereafter, to complete a two hour refresher training in order to retain their position on the Board.

FLVA will contract with or provide a trainer that has been approved by the Department and is consistent with the School's governance training plan. Additional school trainings may include attendance at mandatory and other FLDOE training for charter schools; school board and charter school conferences; etc.

The current governing board includes:

Larry E. Williams, Chairperson

Larry has over twenty-five years of experience in business and government sectors including expertise in Developing Strategies and Policies, Building Coalitions, Government and Public Relations, Legislative Affairs, Communications, Speaking, Research, Recruiting, Training, Finance, Sales and IT. Larry served in the Florida House of Representatives as the Legislative Aide/Budget and Policy Director for State Representative Janet H. Adkins, and retired from U.S. military service in November 2005. He has his own consulting firm specializing in lobbying services. Larry was the Gubernatorial Appointee for the Northeast Florida Regional Council Board of Directors and has served on a plethora of Government committees throughout his career.

Charlene Sprague, Secretary

Charlene is a graduate of Florida Community College at Jacksonville. She worked at Prudential Insurance Company for 13 years before becoming a stay-at-home mom. Sprague has been an active PTA member, homeroom mom, and has logged more than 150 volunteer hours at the Duval County schools that her two children attended. She was also a Substitute Teacher in Duval County. In 2008, Sprague started her journey as a Virtual School Learning Coach for her children and is an advocate for public virtual education.

Deborah Palmer, Member

Deborah is pursuing a BSET in Information Systems Technology with a specialization in Cyber Security, at Daytona State College. She left her career as a Manager for the Florida Prepaid College Program's administrative contractor to be a stay-at-home mom. She has held positions at her children's public, private and virtual schools since 1993, in various volunteer roles, including serving on PTA, SAC and extra-curricular activity boards and has worked closely with the Volusia County School Board with the implementation of their drop-out prevention program at the Storefront West school.

Merri Morgan, Member

Merri, a resident of Clay County, Florida, has extensive experience in financial oversight and reporting. She has spent the bulk of her career working with an array of lending institutions, giving her knowledge and insight into the lending process. Merri holds a B.A. in Psychology from the University of North Florida, Jacksonville.

Erika Pruett, Member

Erika has served six years as a professional teacher in Florida schools, specializing in early years special education. She has also homeschooled her four children for eight years. Since 2004, Erika has been using the K12 curriculum to instruct her children who have

FLORIDA VIRTUAL ACADEMY AT CLAY COUNTY  
all consistently achieved grades of 4 or 5 on FCAT assessments. Linda is a graduate of the University of North Florida with a B.A. in Special Education and a certificate in Specific Learning Disabilities K-12

The Board will ensure that all educators employed with FLVA, including the HOS, are evaluated in accordance with 1012.34, Florida Statutes, retained according to the Florida Statute 1012.33, and compensated based on Florida Statutes, 1012.22.

K12 Florida LLC will be evaluated on an annual basis by the Board. The requirements for services and performance are clearly laid out in the services agreement with K12 Florida LLC. The Board will evaluate and monitor K12, including the HOS and administrative staff, through a variety of methods, including, among other things: annual audits, monthly finance reports; monthly academic reports; suggestions from the Parent Advisory Council; parent surveys; evaluation of the data on student retention rate; and, most importantly, attainment of school goals and student academic achievement. Establishing strong lines of communication between the Board and the ESP, the Board and the HOS, and the sponsor district will be vital to the success of FLVA.

The evaluation criteria for the HOS include indicators based upon each of the Florida Principal Leadership Standards adopted by the SBE (Rule 6A-5.0080, F.A.C.), including performance measures related to the effectiveness of classroom teachers, the administrator's appropriate use of evaluation criteria and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

In addition, the HOS will address specific areas of improvement using an additional metric – Deliberate Practice. The HOS and the evaluator will identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. The HOS will take actions to make progress on those goals; monitor that progress; use monitoring data to make adjustments to practice; and provide measurable evidence of growth of the targeted priorities. The evaluator will monitor progress and provide feedback.

The HOS will be evaluated by the Board and K12's Regional Vice President of School Services. Board members will be provided a rubric, based on the FSLA process, on which to rate the HOS. At the beginning of each school year, the HOS and Regional Vice President will set targets using the Deliberate Practice metric. The HOS will be evaluated on these targets. Subsequent reviews will be based on these goals and will take place during a mid-year review and an end-of-year evaluation.

If the Board is dissatisfied or concerned about the job performance of a K12 staff member, the Board shall discuss the matter with the HOS. In the event the Board is not satisfied with the HOS' job performance, the Board will provide K12 written notice pursuant to the services Agreement and set forth the issues with documentation. K12 shall review and respond within thirty days with a six month corrective action plan for the HOS. At the conclusion of the corrective action plan, K12 and the board shall discuss the results. If, at the conclusion of the corrective action plan, the Board requests K12 to assign a new HOS to the Program, K12 shall do so within ninety days.

Teachers will be Florida-certified and employees of K12. The HOS will supervise, monitor, and evaluate each of the teachers. The HOS will be required to make regular reports to the Board regarding overall performance of the instructional staff.

The K12 products and services include several tools that allow for meaningful and contemporaneous observation of instructional staff by the HOS. The HOS can use a collection of online "dashboards", along with various reporting and data collection tools to monitor and evaluate teacher performance elements, including: course level progress; synchronous instruction; teacher-student and teacher-parent communications; student attendance and performance; teacher professional development; and individual teacher training, development and/or improvement goals. Some of the tools include automatic data collection with warning indicators and alerts if standards are not met, while other tools, such as observation of synchronous instruction, are similar to observation in a traditional classroom.

Northeast Florida Virtual Charter School Board, Inc. currently governs FLVA at Duval County which opened in the fall of 2013. School grades are not yet available for this school. FLVA at Osceola County opened in the fall of 2012 and is the only similar virtual charter school managed by K12 Florida LLC with currently available test results (see Appendix B), but is not governed by the Northeast Florida Virtual Charter School Board.

## **Criteria**

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

*The proposal clearly demonstrates that the school's developers/founders and/or proposed*

*governing board members possess the skills and experience in areas critical to charter school success.*

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

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

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

### **3b. Curriculum, Instruction, Assessment, and Accountability**

0-10 points

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

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

The FLVA academic program will combine online technology with traditional instruction to provide an effective educational model for FLVA's targeted student population. Instruction will be provided by Florida certified teachers who will work in conjunction with learning coaches to ensure student success. A learning coach may be a parent, or another responsible adult, who helps guide a student through their daily coursework. The School will require that each parent/guardian specifies an adult to have the responsibility for working with their student on a daily basis.

Instructional time will occur during both synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently online or offline.

A key part of the FLVA education program is the Individualized Learning Plan (ILP). An ILP is designed for each K-12 child to ensure a customized program that fits each child's unique strengths, weaknesses, learning styles and aptitudes. The ILP organizes and properly sequences a student's coursework while articulating his or her academic strengths and challenges. The ILP that will be developed for each high school student expands beyond academic objectives to include post-secondary goals for college and/or a career. The development of the ILP is a collaborative team process involving all parties—the student, parent, teachers, guidance counselor, and advisor. The ILP will be coordinated with any other required student plan, such as an Individual Education Plan or an English Language Learner Plan.

The teacher will manage the student's ILP, monitor progress, and focus on each student's individual problem areas. Teachers will be responsible for conducting online direct instruction sessions and discussion forums, holding office hours, validating student attendance, course activity, and curricular mastery; setting, reviewing, and grading assignments; and assigning course grades through K12's online Learning Management System. The teacher will also be the first point of contact for students and parents with all questions regarding the curriculum.

The K12 Learning Management System allows students, parents, teachers, administrators and the Board to continuously measure and receive reports on student achievement gains during the school year. The Learning Management System is a web-based platform that provides curriculum, assessments, progress tools, and data collection. The progress tools are designed to align with a student's ILP and to update the plan as the student progresses through lessons and coursework. The Learning Management Systems allows students, parents and teachers to monitor student progress and provides the administration with other relevant data including raw student data that may be organized and integrated with other systems.

This approach, integrated with assessments and a comprehensive learning system, will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track, in "real time", individual student academic

progress through ongoing lesson and unit assessments. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until the lesson objectives are mastered.

K12 curriculum is known for its instruction using all modalities to help all learners to meet standards including students with disabilities, students who are gifted, and English Language Learners. Students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation programs such as Study Island; K12 PhonicsWorks which addresses phonics, word recognition, and fluency; K12 Language Arts curriculum which addresses vocabulary, fluency, and comprehension; and K12's National Math Lab synchronous math remediation course for students in grades 5 through 11.

With the ability to place students at their appropriate instructional level using a multisensory, mastery-based curriculum, the usage of assistive technology when necessary, support from remedial reading and math programs, and the use of appropriate instructional strategies – all students will thrive.

Standardized assessments to be used include the Scantron Performance Series, or a comparable alternate assessment system; Study Island; SAT 10; and PSAT or PLAN. As necessary to ensure all grade levels have a formative pre- and post- assessment, the formative tests will be based on the best assessments currently available for a specific grade level. Scantron or a comparable alternate assessment system will be used in grades 3 – 12, while Study Island or a comparable alternate will be used in grades K – 12. FLVA will administer the online version of Stanford Achievement Test Series, Tenth Edition (SAT 10), to evaluate student development toward high academic standards in grades 9-12. A hard copy version will be administered to grades K-3. The PSAT or PLAN will be administered to all Grade 10 students and students will receive feedback on their strengths and weaknesses with respect to the skills necessary for college study.

In addition, all students will take Study Island benchmark assessments in math and reading in order to assess each student's mastery of Florida grade appropriate standards. Study Island is an online program aligned with the Florida NGSSS and is an effective test mastery program. Students are assigned a proficiency level to correlate with mastery of the standards. If students are not mastering state standards, building block activities will automatically be assigned as remediation. Those students who cannot demonstrate mastery via building block activities will attend instructional intervention sessions specific to the deficient standard.

In the fall of 2011, and again in the spring of 2012, approximately 38,700 K12-managed public school students in grades 3-10 took the Scantron Performance Series tests in Math and Reading in order to determine annual growth for students. Student growth is compared to the Scantron norm group, which is comprised of thousands of students who represent the national demographics in terms of socio-economic status and ethnicity. K12-managed public schools had Reading gains of an overall achievement of 196% of the Norm Group and Math gains of 97% of the Norm Group. Additionally, students initially identified as "Academically at Risk" have made equal to or more gains than the Scantron norm group in math and reading suggesting that students who stay with the program have the potential to "catch up" to their peer group in math and reading.

Information from all these assessments will provide the administration and teachers an understanding of strengths and weaknesses of the student population. To achieve high standards of learning, a culture of utilizing data will be cultivated to empower teachers to make data-informed decisions about their students' instructional needs.

In addition to the above mentioned standardized assessments, FLVA ensures all students are annually assessed on the FCAT 2.0 in reading, mathematics, science, and writing and End of Course Exams in Algebra I, Geometry, Biology, and U.S. History. As the state assessment program changes, FLVA will change its assessment program to ensure it is meeting the state assessment requirements. FLVA acknowledges the state's transition to the Common Core State Standards and intention to utilize the Common Core assessments in their baseline administration in 2014-15. FLVA will make the transition to Common Core State Standards and common assessments at the same time as the state.

FLVA will administer Florida Kindergarten Readiness Screener (FLKRS) to all first-time Kindergarten students within the first 30 days of school per s. 1002.69, F.S. Both components, Early Childhood Observation System (ECHOS) and Florida Assessments for Instruction in Reading (FAIR) will be administered. These results will provide the Kindergarten teachers valuable insight into a student's strengths, as well as important information to share with parents during conferences.

FLVA will use the FAIR, as needed, to provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. The K-2 assessments are available for web-based score entry and scores from the Grades 3-12 computerized assessments are directly imported into the Progress Monitoring Reporting Network (PMRN). The assessment website also contains tools for linking assessment results to classroom instruction. The FAIR is administered three times yearly and is augmented with a Broad Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades.

Per s. 1088.30, F.S., FLVA will assess students before the beginning of grade 12 for college readiness if the student scored at Achievement Levels 2 or 3 on the reading portion of the grade 10 FCAT 2.0 or Achievement Levels 2, 3 or 4 on the mathematics

statewide end of course exams. The purpose of Florida's Postsecondary Education Readiness Test (PERT) is to adequately assess a student's academic skills in mathematics, reading and writing through the delivery of three assessments. The results of these assessments are used to determine the student's placement into appropriate courses in college.

The Florida Alternate Assessment and Comprehensive English Language Learning Assessment will be provided as needed.

Two brief Broad Screening tasks will be available for administration to all students in order to identify those most likely to be on or above grade level in reading by the end of the school year. In Grades K-2, the Screening task includes Letter Sounds, Phonemic Awareness, and Word Reading. In Grades 3-12, the Screening tasks include an adaptive reading comprehension measure.

The educational plan, as outlined above, directly correlates with the mission of FLVA, to provide a high-quality learning environment that will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

The Board intends to further align our mission through our relationship with K12. K12's mission is to maximize a child's potential by providing licensed access to an engaging and effective education, regardless of geographic location or socio-economic background. Since their inception in 2000, they have invested more than \$330 million to develop curriculum and online learning platforms that promote mastery of core concepts and skills for students of all ability levels. Their approach combines cognitive science with individualized learning. K12 Inc. is accredited through AdvancED, the world's largest education community including such members as NCA, SACS, and CITA. K12 is the largest national K-12 online school provider to be recognized by AdvancED.

## **Criteria**

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

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

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

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

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

3c. Business, Finance, and Accounting

0-5 points

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

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

The Board intends to safeguard public funds by implementing strong internal financial controls, and sound business, finance and accounting practices. The Treasurer of the Board will be assigned regular oversight responsibilities by the Board. As described in the Bylaws, the "Treasurer shall insure or cause to be insured that a true and accurate accounting of financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board." The Board will receive financial statements as part of its regularly scheduled meetings, including an accounting of monthly disbursements. Added to the Board's oversight, the Treasurer will convene regular monthly meetings with the HOS and Operations Manager to review revenues and expenditures against established plans and address any ongoing financial concerns. The Treasurer's meetings will also serve as an early warning system should any financial issues arise in between regularly scheduled Board meetings.

Not later than two months after the close of each fiscal year, the Northeast Florida Virtual Charter School Board, Inc., shall prepare a balance sheet showing in reasonable detail its financial condition as of the close of its fiscal year, a profit and loss statement showing the results of the operations during its fiscal year, and any other financial statements as may be required by a resolution of the Board. These reports shall be filed in the principal office of the Corporation, shall be kept for at least five years, and shall be subject to inspection during business hours by any Board member.

The HOS, Operations Manager, and Board Treasurer will work together to implement internal controls and procedures to protect the assets of the School and minimize the possibility of fraud or misuse of funds. The internal controls principals will include, but not be limited to: Segregation of Duties (duties are divided so that no one person has complete control over a key function or activity (e.g., dual signatories for checks); Authorization and Approval (proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws); Custodial and Security Arrangements (responsibility for custody of assets is separated from the related record keeping); Review and Reconciliation (records are examined and reconciled to determine that transactions were properly processed and approved); and Physical Controls (equipment, inventories, and other assets are secured physically, counted periodically and compared with amounts shown on control records).

We understand that, when using Federal funds to enter into a contract for equipment or services (such as CSP grant funds), a charter school must comply with the procurement standards set forth in Federal regulations. Those standards require Federal grant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent possible, open and free competition. No employee, officer, or agent of the charter school may participate in the selection, award, or administration of any contract supported by Federal funds if a real or apparent conflict of interest exists. (Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>).

The School, through its Board will arrange for an independent audit of the Program's financial statements on an annual basis in accordance with section 218.39, F.S. as required by s. 1002.33(9)(j). An annual financial report shall be provided with audit by an independent CPA. The audit shall be conducted in accordance with generally accepted accounting principles applicable to schools. Unaudited financial statements will be submitted to the district by July 31 of each year. The annual audit shall be completed and submitted to the district by September 30th of each year.

At the conclusion of the audit, the auditor will discuss the findings that will be included in the audit report with FLVA's Board Chairperson or designee, or provide the findings in writing if the chairperson is unavailable. In addition, the auditor will notify each member of the governing board for which deteriorating financial conditions exist that may cause a financial emergency condition to occur if actions are not taken. The audit report will include a management letter which is a statement of the auditor's comments and recommendations.

The Board will review and approve the audit report in accordance with s. 1002.33(9)(j)2 F.S. The audit report and written response to the findings by the Board will be filed as required with the Auditor General within 45 days after delivery of the audit report to the School's Board. Each member of the Board will receive a copy. Copies will be filed with our sponsor and the FLDOE (s. 218.39(10),



F.S.). The audit report will be included in the School's annual report. FLORIDA VIRTUAL ACADEMY AT CLAY COUNTY

FLVA understands that Florida charter law (s. 1002.33(9)(g), F.S.) mandates that, in order to provide financial information that is comparable to that reported for other public schools, charter schools are to maintain all financial records that constitute their accounting system. FLVA will elect to follow generally accepted accounting standards for not-for-profit organizations, but will reformat this information for reporting according to the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools" which is known as the Red Book.

FLVA's Operations Manager shall provide a monthly financial statement to our sponsor as required by s. 1002.33(9)(g)(2), F.S. The monthly financial statement shall be in a form prescribed by the Florida Department of Education.

FLVA shall provide an annual financial report and program cost report information in the state-required formats for inclusion in district reporting, in compliance with s. 1011.60(1), F.S.

The Board is charged, by statute (s. 1002.33(9)(i)) and our bylaws, with ultimate responsibility for all of the operations of the School including the School's finances. The day-to-day financial operation of the School, including budget, bookkeeping, record keeping, cash collections and disbursements, vendor contracting, security, and other non-academic matters will be managed by the Operations Manager who reports to the HOS who reports to the Board.

In addition to the individual competencies of Board members that will be brought to bear in providing direct responsibility and oversight of the School's finances, the School's financial management is further supplemented by the services of K12 in overseeing the day-to-day finances of the School. As part of FLVA's contract, K12 will provide the School with the administrative services and systems necessary for the School to comply with all reporting requirements established by the FLDOE. K12's operational skills include establishing the Schools' chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, insurance management, financial reporting, and day-to-day business operations. K12 will provide the Board and the School with the financial expertise, personnel, and support necessary to deliver the budgeting, financial reporting, and management services called for under its Services Agreement with the Board.

To ensure that Board members, the HOS, and school employees comply with all federal, state and local code of ethics for governing and operating a charter school, all board members and school employees shall be familiar with and comply with the ethics and conflict of interest provisions of all applicable Florida law. The Board shall secure training for itself on an ongoing basis on these provisions, and provide training to all employees on their legal ethical obligations.

### ***Criteria***

*The accounting practices and policies for the charter school are fiscally sound and include a detailed explanation of strong internal financial controls to ensure adequate protections are in place.*

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

### **3d. School Leadership and Management**

0-15 points

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

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

The Northeast Florida Virtual Charter School Board, Inc. is committed to developing a leadership structure at FLVA that has an overarching goal of increasing student academic achievement for all students. As a Board we recognize that the choices we make for our Education Service Provider and Head of School are paramount to the entire culture of the School.

The Board intends to fulfill its obligations relative to the day-to-day management of the School through a Services Agreement with

FLORIDA VIRTUAL ACADEMY AT CLAY COUNTY  
K12, a FLDOE-approved provider of virtual instruction services. The Board has determined that K12 is uniquely situated with 13 years of experience providing not only the K12 end-to-end curriculum and learning system, but also the associated administrative and technology services necessary to deliver that curriculum and maximize student academic achievement.

In the 2013 – 2014 school year, K12 is managing schools in 33 states and the District of Columbia, including virtual charter schools in Broward, Duval, Palm Beach, Pasco and Osceola Counties. Florida Virtual Academy at Osceola County opened in the fall of 2012 and is the only virtual charter school managed by K12 Florida LLC with currently available test results (see Appendix B). Along with the fully virtual option, K12 manages blended learning (combining online and face to face instruction) schools and programs in Arizona, California, Colorado, Kansas, Michigan, New Jersey, Oklahoma, Pennsylvania, Texas, Utah, and Wyoming. Founded in 2000, K12 has provided over 2 million courses - core subjects, AP®, world languages, credit recovery, and electives - to more than 200,000 students worldwide.

Part of ensuring that the curriculum is effective and of high quality is to ensure that the Education Service Provider (ESP) has a track record of proven success. When choosing an ESP, the Board wanted to understand the measures the ESP uses to evaluate student performance. The Board is critically aware of the requirement for the teachers, administrative staff and the board to monitor student success against state standards including the Common Core State Standards and therefore asked the question - is the ESP monitoring performance across schools against a national normed assessment? The Board has selected K12 Florida LLC as their ESP because of the high student performance across many states and the national recognition for the various components of the curriculum.

Principal day-to-day management of all academic, operation, and management issues will be assigned by the Board to the Head of School (“HOS”) who will be assisted by administrative staff. The HOS will be an experienced leader with demonstrated expertise in areas of responsibilities such as curriculum, instruction, assessment, finance, facilities, business management, governance and administration. The HOS will supervise an administrative staff that will be structured based on the School’s education program and projected enrollment. Administrative staff members are proposed to include Academic Administrators, Director of Exceptional Students, Operations Manager, Office Manager, Registrar and Testing Coordinator.

The Board will monitor K12, including the HOS and administrative staff, through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the HOS and staff; suggestions from the Parent Advisory Council; parent surveys; and the multiple data collecting/reporting tools which are built into the Board/K12 technological frameworks.

Teachers will be employees of K12. The HOS, will supervise, monitor and evaluate the teachers. The HOS will be designated by the board to be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. The HOS will be required to make regular reports to the Board regarding overall performance of the instructional staff.

The required qualifications for a HOS include:

- Master’s degree or equivalent work experience
- Professional certificate as a school principal and related experience
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Organizational and time management skills
- Proficient in MS Office
- Experience using search engines (Internet) for research projects
- Experience using a student information system and/or other type of database preferred
- Strong written and verbal communication skills

In the hiring of the HOS, K12 shall provide the Board with background information on finalists for the position and an opportunity to interview finalists if the Board so chooses.

In the first year of operation, the process to advertise for, select, and employ instructional, counseling and support staff for the charter school will begin after the district has approved the charter and as enrollments are confirmed. After the first year of operation, teaching personnel and other staff will be recruited beginning in the spring and continuing into the summer each school year.

Instructional and other staff will be recruited with advertisements in educational trade publications, via online job recruitment sites, and in local media, and job fairs. Current staff will be encouraged to provide referrals. An effective method of recruitment is by referral from current teachers. The number and types of teachers recruited will depend on student needs from year to year. Teacher candidates will be selected and interviewed by the HOS who will check references and make hiring recommendations to K12.

FLVA teachers will be experienced educators and highly qualified as defined by NCLB. They will have a Bachelor’s or higher degree, be Florida-certified, and demonstrate competency in elementary, middle school, or high school education depending on their assignment.

A comprehensive Teacher Quality Plan will provide opportunities for teachers to advance into positions of leadership at the School. Lead teachers carry reduced student loads and assist in supervision of teachers and specific other duties (coordinating a reading program, community building, etc.) Master teachers carry a further reduced student load and have some supervisory and evaluative duties. For instance, a Master Teacher – Project Support may be responsible for a specific project or initiative in the School such as raising student achievement. A Master Teacher – Teacher Support carries out professional development, supervisory, and evaluative duties to assist the academic administrators.

FLVA will implement a performance salary that provides annual salary adjustments for instructional personnel and school administrators based upon performance evaluations ratings. Salary adjustments for highly effective personnel will be greater than the highest annual salary adjustment available to an employee of the same classification through any other salaries adopted by the Board. The salary adjustment for an employee rated as effective will be equal to at least 50 percent and no more than 75 percent of the annual adjustment provided for a highly effective employee of the same classification. FLVA will not provide an annual salary adjustment for an employee who earns a rating other than highly effective or effective for the year.

Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families. Each teacher will have an Individual Development Plan (IDP) that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed, and other optional offerings particular to their areas of interest. Professional development will begin with Intake Training for new teachers and continues with Ongoing Training monthly for new and experienced teachers. The responsibilities of the teachers are communicated through weekly staff meetings, monthly Professional Development sessions, and the teacher handbook.

New teacher training will be a multi-day, synchronous and asynchronous event. This 40-50 hour synchronous and asynchronous training course immerses new teachers in the platform, tools, and activities they will use every day in their new role. During the first week, teachers meet synchronously, while during the second week, teachers work from their home environments, practicing the skills learned in the first week including familiarizing themselves with the tools of the Online School such as lesson planning and tracking student progress. In the third week, the teachers convene synchronously again as a group to review progress made, successes, challenges, and to address questions raised. At the end of the intake training each new teacher is also assigned a veteran teacher as a mentor to help support them as they transition to teaching in the virtual environment.

Adaptive instruction teachers, including ELL, exceptional student education, and gifted teachers, are included in all aspects of FLVA's professional development. To develop effective learning plans (such as IEPs, EPs, and ELL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such situations, learning activities and assessments may require accommodations to meet the terms of individual student learning plans. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications.

The flexibility of virtual teaching will allow the program's teachers to participate extensively in professional development offered through K12 Academic Services division. Teachers will be sent the schedule of available professional development sessions each month, and department chairs will be required to attend subject-specific professional development sessions on a regular basis, in addition to program, district, and state provided professional development.

Staff effectiveness in instructional practice and professional responsibilities will be evaluated with a valid and reliable observation protocol, used by a trained evaluator, to assess the teacher's performance. FLVA will be implementing the Art and Science of Teaching Causal Teacher Evaluation Model developed by Dr. Robert Marzano and used as the state model in Florida. The Florida Educator Accomplished Practices adopted by the SBE are reflected in the Marzano model. Slight modifications may be needed for effective implementation in the virtual teaching and learning environment. Changes and modifications to the model will be submitted to the sponsor district and the FLDOE for review and approval. The Marzano evaluation model identifies the direct cause and effect relationship between teaching practices and student achievement to help teachers and leaders make the most informed decisions that yield the greatest benefits for their students.

The HOS will be responsible for ensuring that evaluations for instructional personnel are conducted with fidelity to the evaluation system. FLVA will train evaluators to use the Marzano protocol for teacher evaluations and participate in technical assistance opportunities afforded by the FLDOE. FLVA will host professional development sessions for educators to learn about the protocol and teaching practices aligned with the Marzano framework.

Based on the results of all observations, teachers will earn a computer-generated "instructional practice" score. These scores will be uploaded to the FLDOE to be used in the final calculation of teacher effectiveness.

K12 Florida LLC does not work with any alternative schools so there is no SIR data to be provided.

**Criteria**

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

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

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

*The proposal describes a comprehensive and detailed professional development plan for instructional staff.*

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

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

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

**3e. Special Populations**

0-10 points

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

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

FLVA will be open to all eligible students and will use diverse recruitment techniques and an equitable lottery. Marketing for recruitment may include meeting with community leaders - including those in minority and low income areas, both urban and rural; offering information sessions for families; communications with churches and at-risk youth organizations, utilizing media outlets, placing materials in public locations, and having a Spanish speaking liaison to assist families with enrollment.

FLVA will accept applications from students who meet state school-age and residency requirements. If the number of applicants does not exceed the space available, families will be notified to confirm their intent to enroll and complete the enrollment process. If applications do exceed space available FLVA will conduct an equitable lottery that is blind to disabilities, testing, academic achievement, etc. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list.

FLVA ensures that exceptional students are identified upon enrollment. FLVA's enrollment process, a conference call with a K12 placement counselor, and conference calls with a general education teacher will all provide a query for the parent to indicate whether their child has special needs or has previously been identified as a student with a disability. In addition, a careful review of previous school records will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability.

FLVA will include the Home Language Survey (HLS), as part of the registration process, to identify English Language Learners (ELLs). These HLS questions will be verbally asked again by a trained placement counselor. Additionally, school records will be reviewed for prior program participation.

FLVA uses a Multi-Tiered System of Supports that includes problem solving, positive behavior supports, and a three tiered Response to Intervention (RtI) process.

- In Tier 1, all students are screened for potential problems and receive appropriate, standards-based, core instruction including any classroom, grade level, or school-wide interventions for academics and behavior. Tier 1 universal interventions are provided in the general education classroom.
- In Tier 2, students who have not responded significantly to the Tier 1 core program are referred to the School's RtI team and may receive a targeted, individual intervention plan which may include more intense instruction that is provided in addition to the general education curriculum.
- In Tier 3, students who have not responded significantly to the Tier 2 interventions will be considered for more intensive interventions that include more time and focused instruction. Students who do not make progress with Tier 3 interventions may be considered for a referral to determine if the student qualifies for ESE services to receive specially designed instruction and related services through an IEP.

Students with disabilities will be served in accordance with federal and state requirements and a FAPE will be provided to such students in accordance with their IEPs. Students with special needs will be supported by their assigned FLVA regular education teacher in the LRE and will receive supportive services of a special education teacher as indicated by the IEP.

All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members who may include the general education teacher(s), ESE teacher(s), parent(s), the student if appropriate, a representative from the district, and administrators, if necessary, and other individuals who have knowledge or special expertise regarding the student.

The IEP will be developed consistent with the requirements of Rule 6A.6.03028, F.A.C., including a statement of the student's current level of performance and how the student's disability affects his/her ability to progress through the general education curriculum, a statement of measurable goals, and a statement of educational services, program modifications and support necessary for the student to be involved in the general education coursework, including assistive technology. Assessment accommodations will be consistent with the student's IEP. The IEP Committee will meet, as needed, throughout the school year and the IEP Committee will conduct an annual review of student progress, strengths, and needs.

FLVA will work to accommodate students with all disabilities. Assistive technology will be provided to students based on recommendations of the IEP Committee and appropriate evaluation in order for students to have access to online and print materials. Technologies may include screen reader software, speech to text devices, word prediction software, audio books or more traditional technologies such as a calculator, graphic organizer, or math fact table. All materials published after August 2006 meet the requirements of the National Instructional Materials Accessibility Standards.

Related service providers will be located within the geographical vicinity of the student. These related services may be provided through contracts with the district or a licensed private agency/provider. Services may be delivered virtually or face-to-face either at the provider's place of business, a neutral location such as a local library or community center, or in special circumstances, in the student's home.

The School's effectiveness in serving exceptional students will be measured annually in the tracking of timelines as related to provision of IEP services and evaluation; student achievement including test scores, curriculum assessments, and mastery of IEP goals; and annual satisfaction surveys from parents and students.

FLVA will staff a Director of Exceptional Students who will oversee the provision of services and special education compliancy at the School. Oversight and compliance monitoring in a distance learning setting are assured through detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by teachers; file review and monitoring of timelines and processes.

Students who are demonstrating characteristics of gifted students will be referred to the School's ESE department. The appropriate referral, evaluation, determination of eligibility, placement procedures, and provision of services will be followed. Eligible students who are gifted will have an EP developed as required.

ELL Plans will be developed and reviewed by the ELL committee to ensure appropriate placement and instructional options that will ensure academic progress and acquisition of English language. Curriculum will be age- and grade- appropriate and tailored to the student's proficiency level. FLVA will provide instruction through a program of sheltered instruction and mainstream/inclusion models that will provide ELL students equal access to the same scope and sequence as the instruction provided to the non-ELL students at the same grade levels, while providing specific accommodations.

Students in the ESOL program will be required to meet the same curriculum standards as non-ELL students in ELA and content area instruction as established by the NGSSS in accordance with Senate Bill 1076. The School will also ensure that teachers are implementing ESOL strategies in mathematics, science, social studies, and other courses on the student's schedule following state guidelines.

FLVA will utilize an array of ESOL instructional strategies including multiple sensory inputs, small discussion activities, manipulatives for math concepts, games, and cooperative learning approaches, among other strategies. ESOL strategies used will be documented in the student's ELL Plan. The effectiveness of these strategies will be determined by the teachers' observations, administrative classroom walk through, data summits, ESP site visits, and fidelity checks.

### **Criteria**

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

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

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

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

## **4. Evaluation**

0-15 points

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

FLVA's education goals and objectives for improving student achievement are based on the progress and performance of students on the FCAT 2.0 and EOC Assessments. Goals and measureable objectives are set for the School as a whole as well as each grade span in Reading, Math, Science, and EOCs. At the time of the charter application, goals for EOCs in Geometry, Biology, and U.S. History, or standards for FCAT Science 2.0 had not been set because the state had not yet conducted standard setting to determine the passing standard. FLVA will develop any remaining performance and improvement goals for all EOCs and FCAT 2.0 assessments as part of the final charter contract.

Each year, the staff and Board at FLVA will review the performance and progress on the following goals to determine if adjustments are needed. Goals are increased based on improvements made at the district and state level and exceeding the state average performance. After baseline data are established for the school, FLVA will reevaluate and revise these goals as needed to align with Common Core assessments.

Goal 1: FLVA's primary educational goal is to earn an "A" – a school making excellent progress - under Florida's school grading system (Florida Statute 1008.34) by 2016-17, its third year of operation.

Aligns with grant project activities as follows:

- o Laptop and charging cart for online student assessments
- o Digital cameras for below-level readers
- o Equipment for maintenance of student records.

Measurable Objectives Reading 1.1: FLVA school goals are initially based on district level reading data for the grade. At a minimum, school goals for reading increase by 2% each year in all grades. For example, in 2013 Clay averaged a 69% reading proficiency in grade 3. FLVA will meet this percentage in our first year of operation, in year two increase that to 71%, and by year five increase our percent proficient in reading to 77%.

Measurable Objectives Mathematics 1.2: FLVA school goals are initially based on district level math data for the grade. At a minimum, school goals for math increase by 2% each year. For example, in 2013, students in grade 6 in Clay ranked 65% proficient on the Math FCAT 2.0. FLVA proposes in year one to match that proficiency, in year two increase that proficiency level to 67%, and by year five, increase the proficiency level to 73%; a growth rate of 2% per year.

Measurable Objectives Science 1.3: FLVA school goals are initially based on district level science data for the grade. At a minimum, the School goals for science increase by 2% each year. For example, in 2013, in grade 8 at Clay, 52% of students were proficient in Science based on the assessment. FLVA proposes to match that proficiency in Science in 2014-2015, and by its fifth year to grow that proficiency to 60%.

Measurable Objectives Algebra I EOC 1.4: FLVA school goals are initially based on district level Algebra I data for the grade. At a minimum, the School goals for Algebra I increase 2% each year. For example, in 2013, in grade 9 at Clay, 55% of students were proficient in Algebra I based on the EOC. FLVA proposes to grow that proficiency by 2% in Algebra I in 2015-2016 and by its fifth year to grow that proficiency to 63%.

Measurable Objectives Geometry EOC 1.5: FLVA school goals are initially based on district level Geometry data for the grade. At a minimum, the School goals for Geometry increase each year. For example, in 2013, in grade 9 at Clay, 95% of students were proficient in Geometry based on the EOC. FLVA proposes that in its first year serving grade 9 (2015-2016) to grow that proficiency by 2% in Geometry and by its fifth year grow that proficiency to 100%.

Measurable Objectives Biology I EOC 1.6: FLVA school goals are initially based on district level Biology I data for the grade and overall. At a minimum, the School goals for Biology I increase each year. For example, in 2013, in grade 9 at Clay, 71% of students were proficient in Biology I based on the EOC. FLVA proposes that in its first year serving grade 9 (2015-2016) to grow that proficiency by 2% in Biology and by its fifth year grow that proficiency to 79%.

Goal 2: To employ parental engagement strategies to effectively engage our parents in a meaningful and purposeful way.

Aligns with project activities as follows:

- o Parent outreach
- o Training
- o LCD projector purchase

- Measurable Outcome 2.1: 100% of parents will have access to online parenting materials including information about learning objectives that are appropriate for their child's age and grade level, effective learning strategies for difficult content areas, etc.
- FLVA will maintain a list of assigned parent log on IDs and a list of materials selected for inclusion in the online parenting resources which are grade appropriate, and evidence and scientifically based.

- Measurable Outcome 2.2: 100% of students will have an ILP. The ILP is developed in partnership with students, parents and educators and signed by the parent. The ILP will outline how students, parents, and educators, share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help students achieve high standards. The ILPs are discussed quarterly to define and update the expectations of the student.
- ILPs will be maintained in the student's file and regularly updated based on evidence of student progress

- Measurable Outcome 2.3: FLVA will develop a mentor program in which 100% of newly enrolled families will be paired with an experienced learning coach who will be available to share tips for a successful school year. Parent mentors will be provided training to support them in this role.
- Calendar of mentor program events, participation logs, and content of mentor activities will be maintained as evidence.

- Measurable Outcome 2.4: FLVA will conduct outings at least once per month for students and parents to have the opportunity to meet other families in both educational and social environments.
- Meetings' and activities' agendas and participation logs will be maintained as evidence.

Goal 3: To ensure a collaborative environment for teachers and administrative staff is developed and nurtured and student learning is increased.

Aligns with grant project activities as follows:

- o Staff and board professional development
- o Purchase of LCD projector
- o Professional Resource library

- Measurable Outcome 3.1: Monthly professional development opportunities will be provided to educators to enhance the knowledge, skills and expectations necessary to increase student learning. Student data from state and school-based assessments will be used to drive content of teacher professional development.
- Meeting agendas, participation logs, and professional development content, and student data used to determine professional development opportunities and offerings will be maintained as evidence.
- Measurable Outcome 3.2: Training will be provided to teachers once a month, either in person or virtually, to assist them in supporting students and families effectively.
- Meeting agendas, participation logs, and training content materials will be maintained as evidence.
- Measurable Outcome 3.3: A professional resource library will be created to allow teachers to have immediate access to high-quality professional resources. Resources will be selected based on student achievement needs and educator professional needs.
- A log of usage and the resource library itself will be maintained as evidence.

FLVA will use a series of standardized assessments as outlined above in response to question 3.b. to establish a baseline for each student, identify strengths and challenges facing each student, and track growth over the course of a year. State summative assessments, as outlined in 3.b., will provide FLVA staff with an understanding of strengths and weaknesses of the School population as a whole. This data will help the School target necessary resources and plan for professional development.

Scantron Performance Series, Study Island, and SAT 10, or comparable alternate assessment systems, will be administered to all students and will serve as a baseline for student performance for the School and individual students. Students will be tested via an online, adaptive test at the beginning and end of the school year to provide a measure of individual student growth, demonstrating the gains of the School program. Baseline data will be used to build ILPs for each student, and at the School level to drive policy decisions related to curriculum, instruction, instructional resources, professional development and teacher placement.

FLVA will also have access to prior years' FCAT and EOC data for currently enrolled students which will serve as the summative baseline for the annual state assessment program so FLVA will be able to demonstrate improved student achievement results after this first year of operation and be able to compare the results of their students, on growth and proficiency measures, to students across the district and the state.

Baseline data will also be collected from previous school records, anecdotal information from parents, and other sources.

The School's Student Achievement Improvement Process (SAIP) will be a primary means of self-evaluation of the curriculum, instructional methods and practices on an annual basis when FLVA is operational. The SAIP process is a multi-stage planning process which will take into consideration data collected about the School's success in reaching its academic and nonacademic goals as stated in measurable terms in this charter application. The stages of the SAIP process are:

1. Prepare for Readiness to Benefit
2. Collect, Sort, and Select Data
3. Analyze the School Data
4. Set and Prioritize Goals
5. Research Effective Practices
6. Craft Action Plan
7. Monitor Implementation of the Plan
8. Evaluate Impact on Student Achievement

FLVA, pursuant to State Board Rule, will receive a school grade through Florida's A+ Grading System by meeting all of the following criteria:

- For reading and math performance measures, the School serves at least 30 full-year-enrolled students with valid assessment scores in reading and math, including banked EOC assessment scores for entering 9th graders as applicable (for high schools, the minimum number of scores required in math is now 10); and
- For reading and math learning gains measures, the School serves at least 30 full-year-enrolled students with valid assessment scores in reading and math in both the current year and the previous year, not counting banked EOC scores. (For high school math learning gains and Low 25% learning gains, the minimum number of scores is set at 10 students.)

### **Criteria**

*The proposal includes SMART (Specific, Measurable, Attainable, Relevant, and Timely) outcomes for student achievement for each year of the proposed project. The student*



*achievement outcome measures must mirror the outcome measures submitted in the school's charter school application or contract.*

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

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

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

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

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

## **5. Marketing and Outreach**

0-15 points

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

FLVA believes the involvement of parents in the education of students is critical to school and student success. The virtual school model utilized by the School emphasizes the parent's role on the teaching team. The expectation is that parents in that role will contribute significantly to the education of the student.

Essential to the planning of FLVA, the Board is collaborating with the Florida Chapter of the National Coalition of Public School Options (PSO), a state organization that reaches out to parents who desire school choice, including virtual options for their children. The PSO will assist in planning on many levels including offering nominations and recommendations for new Board members. FLVA will continuously offer face-to-face community outreach events to gather input from community stakeholders.

FLVA will involve parents and the community in a variety of activities concerning the School, from leadership and governance on the Board, to participation in a formal parent advisory council or other ad-hoc committees. The parent advisory council serves as a direct communication link between the families and the School and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the School administration.

The Board will designate a representative to facilitate parental involvement, provide access to information, assist parents and community members with questions and concerns, and resolve disputes.

The most fundamental role parents will play will be in supporting their child's learning and in helping evaluate FLVA's operation, governance, and instructional program. Learning coaches will help guide students through their daily coursework using the K12 curriculum and will verify the number of hours of educational activities completed by the student. Parents will conference with teachers on a regular basis via phone, email, synchronous sessions, or in person to discuss their child's progress. When scheduled, parents are expected to attend school outings and other outside learning opportunities with their child.

Upon enrollment, FLVA will conduct parent orientation sessions to offer families the opportunity to meet administrative and teaching staff and receive information about navigating the curriculum, lesson delivery, effective communication, and school policies. Parents will receive a School handbook that provides guidance on School policies, including tips and advice about getting organized and getting to know the Online School. Knowledge of the School's program and systems allows parents to access web-based lessons and data to see directly how their child is doing.

FLVA will provide an extensive support system to families. Parents serve a critical role in the School's education process, and are

partners to the teachers in promoting accountability for their students and the entire FLVA community. At the simplest level, students, teachers, and parents interact face-to-face at outings and other events such as back-to-school events, ice cream socials, educational expos, and science and art fairs. In addition to face-to-face interaction, the School allows access to a monitored, private, virtual community which enables students, parents and teachers to communicate and connect online. Parents benefit from exchanging ideas and information with others using the K12 program and gain a sense of connectedness within the boundaries of a contained but global community. Each K12 sponsored school has its own subcommunity within the larger virtual social community to generate school pride as well as provide its own content and clubs, a school calendar, and information on upcoming activities.

Throughout the school year the staff will account for contributions that parents and community members have made to the business and governance of the School and communicate this to the Board and the School community through the School website, in print reports and in face-to-face meetings.

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

As part of its outreach plans, FLVA will make available information on its curriculum and policies to all persons, and parents and pupils considering enrollment in the School. The information will include, but not be limited to, background on the K12 curriculum, the FLVA Online School, and a Parent-Student Handbook that includes policies on admission, enrollment, role of responsible adult, grade level promotion, course level placement, materials and computers, Internet service, school outings, special education, standardized tests, and teacher conferences.

FLVA will use several means of recruitment for potential students and their families. It is a recruitment model which has been used successfully by charter schools in other states to attract diverse student bodies by using a variety of marketing techniques--matching the charter school program and applicants' educational and personal needs.

- Staff will meet with community leaders including those in minority and low income areas, both urban and rural, to recruit students.
- Provide onsite and online information sessions to interested families
- Work with local churches and at-risk youth organizations to ensure awareness of the program within the community
- Participate in organized grade-appropriate activities via flyers and sponsored events.
- Use a variety of media such as radio, TV, and Internet
- Provide a bilingual liaison to assist families with the enrollment process.
- Establish a website and call center to communicate with prospective families.
- Distribute materials about FLVA in public places such as libraries or schools.

FLVA will define its target population in alignment with 1002.33(10)(e)(1) – Students within specific age groups or grade levels. Our school will be a full-time virtual public charter school open to any public school age student in grades K-8 in 2014-15, grades K-9 in 2015-16, grades K-10 in 2016-17, grades K-11 in 2017-18 and grades K-12 in 2018-19, in the sponsor's district and statutorily eligible for attendance at a virtual charter, including students from diverse backgrounds, urban, rural, special populations of students, such as gifted and talented students, students attending schools designated as Focus/Correct and Priority/Intervene, special education students, homebound students, or those who are struggling academically.

After a charter contract is signed, the School will give public notice that we will begin to accept applications. If the number of applicants does not exceed the space available families will be notified by FLVA to confirm their intent to enroll and complete the enrollment process in time to start school in the fall.

If applications do exceed space available, FLVA will conduct a lottery to determine which students will be enrolled in the School. The lottery is blind to disabilities, testing, academic achievement, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery.

As provided for in 1002.33 (10)(d), FLVA may give enrollment preference to the following district student populations: siblings of a student enrolled in the charter school; children of a member of the governing board; children of an employee of the charter school; children of an active-duty member of any branch of the United States Armed Forces.

Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list in the order they were received.

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

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

### **Criteria**

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

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

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

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

**6. Support for Strategic Plan**

## FIXED REQUIREMENT

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

URL:[http://www.fldoe.org/board/meetings/2012\\_10\\_09/strategicv3.pdf](http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf)

FLVA will strive to improve and meet the standards of several of the Areas of Focus in Florida's Next Generation PreK-20 Education Strategic Plan. FLVA will improve the K-12 education choice options by providing families the opportunity of a unique learning environment. FLVA will ensure that parents across the district will be informed about the option that FLVA provides for students. Objective 5.1 of the FLDOE plan is to increase the number and percentage of students completing virtual education. FLVA will meet that goal each year. Objective 5.2 is to increase the percentage of students attending a charter school scoring at or above grade level on FCAT Reading and Math, by elementary, middle, and high school. FLVA will conduct an initial assessment on each student to determine areas of weakness and strength. With this data, ILPs will be developed with annual goals and updated as students successfully participate in interventions targeted to their needs. This timely process meets student needs, increases student's mastery of standards, and thus performance on the FCAT and EOC (as appropriate). Objective 5.3 is to increase the number and percentage of charter schools that earned an A or B. FLVA Board of Directors has set as its primary educational goal to earn an "A" (see (see 4. Evaluation above.)

The FLVA Board is committed to improving the quality of teaching. The School will implement a comprehensive teacher evaluation plan in accordance with 1012.34, Florida Statutes. The Board will ensure that all educators employed with FLVA are retained according the Florida Statute 1012.33, and compensated based on Florida Statutes, 1012.22 focusing on student achievement. Within the budget proposed in the charter application, FLVA is prepared to provide bonuses to high performing teachers based on student growth through state mandated tests, Scantron, FAIR, and other assessment tools.

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

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

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

The School's reading instruction is aligned with the Just Read, Florida! Initiative. Taking the three components of the Just Read, Florida! Initiative into consideration, the School will support educators with research-based reading professional development funded via grant funds. Teachers will also utilize the Literacy Essentials and Reading Network (Learn) web-based video resources. Teachers will be trained on using resources from the Center on Instruction and other resources made available through the FLDOE's Just Read initiative. FLVA will involve parents at home and in the online synchronous classroom through reading volunteer opportunities and promote community and corporate involvement by encouraging reading partnerships. K12 ensures reading is a primary component by emphasizing key reading skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. Students will receive daily reading instruction based on their reading level through individual instruction, small group or individual reading time.

Incorporating the Math and Science: Solutions for Florida's Future initiative, math and science instruction will require creative thinking, problem solving skills, fostering creativity and innovation, cultivating the acquisition of communication and information through contextual and applied learning strategies that promote global effectiveness. The K12 curriculum provides an integrated history and art curriculum that is aligned with Florida's Next Generations Sunshine State Standards.

***Criteria***

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

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

## CHARTER SCHOOL ASSURANCES

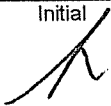
**FISCAL AGENCY:** Clay County Schools


**NAME OF ORGANIZATION OR ENTITY:** Northeast Florida Virtual Charter School Board, Inc. on behalf of Florida Virtual Academy at Clay County

**ADDRESS:** 2370-2 3rd Street South, Jacksonville Beach, Florida 32250

**PART I:**

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

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.		p. 2; 3-148
2. A description of how the charter school will be managed.		149-205; 213-218
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.		15-17; 84-89; 93-103
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	Section 1002.33, F.S.	Section 1002.33, F.S.
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.		p. 201-205
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.	Section 1002.33, F.S.	Section 1002.33, F.S.
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.		NA
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	p. 1-2	p. 208
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.		p. 198-201
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	Initial 	p. 155

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	Initial 	p. 155
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	NA	NA
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		p. 223

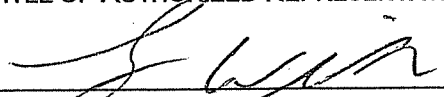
**PART II:**

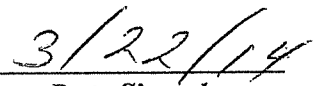
**FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."**

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

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

**NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):** Larry E. Williams, Board Chair

  
Signature of Authorized Representative

  
Date Signed

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

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

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

**1. Lobbying**

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

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

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

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

**2. Debarment, Suspension, and Other Responsibility Matters**

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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


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

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

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

(2) The grantees policy of maintaining a drug free workplace;



<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (street address, city, county, state, zip code)</p> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p><b>Drug-Free Workplace (Grantees who are Individuals)</b></p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT</p> <p>Northeast Florida Virtual Charter School Board, Inc. on behalf of Florida Virtual Academy at Clay County</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p> <p>Larry E. Williams, Board Chair</p>	
<p>SIGNATURE</p> 	<p>DATE SIGNED</p> <p>3/22/14</p>

## **GENERAL EDUCATION PROVISIONS ACT SECTION 427 PLAN SUMMARY**

To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs, FLVA will take these steps:

**1. Admissions Process.** FLVA will prohibit discrimination against students, families, and employees on the basis of disability, race, creed, color, gender, national origin or religion in all of its practices including admissions and employment adhering to all applicable federal and state antidiscrimination laws. FLVA will use numerous means of recruitment for potential students and their families, especially those who have been underserved, including personal contact and print and electronic media and advertising in a variety of venues throughout the district to reach as many families as possible including our own website. If applications exceed space available at the end of the application period, FLVA will conduct a lottery to determine which students will be enrolled. The lottery is blind to disabilities, testing, academic achievement, etc. All students regardless of exceptionality will have an equal opportunity to enroll once they submit all required general education documents for enrollment.

**2. Tailoring Learning Experiences for At-Risk Students.** We will use an intervention model for “at risk” students as part of a student’s Individual Learning Plan consisting primarily of targeted web-based interventions which seek to identify and remediate gaps in skills and content. Our plan looks at each student as an individual and matches teaching methods to individual learning styles and student performance. We will determine a benchmark for measuring growth at the beginning of the school year; develop an individualized learning plan for each student; continually assess students’ attainment of the standards throughout the course of the school year; and assess student performance at the end of the school year.

**3. Stakeholders in the Education Program of Exceptional Students.** The virtual academy will work with the sponsor to develop guidelines to determine appropriate placement for exceptional students. All identified students with a disability will have an IEP meeting scheduled after enrollment is approved. FLVA will ensure that each student with a disability is placed in the least restrictive environment. Students with disabilities will participate in the general education program to the greatest extent possible offered by FLVA and as determined by the IEP team. The means for learning and demonstrating proficiency will be aligned to the Language Arts Florida Standards, Mathematics Florida Standards, and Next Generation Sunshine State Standards. Assessment accommodations or alternative instruction procedures will be based on the student’s IEP. The FLVA special education teacher will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact.

**4. Stakeholders in the Education Program of ELL Students.** During enrollment, all families will answer Home Language Survey (HLS) questions as a first effort for child find. Those students with positive responses to the HLS questions will be referred to the ESL team. The results of student assessments, parent and student interviews, and previous academic records will inform an Individualized ELL Student Plan. The Comprehensive English Language Learning Assessment (CELLA) will be used annually to measure the progress of ELLs’ English proficiency. Teachers will be responsible for monitoring student progress and documenting strategies used in their instruction. Professional development will be provided to all staff on best practices of English as a Second Language (ESL).