Clay County
School District

2016/17 Charter School Application

Clay

Classical Academy

CORNERSTONE
CLASSICAL EDUCATION
FOUNDATION

August 3, 2015

NAME OF PROPOSED CHARTER SCHOOL: Clay Classical Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Cornerstone Classical Education Foundation

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

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NAME OF EDUCATION SERVICE PROVIDER: Not Applicable.

NAME OF PARTNER/PARENT ORGANIZATION: Cornerstone Classical Education Foundation

Projected School Opening: August 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	**K – 8**	**293**	**302**
Second Year	**K – 8**	**435**	**448**
Third Year	**K –8**	**574**	**590**
Fourth Year	**K – 8**	**710**	**728**
Fifth Year	**K – 8**	**710**	**728**

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

Signature: _____ **Title:** Executive Director

Printed Name: William Korach **Date:** 8/01/15

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the Mission Statement for the Proposed Charter School.

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

Vision

The vision of the School is to prepare its graduates for success in the most highly selective colleges and universities in the nation, and to be leaders in creating a more philosophical, humane and just society. The graduated students will have a moral compass, can reason and think and make a contribution to their community and America and provide opportunities for themselves and for future generations.

Mission

The mission of Clay Classical Academy (CCA) is to create an academically rigorous, college preparatory school in the classical tradition. The ultimate goal of CCA is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens.

Priorities

- Teach a content-rich curriculum that delights and challenges all students.
- Provide an education that is truly excellent in all content areas.
- Achieve high literacy in all of its students.
- Create a community of learners that enriches students, families and the wider community.

Outcome

Classical Charters are founded upon the principle that the advancement of knowledge is best achieved through classical learning. Classical learning evolves through the development of the whole student as a human being with a mind to acquire the intellectual humility that will develop and nurture character, moral values and standards, understanding, thought, and wisdom. Classical education has endured the test of time in proving academic superiority and creating a passion for life-long learning. A classical education is language focused. It is learning accomplished through words both written and spoken. A classical mind is active in thinking rather than passive. Learning is systematic. All knowledge is interrelated. The intellectual environment fostered through a classical education will be the foundation that prepares students for the future in assuming their places as responsible citizens, statesmen, community and world leaders, entrepreneurs, parents, teachers, and the list goes on. Our destiny depends upon the education of our youth. Students are the essence of America's future and our legacy of

life.

B. Describe how the school will utilize the guiding principles found in section 1002.33(20(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.***
- ***Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.***
- ***Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.***

❖ ***Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.***

Student Achievement

The School looks toward the past to provide an academic program of future success for its students, *a classical curriculum.* A classical curriculum was founded by the Greeks ~2500 years ago. The Greeks believed that each child had to be strong in body and mind in order to be a viable contributing citizen of their democracy. The basic theme of their education system was to provide instruction compatible with the development of the brain throughout childhood. The curriculum is divided into three phases, commonly called grammar, logic and rhetoric. In the grammar phase, the young mind is presented with "facts" such as the alphabet, numbers, cities and states in K-4. The logic phase introduces the notion of "how". For example, a student learns about the human skeleton, the associated ligaments and how the body is able to accomplish movement. In the final phase, the rhetoric component introduces the notion of "why". Why did the human body develop as it did?

http://classicalacademicpress.com/an-introduction-to-classical-education-a-guide-for-parents/

The classical curriculum was adopted by the Romans and later by Europeans in the Middle Ages. The early European settlers to America brought this form of education to America. It was the education method of choice until the early 1900s. At this point the American education system began a transformation into today's system that is performing poorly. Even though America leads the world on education spending per student, the results have not been good and keep declining. The 2012 test results by the Program for International Student Assessment (PSIA) for teenagers places America 30th in Math, 23rd in Science and 20th in Reading. http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/03/key-pisa-test-results-for-u-s-students/

The goal of the School's Classical curriculum is to:

- Expose students to the best that has been thought and said.
- Treat all knowledge as interrelated.

- Emphasize parts-to-whole instruction, always starting with the most basic building blocks, and building upon them.
- Language-focused, with learning accomplished through words, written and spoken, not with images.
- Includes the study of classical languages.
- It is systematic, with a particular course of study undertaken each year in preparation for the following year.
- Teaches discipline.
- Uses only the best works of literature at every age, favoring the classics over popular fiction.
- Divides learning into three stages, the grammar stage (K-4), the logic stage (5-8) and the rhetoric stage (9-12).

All elements of the curriculum, and all attributes of the school, are in support of the above goals.

Current Academic Trends

The 2014 ACT assessment test for Florida high school graduates shows that only 19% of the graduates were "college ready". College ready means that these students passed all four categories of the ACT exam, English, Reading, Math and Science. At the national level in 2013 only 26% of graduating senior high school were "college ready". Students "less than proficient" in all four categories were 31%. The remaining 43% of the students passed at least one of the four categories.

National: 1.8M students; 54% of graduating 2013 seniors; 26% passed all 4 areas; 31% were less than proficient all 4 areas; 43% passed 1 or more areas. Ref. The Chronicle of Higher Education, Aug.21, 2013, "A Quarter of High School Grads Who Took ACT Are Found College Ready".

America use to be a leader among all countries in academic performance by its graduates. Now, each year the results are worse and America's academic performance keeps declining. So, how does America return to excellence in education in this highly competitive world? A return to a formula that has proven itself, a classical education is one answer. Take for example Great Hearts Academies (GHA), a charter school program in Phoenix offering a classical education. The 2013 ACT and SAT exam results for graduates in their five high schools were far superior to other schools nationwide. The same was true for the AZ 10th grade assessment test.

2013 HS Stats...	SAT	ACT	AZ 10th
Veritas	1816	26.7	95
Chandler	1820	26.8	98
Scottsdale	1883	29.1	99
Glendale	1816	26.7	100
Mesa	1818	25.9	98
NAT AVG	1500	20.9	72

GREAT HEARTS	2013
# SCHOOLS	19
# STUDENTS	7,452
2014/15 WAIT LIST	10,600
GRADUATES	
% 4 YR COLLEGE	91.4 %
% 2 YR COLLEGE	5 %
% MIL	1.8 %
COLLEGE % ENTERING STEM	60 %

Great Hearts Academies 2013 Annual Report

In addition, >60 % percent of Great Hearts seniors were admitted to "more selective" or "most selective" colleges and universities in 2013. (US News & World Report)

Parent Flexibility

Parents are integral to the successful education of their children. Parents are free to select the school of their choice within the Florida school system. The School will provide parents a thorough explanation of the classical curriculum, expectations of students and parents and the requirements of the School. The School will communicate by various means such as a web site, open houses and various publications. After enrollment, parents can monitor their student's progress online and through parent-teacher conferences. Parents are expected to participate in the education process via monitoring their child's progress and providing an environment of support and expectations. Parents sign an agreement with the School to partner in the education of their children.

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

The School's Governing Board is responsible for ensuring that the School has adequate resources and that they are managed with fiscal integrity and discipline. The Board, in partnership with the school administration, will establish an annual fiscal plan. There will be a School budget administrator who will manage daily expenditures and publish a monthly variance report. This will provide the basis to ensure that the funds are expended consistent with the specified goals. The Governing Board will also ensure that accountability and responsibilities are understood and monitored.

The Governing Board is also responsible for setting the goals and expectations on academic performance. The Governing Board will monitor academic performance via periodic exams administered in the county school system such as the Florida Standards Assessment exams. Also, the Board will seek charter school accreditation.

- ***Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.***

The School will evaluate the preparedness of students to meet the demands of a classical curriculum and the Florida Standards such as the Florida Standards Assessment (**FSA**) exams, along with the Florida Assessments for Instruction Reading (**FAIR**). The tests results will be provided to parents identifying their student's academic performance and any deficiencies found. The teachers will focus on helping students to rectify their deficiencies. Likewise, parents are expected to be active partners in this process. http://www.fsassessment.org/

The School's curriculum is aligned with the Language Arts Florida Standards (**LAFS**) and with the Mathematics Florida Standards (**MAFS**), with Kindergarten through fifth grade using the new Florida Standards editions of the Spalding phonics program, "The Writing Road to Reading", and Singapore Math's Primary Mathematics textbook and workbook. The teaching of all other subjects such as Core Knowledge Science and American and World History are also aligned with the Florida Standards.
http://www.flstandards.org/about/a_look_inside_the_new_florida_standards.aspx

During the academic year, the student's academic performance will be provided to their parents at least once per quarter via a report card. The objective is to keep parents informed and rectify any existing problem areas before the end of a given term. The School also plans to implement an on-line Student Information System (**SIS**) whereby parents may view their student's performance in areas such as homework, teacher assigned grades and daily comments, performance on required state assessment exams and "alert" notifications from the School.

For students with a major deficiency due to a weak academic background or some other reason, the classroom teachers along with supporting staff will implement remediation strategies such as tutoring outside the classroom or modifications to the academic assignments designed to bring the student to grade level. Parents will be informed of strategies and will also have access to the SIS online status reporting system so that they can monitor their student's progress. Parents are expected to also be an active participant in any academic remediation.

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

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

- ***Improve student learning and academic achievement.***
- ***Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.***
- ***Encourage the use of innovation learning methods.***
- ***Require the measurement of learning outcomes.***

❖ ***Improve student learning and academic achievement.***

The School is a public charter school. Enrolled students will come from diverse economic, social and academic backgrounds. The School's classical curriculum is designed to graduate students who meet high academic standards and is in concert with

the Florida's Standards.

The classical curriculum concept originated with the Greeks and was adopted through the ages by various societies, from the Romans to the early settlers in America. The classical curriculum philosophy is to teach a child to think and reason in accord with the development cycle of the brain, from grammar to logic to rhetoric. In 2013 the average U.S. SAT score for graduating high school seniors was 1500. Students from a system of five high schools employing the classical curriculum achieved the average SAT score well over 1800 for each of the five schools. A classical curriculum is a proven academic program that improves student learning and academic achievement.

Fundamental to student learning and academic achievement is reading. The school's primary focus in K-5 is on reading, and includes the five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a "primary focus," all objectives from Florida's Reading Program Specifications will be implemented at the School, including: professional development, administrative practices in support of reading, high quality reading instruction as a dynamic system, and reading text materials and resources.

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

In the early childhood stages, the classical curriculum is designed to build a foundation of knowledge. Innovative methods employed in this phase include Core Knowledge, Spalding phonics and Singapore mathematics. Using this approach, students build on knowledge that they already have. Emphasis on foundational skills and rich content allows teachers to bring students to grade level, strengthen their knowledge base and challenge academic potential.

In cases where more intervention is necessary, the teacher in concert with the staff and administration may implement an Individual Educational Plan (**IEP**). The student's parents are also integral to the intervention process by providing additional support.

Core Knowledge Science and American and World History, Spalding Phonics "The Writing Road to Reading" and Singapore Mathematics provide assessment instruments to aid in developing appropriate learning strategies. These include:

- Teachers will use direct questions to help students' understanding of problems and solutions (The Socratic Method).
- Teachers will use primary source documents such as letters, diaries and memoirs in order to bring history to life and provide insight and understanding to historical events.
- Classical virtues of self-command and self-sacrifice will be integrated throughout the curriculum in all grades.

- Standards of excellence represented in citizenship, cooperation, courage, honesty, integrity, perseverance, respect and responsibility as the guiding standards of behavior will be displayed throughout the school.
- Students will be taught study skills such as time management, note-taking, organizing, memory techniques, outlining and research methods.

These methods and more will help provide students with a rigorous and comprehensive education that challenges them to excel in both learning and character. For those students with major deficiencies due to a weak education or other reasons, the classroom teacher along with support staff will implement remediation strategies which may include additional tutoring and modified assignments for the purpose of bringing the student to grade level. Parents will also be involved in the remedial strategies.

The School's objective is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are performing at grade level. The School will continually use assessment data to improve academic achievement at all levels. The instructional staff will review attainment levels on standardized tests and in-class assessments, such as those for Spalding Phonics and Singapore Math, in order to determine appropriate learning strategies.

Low-performing students will be identified through the use of diagnostic assessments. Scaffolding supports will be used through the Multi-Tiered System of Supports (**MTSS**) process, with students receiving increasingly more intensive supports and interventions as they progress through the tiered levels of the system. If the students are still not meeting expectations after receiving individualized interventions at Tier 3, the School will refer them for special education testing.

Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. As students become more proficient, the scaffold is gradually removed.

❖ *Encourage the use of innovation learning methods.*

While the model of *classical education* has been around for over 2500 years there are currently no classical schools within the District. Thus, the School will provide this innovative approach to education for students in the District. Although this approach is relatively new to Florida, many well established and very successful classical charter schools are operating across the United States, raising the bar for academic achievement using this model of education. There are approximately five classical education charter schools now in the State of Florida.

The School offers one school where students can attend for their entire K-8 academic career. This school model creates an atmosphere of academic excellence through a cohesive and consistent *K-8 curriculum on one campus*. This model of opening as a K-8 school has proven successful at other classical charter schools across the United States

in schools such as Ridgeview Classical in Fort Collins, CO. The lasting relationships formed among staff and students created by this model facilitate accountability and mentoring which are not feasible with segmented education. This type of school will be unique within the County.

The School's *small student population* helps to ensure that our students' needs are being met on all levels. The ability of our faculty and staff to monitor the growth of all our students is greatly enhanced due to our small overall student population. Teachers and staff know each student by name and quickly become familiar with their educational strengths and needs. These relationships then continue as students move up in grade level. Since our teachers are teaching across grade levels, these mentoring relationships are strengthened during these formative years.

Due to the fact that the school operates on one campus with a small population, teachers and administration work closely with the chosen curriculum to ensure that students are receiving sequenced and *cohesive instruction*. The curriculum's alignment to state and national standards provides the knowledge necessary for our students to thrive academically. The curriculum integrates learning across all subject areas which greatly enhance the students' knowledge.

The *learning of Latin* has been shown to be beneficial across nearly every subject area. When students learn Latin they have a much stronger grasp of English grammar due to the fact that 65% of English is derived from Latin. Students have the option to continue the study of Latin in 6-8 or select a modern language such as French. The study of the selected language can continue in 6-8 or switch to another language. Studies have shown that students who study Latin perform higher in science and math.

The School begins the immersion in foreign languages with Spanish or Latin in elementary school, K-5. Students begin learning a second language at an early age. This option also allows our teachers to gather low performing students and provide interventions required for students as a part of Florida's Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS). MTSS provides for high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.

Students in 8th grade prepare and defend a *thesis* as a part of their literature course. This thesis consists of selecting a topic of the students choosing, researching all sides of the topic, preparing a paper based on their research and then defending their position before a panel of teachers and administration. As explained, this process follows the thinking process of the Trivium (grammar, logic, rhetoric) that begins in Kindergarten. This systematic and logical approach to making sound and reasoned judgments prepares students to enter the world and draw thoughtful and logical conclusions in future learning and experiences.

- ***Require the measurement of learning outcomes.***

The School will carefully track and monitor the growth of each student. As noted previously, the K-8 model and small community atmosphere helps to greatly enhance the ability of the School's teachers to monitor that growth. It is understood that learning outcomes cannot be gauged through the administration of one test or even through assessments alone. Multiple sources of assessment data are optimal. To this end, the School measures the growth and learning outcomes of each student through the following means:

State Required Assessments

Scores collected in pre and post assessments along with annual assessments provide the required data needed to measure student growth and leaning gains. This data is also used in the creation and evaluation of the annual School's Improvement Plan (**SIP**). To this end, the School fully participates in all aspects of Florida's Standards Assessment (**FSA**) and in other assessments such as Instruction in Reading (**FAIR**), and End of Course (**EOC**) Assessments as required by Florida Statute. As changes in required assessments are implemented and updated, the School will work closely with the FL Department of Education and the District to ensure that students receive the proper assessments.

Continual monitoring through teacher observation and in class assignments.

Highly qualified teachers are the best gauge regarding the growth and learning of each student. As teachers collect assignments and track progress on a daily basis they are the first to notice when problems arise. They provide the interventions necessary when they see that a student is beginning to struggle or fall behind. Our administrative team is in continual communication with teachers offering any necessary support or guidance.

The teachers meet as grade level teams to discuss student achievement and growth along with the pacing of the curriculum. Grade-level team leaders lead these meetings and report any concerns or questions to administration. The teachers also meet as subject area teams. These teams help to ensure the consistency, sequencing and alignment of the curriculum. They also have opportunity to discuss student achievement and report any appropriate concerns or questions to administration. The Assistant Academic Principal works closely with the teacher teams throughout the year.

In-class Assessment

The School understands the need for data in the tracking of growth of its students. The curriculum selected offers pre and post assessments along with built in regular assessments which teachers administer in order to track growth and understanding. These assessments along with teacher created assessments, given regularly, give teachers and administration hard points of data which helps in creating a more accurate picture of a student's growth.

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

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

- **Create innovative measurement tools.**

- **Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.**
- **Expand the capacity of the public school system.**
- **Mitigate the educational impact created by the development of new residential dwelling units.**
- **Create new professional opportunities for teachers, including ownership of the learning program at the school site.**

❖ ***Creative innovative measurement tools.***

As mentioned previously the 8th grade thesis is a unique tool the School uses as one measure the success of the academic program. The 8th grade thesis is the culmination of all the learning acquired during their time at the School. The student is given the opportunity to display confidence and ability to defend a chosen topic to a panel of administration and teachers. This intensive thesis is the 8th grade capstone of the academic program and helps prepare students for success in high school.

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

Classical Approach to Education.

The School has modeled its academic program and curriculum after other classical curriculum schools that are consistently among the top scoring schools in the nation. The classical approach challenges students with academic excellence and creates an atmosphere of exceptional academic growth. Other public schools in competition with the charter school may find their academic results improving.

K-8 on One Campus.

As noted previously the model of a public K-8 charter on one campus not only stimulates academic growth in students but also stimulates growth in the County as well. The academic model creates a unique option in the District. Families in the community are provided with varied educational choices in the public sector.

Small Community Offers Parents a Different Option than Large Public Schools.

Many of the current public schools have large student populations. The intimate community and accountability created by the small student population at the School creates a different option. Parents and students are afforded the opportunity to choose a school which offers something completely unique when compared with other current options.

❖ ***Expand the Capacity of the Public School System.***

The School's enrollment capacity of ~782 students adds capacity to the District school system. In addition, there is a desire among parents in the county for a small K-8 school atmosphere offering a classical curriculum. The School's focus on classical education will draw children who are currently involved in home and private school back into the

public school system. The School is open to all students in the District, and the classical approach combined with the K-8 model will draw some of these students back, thereby actually increasing public school enrollment.

- ***Mitigate Educational Impact Created by Development of New Residential Dwellings.***

As the County continues to grow in population, the School offers additional enrollment capacity that will aid in mitigating the impact on the school system.

- ***Create New Professional Opportunities for Teachers, Including Ownership of the Learning Program at the School Site.***

At the end of the school year, administrators and faculty complete a survey on the current learning programs in place and the professional development provided through the year. In addition, there is a professional development needs assessment by administrators and faculty at both the beginning and end of the school year. These results are analyzed along with student academic performance to update the professional development plan. If during the course of the academic year there is a need for additional professional development, the plan is revised to include in-service training.

The faculty members are the primary owner of the School's learning program. Faculty members in a particular core area meet periodically to assess how students are doing and needs for curriculum modification. Recommendations are brought forward to the faculty for discussion and vote. Any approved revisions are then presented to the administration for implementation.

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Section 2: Target Population & Student Body

A. Describe the anticipated target population to be served.

If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33 (10) (e), F.S.

The School serves all students in the County independent of their personal circumstances. The School welcomes all students including public, private, home schooled and those just beginning school. The School is in compliance with Federal and Florida's anti-discrimination laws including:

- The school does not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. F.S. 1002.33(10) (a).

- The School enrolls any student who submits a timely application unless the number of applications exceeds the capacity of the program, class, grade level or building, at which time a lottery shall be conducted. F.S. 1002.33 (10) (b).

- Students served in the Exceptional Student Education (**ESE**) or English for Speakers of Other Languages (**ESOL**) shall have equitable opportunity of being selected for enrollment. F.S. 1002.33(10) (f).

- Students may withdraw from the School at any time and enroll in another public school in accordance with District policy. F.S. 1002.33(10) (g).

- The School does not plan to target in accordance with the law, certain populations as defined in F.S 1002 (10) (e).

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

The School will open with grades K-8. In the subsequent years additional grade sections will be added. The student to teacher ratio will be 18 per classroom K-3 and 22 per classroom 4-8. There are four classrooms per grade level by year 5 of operation.

The School will give enrollment preference, as allowed by Florida's charter school law,

1002.33(10) (d), to the following:

- Siblings of a student already enrolled in the charter school;
- Children of a member of the School's Governing Board;
- Children of an employee of the charter school;
- Children of an active-duty member of the United States military.

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

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K – 8	293	302
Second Year	K – 8	435	448
Third Year	K –8	574	590
Fourth Year	K – 8	710	728
Fifth Year	K – 8	710	728

The model for classical schools across the country is to open as a K-8, or even a K-12. The School proposes to open as a K-8 and grow to 728 student enrollment capacity over time. The School's population projection is based on the success of other classical models and is confident that the projections will be met. The School's classical curriculum will result in a great deal of recognition and support within the community. A revival of classical education is spreading across the country and as families hear about this philosophy of education they are excited to become a part of the community. It is not uncommon to have two on the waiting list for each School seat.

The School's classical approach to education, as well as a smaller school environment and a K-8 campus, provides families with a unique option for their children within the County. Once there is approval and advertising begins, the School is confident that the projected enrollment will be quickly met. Pursuant to F.S. 1002.33, the School will enroll any eligible student who submits a timely application unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.

The rationale for the population projection was derived from the networking and interest created during the preparation of this application. Informational meetings have been held at different locations around the County. Unlike a neighborhood school, which draws from the immediate surrounding community, charter schools allow for the opportunity for more diverse demographics because they are not restricted by neighborhood boundaries or family finances. The intent to advertise to all submarkets within the County through radio, TV and newspaper ads, along with hosting informational meetings, will help to ensure that a broad demographic of families interested in the School's classical curriculum is reached.

When potential sites for the School are identified, a geospatial study will be conducted

using the latest U.S. census data and other County data bases to identify the number of potential students per grade are within a five mile radius of the site. This information will be used in the final site selection to ensure that the School applications will meet or exceed the School's enrollment capacity.

The District may have excess school facilities. This avenue will also be explored as part of the selection of the School site. http://www.fldoe.org/finance/edual-facilities/

Section 3: Educational Program Design

A. Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The School will follow the District's annual academic calendar of 180 days. School will begin and end on the same day as the District. Various holidays, scheduled breaks, teacher planning days and grading periods will also coincide with the District calendar.

The hours of instructional time are based on the State Statute and District's Student Progression Plan. The Morning Meeting begins at 8:30 AM with morning greetings and character discussions. At Day's End the homework and other items due for the next day are reviewed.

GRADES K – 5

Morning Meeting	**20 min/day**	**8:30 – 8:50**
English Language Arts (LAFS)	90 min/day	8:50 – 10:20
LAFS Intervention/Enrichment	30 min/day	10:20 – 10:50
Mathematics (MAFS)	60 min/day	10:50 – 11:50
Lunch	30 min/day	11:50 – 12:20
Recess	20 min/day	12:20 – 12:40
Art/Music	30 min/day	12:40 – 1:10
Social Studies	30 min/day	1:10 – 1:40
Science	30 min/day	1:40 – 2:10
Physical Education	30 min/ day	2:10 – 2:40
Language Spanish/Latin	30 min/day	2:40 – 3:10
Day's End	20 min/day	3:10 – 3:30

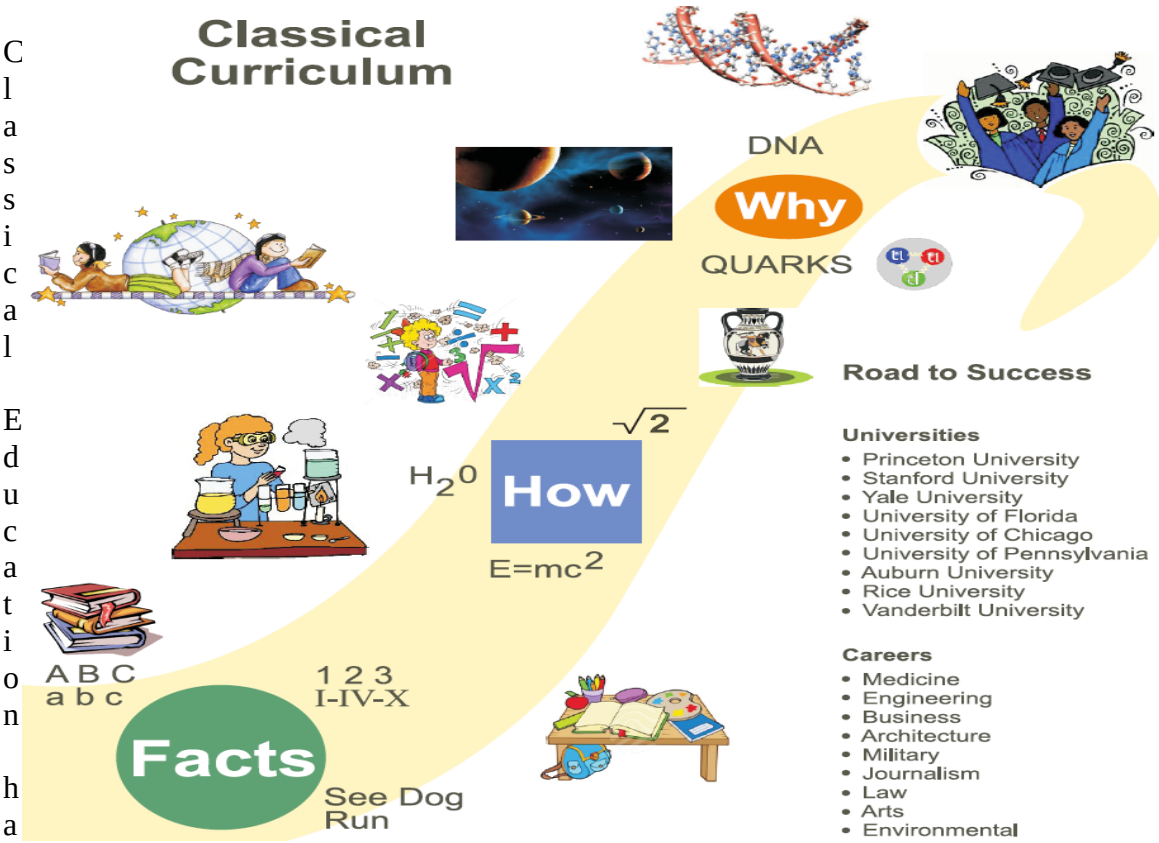
GRADES 6 - 8

Homeroom	**10 min/day**	**8:30 – 8:40**
Mathematics	50 min/day	8:40 – 9:30
English/Language Arts	50 min/day	9:35 – 10:25
Social Studies/Civics	50 min/day	10:30 – 11:20
Lunch	30 min/day	11:25 – 11:55

Science	50 min/day	12:00 – 12:50
Physical Education	50 min/day	12:55 – 1:45
Language Latin	50 min/day	1:50 – 2:40
Language Arts/Remediation	35 min/day	2:45 – 3:20
Day's End	10 min/day	3:20 – 3:30

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

Excellence in Education - A Return to the Past – Classical Curriculum Education



Classical Education has a history of over 500 years in the West, and was thriving at the time of our nation's founding. A Classical Education:

- Values knowledge for its own sake;
- Upholds standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- Demands moral virtue of its adherents;
- Prepares human beings to assume their places as responsible citizens in the political order.

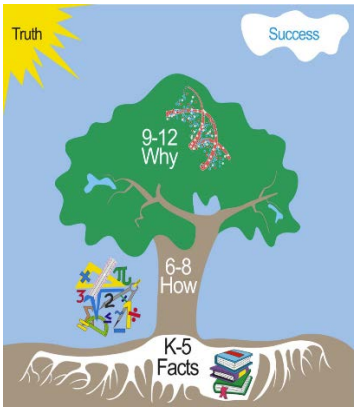
Classical Education uses history as its organizing principle. For example, when students study Ancient Greece, they concurrently study Ancient Grecian art, music and literature.

Students immerse themselves in each culture, making it come alive which leads to a much greater understanding and knowledge. At the elementary level, students are well-prepared to flourish in a competitive world market as they study specific aspects of both American history and world history in every grade. As students' progress through the curriculum, they are able to build from a broader to a deeper understanding of history, work with more sophisticated texts and develop a clearer concept of how ideas have unfolded over time.

A Classical Education is based on the concept of the *trivium*, or "three roads," which speaks to the structure of every subject and discipline. The *trivium* model describes three stages — **grammar**, **logic**, and **rhetoric** — which follows the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions. "Grammar," the first stage, is defined as the foundation of a subject or the collection of its parts and the mechanics of how they work. In the past, elementary schools were referred to as "grammar" schools; they provided students a foundation in the "basics" such as orthography and prescriptive English grammar. The rationale for the grammar stage is that there must be an understanding of the facts before students can move to the next stage. During the grammar stage, specific literacy skills such as explicit phonics, grammar, and rules of spelling are intensively taught. Science is based on an understanding of key concepts as well as learning to use the scientific method as the "grammar" for scientific thinking. Latin is introduced and taught alongside English so that students learn the structural underpinnings of our language which expands the student's vocabulary and aids reading comprehension. Oratory skills are taught beginning in kindergarten.

The second stage, "logic", is characterized as the understanding of the parts, their relationship to each other, and the organization of the parts into the whole. In subsequent years, students revisit the data they have learned and begin to develop analytical skills by connecting themes, ideas and causes. Students at this age want to look at the big picture; they want to know "why?" As they continue to learn facts, they have the intellectual capacity to question those facts. The primary pedagogical style in this stage is logic or dialectic. In this method of instruction answers are arrived at by the exchange of logical arguments. There is a focus on higher-level thinking and communication skills. This method takes students to the highest level of examination of pertinent primary source documents. Plato believed that given the opportunities to exchange ideas and logical arguments, knowledge would develop and grow. During this stage, and in the next stage known as "rhetoric," students read great works in the American tradition to better learn about and understand the great ideas, texts and events of Western Civilization.

The last stage of the *trivium*, "rhetoric", is the ability to apply the foundational knowledge and logical understanding of a subject, and to creatively solve problems and express opinions. Students learn to read with sophistication and judgment, to attend to details, and to track nuances in both style and argument. They learn to take their time and work carefully and conscientiously. By doing so, students develop



habits of mind that are an essential life skill. They are prepared to analyze arguments, present new ideas, and learn to effectively express their ideas — both verbally and in writing — with the individuality and skill students need in college and beyond.

Anytime a person learns something new they naturally progress through these stages of learning. As new information is acquired an individual begins to process it logically and make judgments. These stages are performed at all ages and by all learners. Students at every grade will be encouraged and taught to advance through these levels, appropriate to their age and ability level.

In the classical liberal arts model, every subject has its grammar, logic and rhetoric stages. In her book, *The Well-Trained Mind* (WW Norton, 2009, Tenth Anniversary Edition), Susan Wise Bauer states that classical education depends on training the mind in a three-part process. By spending the primary years of school learning and absorbing facts in a systematic way, developing essential literacy, the foundation for advanced study is formed. By mid-school, students can learn to think and exhibit critical thinking skills. In the high school years, students can learn to express themselves. Classical education is language-focused, and learning is accomplished through written and spoken words. Subjects are aligned so that the different disciplines speak to each other and students are able to make connections between them. The challenge of finding links between the various fields of study is accomplished by using history to organize learning. This begins with the ancients and progresses to the modern in history, science, literature, art and music. Classical education is knowledge-centered. The mind is trained to collect and analyze information, and to draw conclusions based upon that information.

Classical Education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well defined problems through a series of stages. These stages, as they apply to classical education, apply to the *trivium.*

Teaching Latin

A key instructional component of a Classical Education is the teaching of Latin. The School will informally teach Latin to its young students. Students in K-5 grade will be introduced to Latin roots, but they will not take Latin as a formal class. Students in 6th,

7th and 8th grades will take a formal Latin class with a trained Latinist. Latin instruction is useful in teaching reading. Approximately 65% of all English words have Latin roots. Latin is the basis for the European languages, and English is the "child." By learning Latin, students will learn English and other languages and use English and other languages more easily. They will expand their knowledge of vocabulary and comprehension. They will be able to express themselves orally and in writing with greater clarity and depth.

One of the most practical benefits of studying Latin for high school students is boosting verbal skills and scores on tests like the SAT; students with two or more years of Latin typically score 140 - 160 points higher on the SAT than their Latin-less peers. Numerous studies have demonstrated a significant positive correlation between studying Latin and improved scores on a variety of tests and even with college GPA and performance in college English classes. Of course, even more important is the broadened cultural perspective that comes with studying Greco-Roman civilization. The Roman world exerted enormous influences on our own culture, so that to be ignorant of Roman civilization is to be ignorant of our own roots. An important consideration too for our own multicultural society is the fact that the Greco-Roman world was what is often called the "archetypal multi-culture."

The Roman empire at its greatest extent included all the peoples living around the Mediterranean Sea and the widely disparate cultures of not only Europe but also Asia, the Near East, and North Africa. Rome was thus a cultural melting pot and the lessons we can learn from the world of Rome are invaluable to all of us in America today.

Emphasizing Civics

Classical education has always been concerned with the political order. Looking back, Greek education was political – geared towards preparing the youth for citizenship. As did the leaders of the ancient republics, America's Founding Fathers realized that a free government depends upon the wisdom and virtue of its citizens – their capacity for self-government. It was their hope that schools would prepare young people to preserve the constitutional republic they created.

In 1776, the year of our Nation's conception, George Mason in the Virginia Declaration of Rights said "No free government, nor the blessings of liberty, can be preserved to any people, but by a frequent recurrence to fundamental principles." By fundamental principles Mr. Mason referred to the certain understanding about nature, rights, and government expressed in the Declaration of Independence that is fundamental to the United States Constitution. Along with the other Founders, Mr. Mason knew that this nation could only be sustained by self-governing citizens who understood principles such as liberty, equality, natural rights, the Rule of Law, Constitutionalism, and self-government — and we are devoted to upholding them.

In recent years political knowledge has declined. According to a 2008 study conducted by the Intercollegiate Studies Institute (ISI) American Civic Literacy Program, 2,508 Americans were surveyed to determine their knowledge of America's founding

principles and texts, core history, and enduring institutions. The results showed that over 70% of those surveyed failed a basic test of civic information. Less than half of the participants could name all three branches of government, and only half could articulate a basic description of a free-enterprise system. Thirty percent of elected officials do not know that "life, liberty, and the pursuit of happiness" are the inalienable rights referred to in the Declaration of Independence.

Classical liberal arts educators contend that by providing a curriculum with a strong history and civics component, the decline in political knowledge can be reversed and this knowledge can be regained. Our strong emphasis on a foundational understanding of civics aligns perfectly with Florida Statutes (F.S. Section 1003.42(2) (a-f)).

Incorporating Primary Source Documents

In the classical, liberal arts model, primary source documents are used to teach history, with an emphasis on American history and America's founding principles. Primary source documents are documents that are created by first-hand testimony of witnesses or recorders who experienced the events that are being documented (informational text). These documents can be created at the time the event is occurring, but can also include autobiographies, memoirs and oral history recorded later. Examples of primary source documents that the School may use will include:

-Plato's Republic – ancient Greece.
-The Declaration of Independence – U.S. History.
-Private letters between John & Abigail Adams – the workings of the American family.
-Diary of Anne Frank – experiences of Jews in World War II.
-National Security Data Archives – U.S. history – declassified documents.
-Newspapers or periodicals from significant historical/current events.
-Letters from the Birmingham Jail.

The use of primary sources exposes students to important historical concepts. First, students become aware that all written history reflects an author's interpretation of past events. Therefore, as students read a historical account, they can recognize its subjective nature. Second, through primary sources the students directly touch the lives of people in the past. Further, as students use primary sources, they develop important analytical skills.

For many students, history is seen as a series of facts, dates, and events usually packaged as a textbook. The use of primary sources can change this view. As students use primary sources they begin to view their textbook as only one historical interpretation and its author as an interpreter of evidence, not as a purveyor of truth. Primary sources force students to realize that any account of an event, no matter how impartially presented it appears to be, is essentially subjective.

Primary sources fascinate students because they are real and they are personal; history is humanized through them. Using original sources, students touch the lives of the people

about whom history is written. They participate in human emotions and in the values and attitudes of the past. By reading a series of public opinion surveys from World War II, for example, students confront the language of the person interviewed and his or her fears about shortages, as well as the interviewer's reactions recorded after the interview. These human expressions provide history with color and excitement and link students directly to its cast of characters.

Interpreting historical sources helps students to analyze and evaluate contemporary sources-- newspaper reports, television and radio programs, and advertising. By using primary sources, students learn to recognize how a point of view and bias affect evidence, what contradictions and other limitations exist within a given source, and to what extent sources are reliable. Essential among these skills is the ability to understand and make appropriate use of many sources of information. Development of these skills is important not only to historical research but also to a citizenship where people are able to evaluate the information needed to maintain a free society.

Perhaps best of all, by using primary sources, students will participate in the process of history. They will discuss with teachers and classmates the interpretation of their sources. They will challenge others' conclusions and seek out evidence to support their own. The classroom will come alive as students test and apply important analytical skills.

Teaching Virtues

Classical education requires self-discipline and instills virtue, as it requires students to examine moral and ethical issues. Classical education invites students to examine different civilizations that have existed in the past, thus gaining a more critical and historical perspective on their own.

Character is more than a good form of behavior. The English word “character” is derived from the Greek character, which means ‘engraved mark,’ and refers to the particular impress or stamp which distinguishes something as different from another. When we speak of excellence of character, the emphasis is not on mere distinctiveness or individuality, but on the combination of qualities that make an individual the sort of ethically or morally admirable person he is.

While character is often spoken of in terms of traits, values, ethical or moral values, or moral principles, historically, specific strengths of character are known as “virtues,” and the term “virtue” indicates overall moral excellence. Aristotle defined virtue (aretê) as the excellence that makes anything an outstanding specimen of its kind. When applied to human beings, his account of virtue is displayed especially in the decent person (epiekês) who recognizes and chooses what is appropriate, and in the well-balanced person in whom all parts of the soul are in harmony with one another. For Aristotle, and the ancient Greeks, virtue was not something people could simply choose or not choose without implication. Virtue is indissolubly connected to human happiness. In fact, for Aristotle people find true happiness only when their souls are working in accord with virtue. The

happy life is the good or “virtuous” life.

This understanding is not exclusive to the ancients. America’s most prominent founders also saw the inseparable connection between “virtue” and happiness. In his *First Inaugural Address*, George Washington said, "There is no truth more thoroughly established, than that there exists… in nature an indissoluble union between virtue and happiness." Thomas Jefferson wrote in a letter that, "without virtue, happiness cannot be," and in a speech at the Virginia Ratifying convention, James Madison, called the supposition “that any form of government will secure liberty or happiness without any virtue in the people” a “chimerical idea.” Like the classical thinkers, America’s founders knew that virtue is essential not only to individual happiness, but also to the public happiness and prosperity. They also understood that virtue or character is not innate.

The Charter for America’s first state-supported university was written by Abraham Baldwin, a signer of the United States Constitution and member of ten of America’s first Congresses. That charter states:

> *“[the] public prosperity [of free governments] and even existence very much depends upon suitably forming the minds and morals of their Citizens …It should therefore be among the first objects of those who wish well to the national prosperity … early to place the youth under the forming hand of Society that by instruction they may be molded to the love of Virtue and good Order.”*
>
> Charter of the University of Georgia, 1785

More directly, Thomas Jefferson wrote in a letter to John Adams, that “No government can continue good but under the control of the people,” therefore, “their minds are to be informed by education what is right and what is wrong; to be encouraged in habits of virtue and to be deterred from those of vice.”

As did the leaders of the ancient republics, America’s Founders knew that the maintenance and prosperity of a free-republic—the security and happiness of a free people— depends upon the character or virtue of its citizens. They also understood that virtue or character is only “the result of habit and long training.” Youth become virtuous only by learning, observing, and practicing the virtues. Therefore, instruction in the virtues is an essential part of education.

Classical education encourages this training in the virtues and the attainment of good character. A classical curriculum asks students to work against their baser inclinations (laziness, or the desire to watch television, or play video games) in order to reach a goal — mastery of a subject and excellence in character. Through the decorum of the classrooms and halls, the reading of great works in literature and history, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students’ behavior, students will rise to the occasion.

Plato believed that youth ought to be brought up in such a way that they would fall in love with virtue because it was conducive to a good and happy life. Aristotle's balanced person or whole human being is not a slave to pleasure, fear, or greed, nor one who struggles with desires and aversions, but—as a result of habit and long training in the virtues—sees the world as it really is and freely chooses what is truly desirable. He is happy. Laying a strong foundation in virtue and character at an early age leads to students flourishing and to their enjoyment of a happy life.

Support for a Classical Liberal Arts Education

There are many examples of students with outstanding academic performance from classical charter schools. Great Hearts Academies test performance 2013 scores in the ACT and SAT from their five high schools in Phoenix, AZ have been previously noted. The same kind of success has been documented within a broad range of school settings — including inner city schools (Westside Preparatory School and Decatur Classical School in Chicago) and more "suburban" schools (Ridgeview Classical School in Fort Collins, Colorado) — despite the academic disabilities and disadvantages of its students.

Take for example Marva Collins, founder of Westside Preparatory School. She created the school in 1975 in an inner-city Chicago area serving students considered "problem children." Her curriculum was based on classical literature and other materials that contained lofty ideas and abstract concepts. The purpose was to teach values that hold societies together, and to encourage students to think about interpretation and meaning, and to appreciate the nuances of language. They were encouraged to analyze and challenge what they read and to express opinions. As an example, fourth graders read Plato's dialogue, *The Republic*, wherein Plato asks, "What is Justice?" The students were then asked to discuss the various meaning of justice according to their viewpoint or interpretation.

By the end of the first year, every child scored at least five grade levels higher than when they first entered the school. When compared to Chicago Public Schools, one article written about her school stated, "working with students having the worst of backgrounds, those who were working far below grade level, and even those who had been labeled as 'unteachable,' Marva was able overcome the obstacles. News of third grade students reading at ninth grade level, four-year-olds learning to read in only a few months, outstanding test scores, disappearance of behavioral problems, second-graders studying Shakespeare, and other incredible reports, astounded the public."

According to Marva Collins, "Classical Education reminds us that every achievement of human kind is valuable, and every child's soul is damaged when we fail to demand that they achieve. Our young people respond with violence and anger when schools and teachers put labels on them: "Inferior," "born to fail," "inability to cope." Our children don't need tags, measures, inkblot tests. They are screaming for a curriculum that challenges their minds. In recognition of her work with children at the Westside Preparatory School, Marva Collins has received many awards, including the Jefferson

Award for Benefiting the Disadvantaged, the Humanitarian Award and the National Humanities Medal from President Bush – 2004.

The overall K-8 classical curriculum consists of the core areas of English Language Arts, Social Studies/History, Mathematics and Science. Other curriculum components include Foreign Languages, Fine Arts, Electives and Physical Education. The classical curriculum by subject area and grade level is shown in Classical K-8 Curriculum Overview.

Classical K-8 Curriculum Overview

	K	1	2	3	4	5	6	7	8
English Language Arts	Spalding Phonics, Spelling & Vocabulary Touchstone & Junior Great Books Reading & Literature Grammar & Composition						Literature & Composition		
History	Core Knowledge American History & Geography History Alive						American Tradition Ancient History		Medieval History
Math	Singapore Math & Saxon Math						Pre-Algebra Algebra I		Algebra I/II
Science	Core Knowledge Science & Full Option Science Systems						Physical Science Life Science		Earth Science
Language	Spanish or Latin						Latin		
Fine Arts	Core Knowledge Music & Core Knowledge Studio Art						Intro Fine Art		Music & Studio Art
Other				Competitive Chess			Study Skills Workshop		
PE	X	X	X	X	X	X	Competitive Athletics		

This classical curriculum is in accord with the Florida Standards, *"reading, language arts, mathematics, science and social studies"*. The School's academic areas that address Florida Standards are English Language Arts, Mathematics, Science and Social Studies/History. Other academic areas offered in the School's curriculum include Foreign Languages, Fine Arts, Electives and Physical Education. As shown in later sections, the academic program has strong STEM academic components in mathematics and science. The school is also exploring a vocational track in Avionics and other high tech areas.

FL Core Academic Areas: reading, language arts, mathematics, science and social studies.)
http://www.fldoe.org/bii/curriculum/sss/

C. Describe the research base for the educational program.

Challenges in American Education

The Program for International Student Assessment conducts an examination in math, science and reading every three years among 167 countries. The next exam will be conducted in 2015. In recent times, America's rank in the test categories continues to fall.

U.S. International Rank in Math, Science & Reading

PISA* COUNTRY EXAM RESULTS

RANK AMONG 67 COUNTRIES

	2009	2012
MATH	25	31
SCIENCE	20	24
READING	11	21

*Program for International Student Assessment

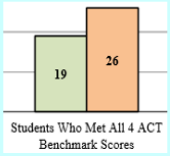
The ACT exam measures a high school student's readiness for college. One must pass the four categories of Math, Science, Reading and English on the exam. The 2014 ACT test results indicate that 81% of Florida's high school graduates were "less than proficient" in all the four categories of the exam. High school graduates across America are not much better.

2014 FL ACT EXAM RESULTS

81 % FAILED

2014 U.S. ACT EXAM RESULTS

74 % FAILED



ACT EXAM – English, Reading, Math & Science; Pass all four topics – college ready.
http://www.act.org/research/policymakers/cccr14/readiness.html

The Nation's Report Card conducts an examination on math and reading proficiency for 4th and 8th graders. The 2013 results for Florida indicate a serious deficit in in the pursuit of education excellence. http://www.nationsreportcard.gov/

National Assessment Education Exam

2013 FL	% Below Proficient
Math 4th	59%
Math 8th	69%
Reading 4th	61%
Reading 8th	67%

Classical Curriculum – A Proven Approach to Education Excellence

The curriculum providers selected by the School provide classical curriculum content and are compliant with the Florida Standards.

English Language Arts

-*Spalding's "The Writing Road to Reading"*. A multi-sensory, brain based approach explicit phonics, reading and writing. http://www.spalding.org/

-*Core Knowledge Writing* is based on the Greek method of organizing one's thoughts in a rhetorical manner. http://www.coreknowledge.org/mimik/mimik_live_data/view.php?id=1833&record_id=311

-*Harvey's Grammar & Classical Writing* provides additional content that emphasizes writing with sequential exercises. http://classicalwriting.com/Harveys.htm

-*Touchtone Great Books* provides reading content as a supplement in English Language Arts. http://www.touchstones.org/

-*Leveled Readers* provides reading content as a supplement in English Language Arts. *https://www.readinga-z.com/curriculum-correlations/commoncore/*

Mathematics

Singapore Mathematics provides a conceptual approach to mathematical skill building and problem solving. http://www.singaporemath.com/Media_s/13.htm

Saxon Math provides additional content that is used in conjunction with Singapore Mathematics. http://www.hmhco.com/shop/education-curriculum/math/saxon-math

Science

Full Option Science Systems (FOSS). A hands on approach to scientific inquiry with emphasis on fundamentals. http://www.fossweb.com/

Core Knowledge Science provides science content that is used in conjunction with FOSS. http://www.coreknowledge.org/mimik/mimik_live_data/view.php?id=194&sp_id=4&q=Science&type=lessons

Social Studies/History

Core Knowledge History and Geography is a history-and geography-rich curriculum supported by the use of primary source documents and traditional works of literature with historical themes and premises used to teach history.
http://www.coreknowledge.org/mimik/mimik_uploads/documents/950/History%20and%20Geography%20Resources%20K-6.pdf

History Alive provides content that is used in conjunction with Core Knowledge History and Geography. http://www.teachtci.com/programs/middle-school/history-alive-textbook/ancient-world/

English Language Arts Research Base

The English Language Arts curriculum sequence consists of Spalding Phonics, *The Writing Road to Reading*, Core Knowledge Literature, Harvey's Grammar and Classical Writing along with Leveled Readers and Touchtone Great Books in grades K-8. Grades 6-8 focus on Literature composition.

The **Spalding Method** is the methodology and educational philosophy of *The Writing Road to Reading* program. The Spalding philosophy is child centered, that is the physical and mental well-being of students is a primary concern of Spalding teachers. High expectations for all children are central to the philosophy. These principles of learning and instruction are applied throughout the spelling, writing, and reading curricula.

Spalding instruction is explicit, interactive, diagnostic, and multisensory. Teachers model, coach, and provide support as needed; students articulate, reflect, and explore new concepts. Careful daily observation of student progress enables teachers to differentiate instruction to meet student needs. Students see, hear, say, and write using all channels to the brain to enhance retention. All elements of the language are integrated in spelling, writing, and reading lessons. The kindergarten through sixth-grade curricula is structured, sequential, and cumulative. Phonemic awareness, systematic phonics, high-frequency vocabulary are taught in spelling. In the writing lesson, the same high-frequency words are used to teach word meanings, usage, word parts, grammar, and composition. In the reading lesson, students learn the attributes of fine literature, the structure of narrative

and expository text, fluency, listening and reading comprehension. They learn to monitor their comprehension while reading, to make connections with prior knowledge and the text, to predict word meanings, type of writing, outcomes and so forth. They learn to reorganize (reformat) the information in text and use it to mentally summarize to enhance comprehension.

Arizona State University (ASU) conducted a research study on the effectiveness of Spalding's *The Writing Road to Reading* in learning gains in reading skills in K-3 during 2006 - 2010. This was a four year study involving five experimental schools and six control schools with an average of 1,000 students and 47 teachers each year.

The results of the ASU research study concluded that students who used *The Writing Road to Reading* program "demonstrated higher and statistically significant learning". *The Writing Road to Reading* is an effective method for enhancing performance on critical early literacy skills. For example, the following table shows the results for Spalding (experimental) versus the control schools for the K year. Note that Spalding was statistically significant on 10/12 measures taken that year. The measures included Initial Sound Fluency, Letter Naming Fluency, Word Use Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading and Retell Fluency. Similar results were found for K-3 grade levels.

*Table 6: Descriptive statistics, all students**

			Experimental		Control	
		Measure[+]	Mean	SD	Mean	SD
Year 1, Kindergarten	Fall, 2006	ISF	10.80**	10.35	7.32	8.052
		LNF	15.81**	16.17	10.79	13.92
		WUF	12.01**	15.59	3.23	7.51
	Winter, 2007	ISF	18.99	12.61	17.37	13.847
		LNF	32.75**	19.02	28.44	19.89
		PSF	27.77**	17.96	20.21	16.85
		NWF	26.61**	18.26	20.28	22.03
		WUF	22.89**	18.11	9.51	13.32
	Spring, 2007	LNF	47.97**	18.117	44.39	20.812
		PSF	47.68**	16.51	39.62	19.52
		NWF	46.17**	25.77	35.36	25.25
		WUF	39.91	18.12	26.92	17.69

* p=<.05, ** p =<.01

[+] Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Word Use Fluency (WUF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF), Retell Fluency (RF).

"Final Summary Report: Evaluation Study of *The Writing Road to Reading*", G. Bitter and M. White, ASU.

The Spaulding phonics based grammar program, The Writing Road to Reading, is complemented by Core Knowledge's K - 8 programs in Literature, Science, History and more. The Core Knowledge teaching philosophy is based on the premise that what children learn is based upon what they already know. The School incorporates Core Knowledge academic components in English, Science and History.

The **Core Knowledge Writing** method is based on techniques originally developed by the Greeks. Students are taught to organize their thoughts and arrange them in a rhetorical order. There are four steps to this teaching method for writing:

- *Theory* - Learn grammatical and rhetorical (logical) skills.
- *Analysis* – Study each sentence, word by word, look at spelling, vocabulary, rhythm and word arrangement. This is followed by the study of the logical properties of thought, literacy content and general style.
- *Imitation* – Learn to write in the same manner as found in the Analysis phase.
- *Practice* – Learn how to create original and independent compositions.

The effectiveness of *Core Knowledge Writing* was a component of a New York City research program. The Core Knowledge Language Arts (**CKLA**) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. The 172 classrooms, 200 teachers and 4,466 students in these schools were diverse. From school to school, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%.

Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics that is at the heart of CKLA's Skills strand, as well as techniques for engaging students during read-alouds, which are the heart of the Listening & Learning strand, so as to build their background knowledge and vocabulary.

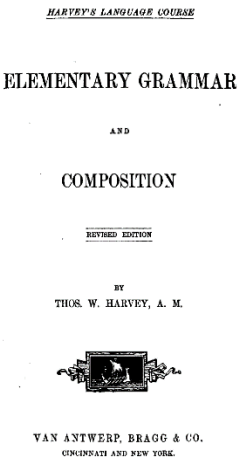
The research study employed the Woodcock-Johnson III Cognitive Ability Test that measures a person's ability in Comprehension-Knowledge, Long-Term Retrieval, Visual-Spatial Thinking, Auditory Processing, Fluid Reasoning, Processing Speed, Short-Term Memory, Quantitative Knowledge and Reading-Writing.

Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA out-performed their peers in 10 comparison schools on measures such as of reading skill, oral reading and written spelling. CKLA schools were found to be *"significantly greater" in written spelling* as compared to the comparison schools.

Test	Woodcock-Johnson III			
	W-J Brief Reading		W-J Word Attack (Decoding)	W-J Spelling of Sounds (Written Spelling)
	W-J Letter Word Identification (Basic Reading Skills)	W-J Passage Comprehension (Oral Reading Comprehension)		
Spring Scores at CKLA Schools Compared to Comparison Schools	✓ CKLA Significantly Greater Spring Scores	✓ CKLA Significantly Greater Spring Scores	✓ CKLA Significantly Greater Spring Scores	✓ CKLA Significantly Greater Spring Scores
Change in Fall to Spring Scores at CKLA Schools Compared to Comparison Schools	✓* CKLA Significantly Greater Fall to Spring Change	✓ CKLA Greater Significantly Fall to Spring Change	✓ CKLA Greater Significantly Fall to Spring Change	✓ CK Greater Significantly Fall to Spring Change

The NYC Core Knowledge Early Literacy Pilot: K–Grade 2 Results (PDF).

Harvey's Grammar & Classical Writing is based on the 1880 edition of Harvey's Elementary Grammar and Composition. This method utilizes a systematic process for teaching writing. The teaching concept builds on the previous concept learned. The writing is taught in the ancient Greek style of having student's study and learn excerpts from speeches, letters, stories, and essays from great writers. The students identify what makes a good speech or what makes a persuasive letter. It is with the challenging thoughts that those writers offer that the students learn not only to write well, but to also think well. This was the method used in America to teach writing until the mid-1900s. President Abraham Lincoln was taught in this manner. *"Four score and seven years ago our fathers brought forth, on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."*


HARVEY'S LANGUAGE COURSE

ELEMENTARY GRAMMAR

AND

COMPOSITION

REVISED EDITION

BY

THOS. W. HARVEY, A. M.

VAN ANTWERP, BRAGG & CO.

CINCINNATI AND NEW YORK.

https://archive.org/details/elementarygramm00harvgoog

Touchtone Great Books is a reading curriculum that is also based on classical methods. Research studies have shown Touchtone Great Books to be a superior method of teaching the understanding of literature.

"Read, Discuss, Reread: Insights from the Junior Great Books Program", Teaching for Understanding, M. Criscuola, Vol. 51, Number 5, February 1994.
http://www.ascd.org/publications/educational-leadership/feb94/vol51/num05/Read,-Discuss,-Reread@-Insights-from-the-Junior-Great-Books-Program.aspx

Great Books Foundation conducted a research study from 1989 to 1991 on the effectiveness of the Junior Great Books Curriculum. The curriculum model uses interpretive discussion within the reading process to help students of all reading abilities

to understand literature and be able to construct inferential and thematic meaning from their reading. The premise was all students could improve their ability to interpret literature. The curriculum was piloted in 3rd grade classes in 13 public schools in Chicago and its suburbs. The schools selected represented a cross section of students including those with limited English proficiency, from disadvantaged backgrounds and from racial and ethnic minorities.

The research question to be answered was interpretive discussion used throughout the reading process enhance students' abilities to understand literature. Did the students improve in their ability to answer interpretive questions appropriately and to base interpretive opinions on evidence from the story? Did teachers consistently conduct interpretive discussion with their students?

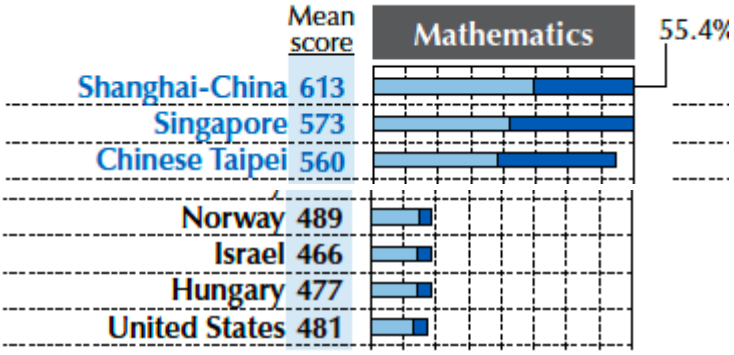
The results show that students in the experimental group using the Junior Great Books Curriculum had a *far higher rate of text-centered answers* than students in the control group in both discussion and writing. Likewise, teachers in 23 out of 26 discussion groups were observed maintaining good interpretive discussions. Also, 12 of 13 *teachers improved in their ability* to follow up on student responses and to involve students intensively.

"Our pilot of the Junior Great Books Curriculum demonstrated that ***interpretive discussion*** *used throughout the reading process does* ***enhance students' abilities to understand literature****. The guided practice in reading for meaning gives students strategies they can use when approaching literature on their own."*

Mathematics Research Base

2012 test results from the Program for International Student Assessment (**PISA**) show U.S teenagers now rank 31st in math as compared to 25th in 2009 per the National Center for Education Statistics. Singapore in recent times has been ranked 1 or 2 in math for OECD countries (Organization for Economic Cooperation and Development).

http://www.businessinsider.com/pisa-rankings-2013-12#ixzz2uvNBtcyY



Singapore Math is a math curriculum for K-6 grades. It is based on the concept that

learning is a three step process consisting of hands on learning experience with specific objects, drawing representations of math concepts and solving math problems in an abstract fashion by using symbols and numbers.

At the request of the U.S. Department of Education, The American Institutes for Research performed a detail assessment of Singapore's math education program versus that of the U.S. The results of the assessment found ***"Singaporean students more successful in mathematics than their U.S counterparts because Singapore has a world class mathematics system with quality components aligned to produce students who learn mathematics to mastery".*** In addition, Singapore also provides mathematically slower students with an alternative framework and special assistance from an expert teacher.

"What the United States Can Learn from Singapore's World-Class Mathematics System", American Institutes for Research, January 2005.

Singapore Math in content and delivery is in compliance with the Florida Standards. Singapore Math is consistent with the National Council of Teachers of Mathematics standards of "problem solving, reasoning and proof, communication, representation and connections". Likewise, Singapore Math utilizes "comprehension of mathematical concepts, operations and relations, skill in carrying out procedures accurately, efficiently and appropriately, inclination to see math as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy" as specified by the National Research Council.

Saxon Math is a math curriculum also based on classical methods. Research studies have shown Saxon Math to also be a superior method of teaching mathematics. For example, when Saxon Math is used with English Language Learners (**ELL**), overtime the ELL students outperform non-ELL students in mathematic assessment exams.

"*A Longitudinal Analysis of State Mathematics Scores for Florida Schools Using Saxon Math"*, Educational Research Institute of America, Report Number 365, May, 2009.

http://www.hmhco.com/shop/education-curriculum/math/saxon-math/why-saxon-math/research#sthash.7B2Cdt88.dpuf

This Florida research study by the Educational Research Institute of America was conducted to determine if Saxon Math significantly increased grades 3 and 5 students' knowledge and understanding of mathematics over a three year period in Florida schools. It was found that **significant gains** were made on the FCAT math exam portion by both grades 3 and 5 students.

Pretest/Posttest FCAT Math Scores Summary of Grade 3 & 5 Students Using Saxon Math

	Grade 3		Grade 5	
Group	Gain Statistically Significant?	Effect Size	Gain Statistically Significant?	Effect Size
All *SAXON MATH* Schools	Yes	Large	Yes	Large
Lower SES *SAXON MATH* Schools	Yes	Large	No	Large
Higher SES *SAXON MATH* Schools	Yes	Large	Yes	Large
Lower Pretest Group *SAXON MATH* Schools	Yes	Large	Yes	Large
Higher Pretest Group *SAXON MATH* Schools	Yes	Large	No	Medium

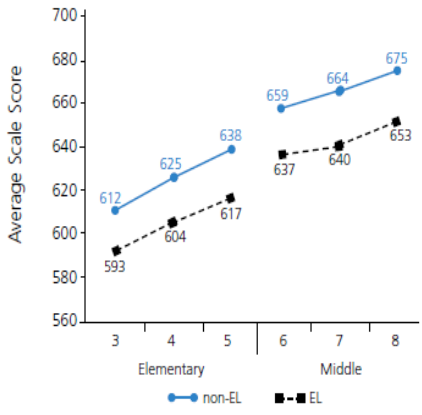
"The Relationship Between Using Saxon Elementary and Middle School math and Student Performance Saxon Math and California English Learner's Math Performance", PRES Associates, Inc., February, 2007.

http://www.hmhco.com/~/media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/sxnmath_ca_el_brief-6-14-13.pdf?la=en

The research study by PRES Associates examined the impact of Saxon Math on English Language Learners (**ELL**). ELL students represent one of the fastest growing student populations in America. Generally ELL students have not performed well on math proficiency exams. The National assessment of Education Progress (**NAEP**) 2005 exam found that 61% of tested ELL student were less that proficient. Likewise, the National Center for Educational Statistics (**NCES)** 2006 exam of ELL students found 89% less than proficient. The question arises what impact Saxon Math may have on ELL students.

The research study shows that there are significant changes in math performance among English language Learners (**ELL**) using Saxon Math. Figures 1 and 2 show the results of the California Achievement Test (CAT 6) and the Stanford Achievement test (SAT 9) math performance for ELL students and non-ELL students. It was found that ELL students using Saxon Math in elementary and middle school grade levels showed significant math performance as they progressed to higher grades. Note that ELL students started out with lower math scores than non-ELL students and then **subsequently out performed non-ELL** students in schools using Saxon Math.

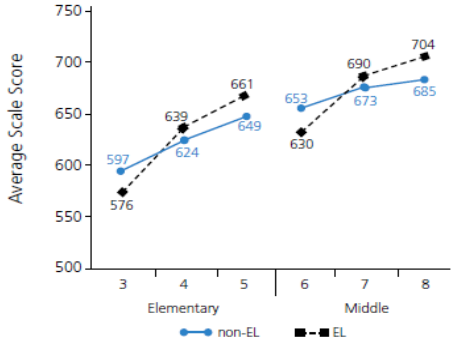
Figure 1.
Saxon Math students: CAT 6 (2003–2004) math performance by English Learner status.



Note. F for change among ELs from third to fourth (1, 3090) = 49.92, $p < .001$. *F* for change among ELs from fourth to fifth (1, 2549) = 47.23, $p < .001$. *F* for change among ELs from sixth to seventh (1, 3164) = 9.53, $p < .001$. *F* for change among ELs from seventh to eighth (1, 2794) = 64.86, $p < .001$.

On the CAT 6, ELs and non-ELs using *Saxon Math* show increasing math performance as they progress from one grade level to the next.

Figure 2.
Saxon Math students: Stanford 9 (2001–2002) math performance by English Learner status.



Note. F for interaction at elementary level (2, 5267) = 63.48, $p < .001$. *F* for interaction at middle school level (2, 8190) = 143.26, $p < .001$. *F* for change among elementary ELs (2, 1064) = 530.13, $p < .001$. *F* for change among middle school ELs (2, 1399) = 726.71, $p < .001$.

On the Stanford 9 assessment, EL students in schools using *Saxon Math* started off performing lower than non–EL students but surpassed them over time.

EL and non-EL students using *Saxon Math* show significant improvement in math performance over time, as measured by California statewide assessments.

Science Research Base

Out of 34 OECD countries, the United States was ranked 21st in science (range of ranks: 17 to 25) in the 2012 PISA test results, and there has been no significant change in this performance over time. Although this ranking is closer to the OECD average than the performance in mathematics, it still falls below the average and calls for the adoption of a science curriculum with a demonstrated capacity to enhance the acquisition of appropriate fundamental knowledge in science at all grade levels if America is to remain competitive in the sciences.

SCIENCE	Mean score
Shanghai-China	580
Hong Kong-China	555
Singapore	551
OECD Average	501
United States	497
Norway	495
Hungary	494
Israel	470

http://www.businessinsider.com/pisa-rankings-2013-12#ixzz2wiCpcU49

The National Science Education Standards recommend the use teaching methods such as posing questions, examining data, planning investigations, collecting and interpreting data, and posing explanations. The Full Option Science System (**FOSS**) methods include investigation guided by questions, working with materials and conducting investigations in an attempt to answer questions, cooperative peer activities, keeping careful notes in science notebooks, reading to enhance active investigation – a hands-on approach to exploring the natural world which is a classical curriculum approach.

Full Option Science System had its beginning via a NSF grant to the University of California in 1988. Key FOSS learning components include…

- Students learn science by using an inquiry approach in doing science.
- Reading, writing and mathematics are integrated into the student curriculum.
- Students enhance their communication skills via oral reports on their experimental results.

Many stake holders provided requirements for the FOSS curriculum. Field testing was conducted in classrooms throughout America. Extensive teacher support is provided including student progress assessment techniques, teacher guides and curriculum content. Students can reinforce learning via interactive videos from the web or Compact Discs.

Research has shown significant gains in student achievement on standardized science tests in schools that use the FOSS science program.

Dade County Report on Achievement: Effect of Hands-on Science (FOSS)
http://lhsfoss.org/scope/research/FOSS.Research.pdf

	Schools Using FOSS Science Kits (n = 2,420)		Schools Not Using FOSS Science Kits (n = 4,145)	
	Grade 3	Grade 5	Grade 3	Grade 5
Reading Comprehension	36	38	26	28
Mathematics Computation	56	53	53	48
Mathematics Applications	48	49	37	35
Science	35	34	25	26

FOSS is currently in use in ~20% of the nation's school districts. FOSS is cited as an exemplary science education program in leading publications such as the National Science Resources Center, and the National Science Teachers Association.
https://en.wikipedia.org/wiki/Full_Option_Science_System

Core Knowledge Science has been found to be *significantly greater* as to its effectiveness in student learning and comprehension in science as noted in the following two examples.
NATIONAL EVALUATION OF CORE KNOWLEDGE SEQUENCE IMPLEMENTATION, *Final Report*, Johns Hopkins University, Report No. 49, December, 2000.
http://www.csos.jhu.edu/crespar/techReports/report49.pdf

A three-year research study on the effectiveness of the Core Knowledge curriculum in language arts, history, geography, math, **science** and the fine arts was conducted for Grades K-6 in 12 schools nationwide by John Hopkins University. The Core Knowledge Science outcome found Texas and Florida schools to be *statistically significant* as compared to their respective comparison schools.

Third-Fifth Grade Core Knowledge Science Test Results

	Core Knowledge Schools					Comparison Schools				
	N	Mean	SD	Adjusted Mean	SE	N	Mean	SD	Adjusted Mean	SE
Total Sample	281	.12	1.00	-.05[a]	.05	120	-.59	.78	-.58	.07
Florida	143	.58	.83	.50*	.06	48	-.40	.90	-.55	.11
Texas	74	.13	.90	.05*	.09	51	-.67	.62	-.56	.11
Maryland	64	-.92	.65	-.69	.10	21	-.83	.75	-.63	.17

*Pairwise comparison with Bonferroni adjustment indicates a significantly higher Core Knowledge school mean than comparison school mean within site at p less than 0.05.

The Terra Nova standardized tests are employed in areas such as social studies and science for all grades K-12 to assess student achievement. The Terra Nova science exam employed in the John Hopkins research study found students ability to be *significantly greater* in science as compared to the comparison schools which did not utilize Core Knowledge science.

	TerraNova		
Test	*TerraNova Reading* (Oral Reading Comprehension, Vocabulary, Basic Reading, Decoding)	*TerraNova Social Studies*	*TerraNova Science*
Spring Scores at CKLA Schools Compared to Comparison Schools	X No Significant Difference (But CK students had higher scores)	✓ CKLA Significantly Greater Spring Scores	✓ CKLA Significantly Greater Spring Scores
Change in Fall to Spring Scores at CKLA Schools Compared to Comparison Schools	Not Administered in Fall	Not Administered in Fall	Not Administered in Fall

Research Base for Social Studies

The **Core Knowledge Sequence** is based upon E.D. Hirsch's idea of cultural literacy which is consistent with a classical curriculum. The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be taught in grades K-8 such as history, geography, literature, visual arts, music, language arts, science and math. The content of the topics is based upon basic principles that are lasting and solid, for example, important events of world history, essential elements of math, and essential elements of written expression. As learning becomes more meaningful if knowledge is built on prior knowledge, the Core Knowledge Sequence provides a specific outline of the skills and content to be learned grade by grade.

There is an extensive body of research on the effectiveness of the Core Knowledge approach to learning. Take for example the research by Drs. J. Wedman and A. Waigandt, *"Core Knowledge Curriculum and School Performance: A National Study"*, September, 2004. http://www.coreknowledge.org/mimik/mimik_uploads/documents/31/CK_National_Study_2004.pdf

Conclusions

Based on the available data and subsequent analysis, there appears to be a strong relationship between student performance and the Core Knowledge curriculum. Schools that implemented the Core Knowledge curriculum consistently exceeded the national averages across six content areas, regardless of the ethnic profile, economic profile, or school size.

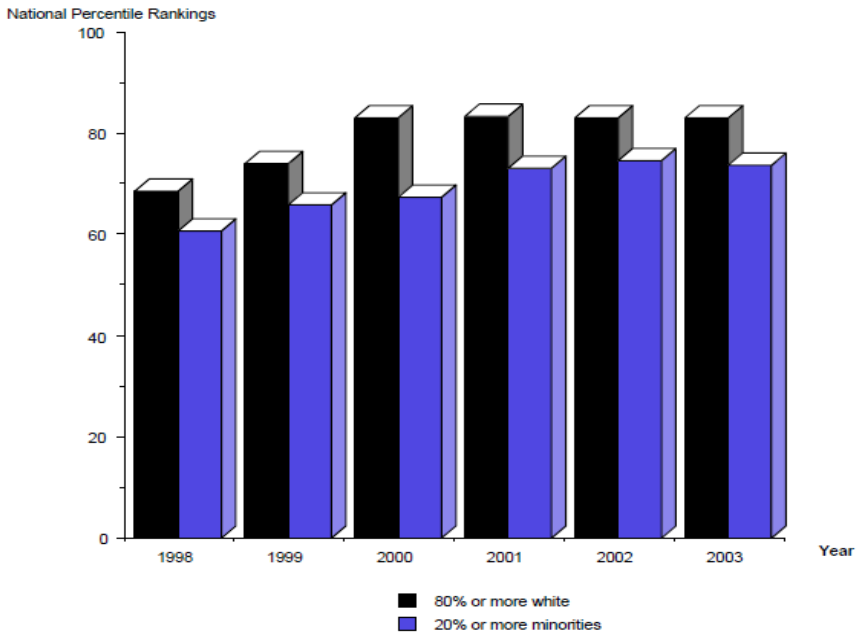
Not only is there a performance gap favoring Core Knowledge schools over their national counterparts, the gap widens over time suggesting the performance gains may be long-term and sustainable provided the schools continue to implement the Core Knowledge curriculum.

School Performance Based On Ethnic Profiles

The schools were divided into two categories: schools in which 80% or more of the students were Caucasian and schools in which less than 80% of the students were Caucasian. As shown in Figure 3 (below), while schools with a higher percentage of Caucasian students outperformed schools with a lower percentage; both categories of schools consistently scored above the 60th percentile nationally.

However, the fact that schools with higher percentages of non-Caucasian students consistently scored well above the national average (at or above the 60th percentile) sets these schools apart from their non-Core Knowledge counterparts.

Figure 3: Comparison of National Percentile Ranking by Year by Ethnic Profile



NATIONAL EVALUATION OF CORE KNOWLEDGE SEQUENCE IMPLEMENTATION, Final Report, Johns Hopkins University, Report No. 49, December, 2000.

http://www.csos.jhu.edu/crespar/techReports/report49.pdf

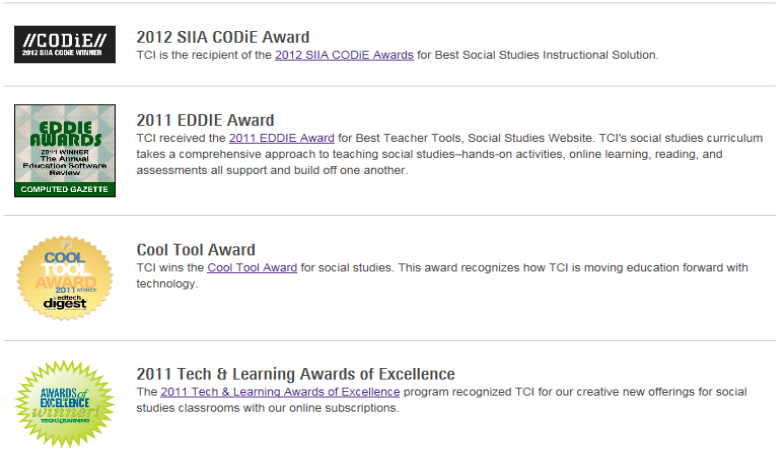
A three-year research study on the effectiveness of the Core Knowledge curriculum in language arts, **social studies**, geography, math, science and the fine arts was conducted for Grades K-6 in 12 schools nationwide by John Hopkins University. The Core Knowledge Social Studies outcome found Texas and Florida schools to be *statistically significant* as compared to their respective comparison schools.

First-Third Grade Core Knowledge Social Studies Test Results

	Core Knowledge Schools					Control Schools				
	N	Mean	SD	Adjusted Mean	SE	N	Mean	SD	Adjusted Mean	SE
Total Sample	254	.04	.92	-.04[a]	.06	88	-1.04	.71	-.94	.08
Florida	120	.23	.73	.09*	.07	24	-.46	.50	-.52	.15
Texas	73	.32	.93	.47*	.09	39	-1.35	.73	-1.20	.12
Maryland	61	-.70	.86	-.68	.09	25	-1.12	.49	-1.09	.15

*Pairwise comparison with Bonferroni adjustment indicates a significantly higher Core Knowledge school mean than comparison school mean within site at p less than0.05.

The *Teacher's Curriculum Institute* (TCI) has developed a social studies curriculum content consistent with the philosophy of a classical curriculum and is aligned with the Florida Standards. In particular, TCI ***History Alive*** curriculum is used in conjunction with Core Knowledge History and geography. TCI provides lesson plans, student handouts, and other printable manipulatives that promote student collaborative engagement. TCI has received multiple awards for education excellence.



Under the auspices of the Michigan Educational Assessment Program (**MEAP**), a 2002 study of the *Sycamore Elementary School* 5th grade TCI social studies showed:

-More than 40% of Sycamore's students were able to meet or exceed the Michigan Standards on the MEAP test for social studies, up from 20% the previous year.
-Sycamore 5th graders performed better that any other school in the district on the MEAP social studies test.
-Sycamore 5th graders out performed 5th graders throughout the state of Michigan, of which only 22.4% met or exceeded the MEAP social studies test.

In 2004, the *California Holt Public School District* adopted the TCI social studies curriculum for elementary, middle and high schools. In 2005, 45 CA school districts with over 4,000 students adopted TCI curriculum content for their middle school system history program. The 2010 CA History-Social Studies Grade 8 Standards Test results included:

-50% of the CA students scored in the advanced and proficient levels.
-Have increased in % of students scoring at the advanced and proficient level in every year since the adoption.
-Have test results that are higher than the state-wide average every year since adoption.

Classical Curriculum – Academic Excellence
The Classical Curriculum has a proven track record of academic performance. Look at any school providing a Classical Curriculum and you will find academic excellence. Let's look at three classical schools.

Nashville Classical Charter School http://www.nashvilleclassical.org/
The Nashville Classical Charter School opened its doors in the 2013/14 school year. The school started initially with 98 kindergarten students. These children were 82% minority and 70% of them came from low income homes. At the end of the school year the K students took the 2014 Tera Nova Standardized Achievement Test in Reading. These students tested at a grade level equivalent of 1.7, a **typical achievement of a student completing the 7th month of 1st grade**. Imagine that. This outstanding academic performance was independent of ethnic background or social status.

Nova Classical Academy http://www.novaclassical.org/
Nova Classical Academy was founded in 2003 by a group of parents. The 2014 average SAT score of graduating seniors was 1940 and compares to a national average of ~1500.

Great Hearts *http://www.greatheartstx.org/*

Great Hearts is a non-profit network of nineteen public classical liberal arts charter schools in Phoenix, Arizona. Their network of schools' performance significantly outperforms the traditional public schools in Arizona based on the Arizona Instrument to Measure Standards (AIMS). The Great Hearts 2014 AIMS academic performance greatly exceeds the other AZ public schools.

3rd Grade AIMS Math & Reading		
	Math Percent Passing	Reading Percent Passing
Archway Anthem	94	92
Archway Chandler	97	98
Archway Glendale	90	97
Archway North Phoenix	97	97
Archway Scottsdale	96	100
Archway Trivium	85	95
Archway Veritas	93	95
Maryvale Prep	60	80
Teleos Prep	56	64
Arizona Average	69	77
Great Hearts Average	85	91

8th Grade AIMS Math, Reading & Science			
	Math Percent Passing	Reading Percent Passing	Science Percent Passing
Anthem Prep	87	95	87
Chandler Prep	91	94	85
Glendale Prep	95	98	98
Mesa Prep	88	93	91
North Phoenix Prep	86	96	86
Scottsdale Prep	93	98	96
Teleos Prep	48	67	71
Trivium Prep	66	90	78
Veritas Prep	81	92	87
Arizona Average	59	70	62
Great Hearts Average	82	91	87

Great Hearts students progressing to the higher grade levels continue to demonstrate academic excellence.

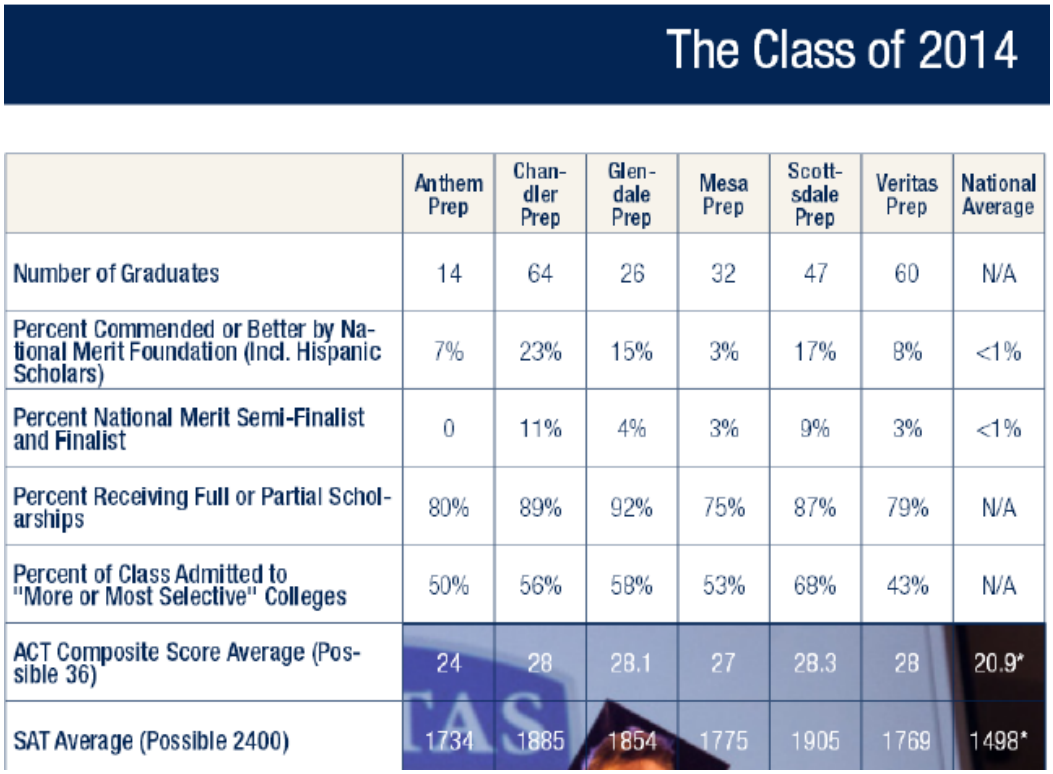
Two of the Great Hearts schools are serving majority-minority populations in low-income areas of Arizona.

At *Teleos Preparatory Academy*, which has a majority black student population (66 percent), third and fourth grade assessment scores for reading and math are below the state average in Arizona, but not by much. By fifth grade, Teleos students are beating the state average test scores for reading, math and writing by at least 4 points. This would make Teleos one of the few schools in America serving a majority black population that is outscoring state averages.

At *Maryvale Preparatory Academy*, a Great Hearts school that serves a population of students that is almost 100 percent Hispanic, third graders beat the statewide average on the reading assessment this year by three points, though on the math assessment were 9 points below the statewide average. But with another year of the Great Hearts classical curriculum, fourth graders at Maryvale beat the statewide average on the math assessment by 16 points, and beat the statewide average reading score by 15 points.

Great Hearts currently has six high schools among its nineteen schools. The overall

performance of its 2014 high school graduates is substantially above the national scores. One of the schools just graduated its first class.



The Class of 2014

	Anthem Prep	Chandler Prep	Glendale Prep	Mesa Prep	Scottsdale Prep	Veritas Prep	National Average
Number of Graduates	14	64	26	32	47	60	N/A
Percent Commended or Better by National Merit Foundation (Incl. Hispanic Scholars)	7%	23%	15%	3%	17%	8%	<1%
Percent National Merit Semi-Finalist and Finalist	0	11%	4%	3%	9%	3%	<1%
Percent Receiving Full or Partial Scholarships	80%	89%	92%	75%	87%	79%	N/A
Percent of Class Admitted to "More or Most Selective" Colleges	50%	56%	58%	53%	68%	43%	N/A
ACT Composite Score Average (Possible 36)	24	28	28.1	27	28.3	28	20.9*
SAT Average (Possible 2400)	1734	1885	1854	1775	1905	1769	1498*

The list is long of schools that feature a successful classical education. For example, both Ridgeview Classical Schools and The Vanguard School have been awarded a Gold Medal by U.S. News & World Report for academic excellence.
http://www.usnews.com/education/best-high-schools/national-rankings
http://www.ridgeviewclassical.com/
http://www.thevanguardschool.com/

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

The mission of the School is to provide a K-8 program of excellence which develops each student's academic potential through a rigorous classical liberal arts education and builds a virtuous character.

The educational practices and philosophy of the School aligns with its mission and principles. The K-8 structure creates a cohesive and structured learning environment while facilitating a greater depth of relationship and mentoring. These relationships, partnered with a clear emphasis on virtue, builds within students the internal strength of character needed to become happy and productive citizens. The clear focus on a classical liberal arts education not only challenges our students toward excellence in academics but exceeds Florida Standards allowing the students to achieve success not only on assessments but in life. The instruction in Latin and the use of primary source documents challenges students with rigorous and content-rich literature and text. The School strives to create an environment where the mission is clear and parents, students, and the

community clearly understand what the school is and what it stands for. These educational practices not only fulfill the School's mission, but are an integral part of our mission and will create lasting success for our students.

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

The focus of the classical educational program meets or exceeds each of the NGSSS and the Common Core Standards (**Florida Standards**). Classical education has a clear core focus on language arts (especially literacy), history with an emphasis on civics, math and science. The belief within classical education that all subjects are interrelated and do not stand alone helps students to understand science not just for science sake but understand scientific discovery within the scope of history and math, all within the envelope of reading content-rich literature and text. The School believes that reading is critical to all learning and helps students to meet state standards at all grades. The academic rigor and sequential approach of classical education helps students build an educational foundation that helps them succeed not only during their school years but throughout their future as well (F.S. Section 1003.41(1)(f-g)). Although the academic focus and preparation of classical education is critical, it's clear focus on character and excellence helps us in the School's mission in creating exemplary citizens while also fulfilling state standards (F.S. Section 1003.42(s)).

Classical education through the curriculum of Core Knowledge places a strong emphasis upon history, with extra focus placed upon American history and the creation of our Republic. The educational program places a strong emphasis upon the importance of understanding the context of our country's founding and the creating of the Constitution. Our freedoms have been bought with a price and our patriotic focus is vital within our educational program allowing us to clearly fulfill many of the requirements found within F.S. Section 1003.42(a-f). The instruction of Latin increases the comprehension and literacy of our students at all levels. Not only does our educational program meet the basic requirements called for by Florida Standards, but our rigor, use of exemplary literature, both narrative and informational, focus on civics and virtue meet or exceed the requirements set forth by the Florida Standards.

School coursework is aligned in accordance with the Florida Standards to adequately prepare students to participate in Florida End of Course (EOC) assessments in core subject areas that are projected for implementation in 2014-2015 as well as other future Florida assessments.

The School adheres to the requirements of F.S. 1002.33 Next Generation Sunshine State Requirements (**Florida Standards**). Appendix 6 *Curriculum Plan Aligned with the Next Generation Sunshine State - Common Core Standards (Florida Standards)* presents the detailed classical curriculum and compliance with the Florida Standards.

F. If the school intends to replicate an existing high performing school design: Provide evidence that the existing design has been effective and successful in raising student achievement. The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements as well as a direct relationship between program elements and student achievement. An applicant is considered to be replicating an "existing school design" if: (1) the proposed school is substantially similar overall to at least one school, and (2) the individual and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of similar schools. A plan to implement a widely-used curriculum would not be categorized as the replication of an existing school design.

Not Applicable. The School does not intend to replicate an existing high performance school design.

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

Not Applicable. The School does not plan to replicate a specific existing school design.

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Section 4: Curriculum Plan

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

The core academic areas as specified by the Florida Standards are *"reading, language arts, mathematics, science and social studies"*. The School's academic areas that address Florida's core academic areas are English Language Arts, Mathematics, Science and Social Studies. Other academic areas offered in the school's curriculum include Foreign Languages, Fine Arts, Electives and Physical Education. An example of the School's classical curriculum by subject area and grade level is shown in Classical K-8 Curriculum Overview as shown in Section 3 C. and Appendix 6 Curriculum Plan Aligned with Florida Standards shows the curriculum content by grade for the core areas along with compliance to the Florida Standards.

FL Core Academic Areas: English, History, Mathematics and Science.
http://www.fldoe.org/bii/curriculum/sss/)

The School utilizes various curriculum components such as:

-*Core Knowledge Sequence* – language arts, history, science and the arts curriculum for all grades.
-*Spalding's Writing Road to Reading* – a time tested multi-sensory integrated language arts approach to reading literacy.
-*Singapore Math* – a conceptual approach to mathematical skill building and problem solving.
-*Full Option Science System* (FOSS) - a hands-on approach to scientific inquiry with emphasis on fundamentals.

Core Knowledge Sequence

The School uses the Core Knowledge Sequence, as its guiding curriculum in core academic areas K-8 while aligning with the Florida Standards set forth by Florida Statute. The Core Knowledge Sequence, along with Spalding, Singapore and FOSS meets or exceeds the guidelines set forth by the new Florida Standards. For example, the alignment between Core Knowledge and the Florida Standards in English Language Arts and History can be found at http://www.coreknowledge.org/ccss-resources. If an exact alignment does not exist, the School administration and teachers will create or supplement the curriculum to ensure alignment. Core Knowledge provides the essential tools for preparing students to succeed in all subject areas including English Language Arts, Science, Math, History and the Arts. Core Knowledge integrates learning in all subjects teaching students that learning in one subject creates growth in other subjects.

Core Knowledge provides both lesson plans and an overview of topics for each grade

level in the areas of English Language Arts, History and Geography, Science, Visual Arts, and Music. The Core Knowledge Sequence guides teachers in what instructional resources are necessary to be used to fully deliver the curriculum. The School provides appropriate training and technical assistance so that all school personnel implement the curriculum correctly and are given the greatest possible support to accomplish this.

The students at the School learn and put to memory the elements of knowledge prescribed in the Core Knowledge Sequence creating the foundation for academic success and strengthening achievement on assessments. The sequential concept of the curriculum not only builds upon itself, but as students progress in grade level, the facts and information covered in earlier grades is reviewed and deepened. Students do not simply relearn old material but take the foundation they were given and strengthen it through questioning and critically analyzing the old information as well as any new material presented.

The rigor of Core Knowledge challenges most advanced students and the flexibility of the curriculum enables teachers to adjust to lower level students. Core Knowledge teachers' guides clearly explain the lesson plans and give practical exercises for the students, enabling learning at all levels and to different types of learners. By empowering teachers with clear plans and activities, Core Knowledge differentiates instruction giving the teacher freedom to focus on the individual needs of the students. At the beginning of each lesson a clear timeline of learning is laid out providing the teachers with a clear understanding of what the children should know, what the learning objectives are, and finally how the lesson will be built upon in later grades. While giving teachers the structure that is needed, Core Knowledge also enables teachers the freedom to bring their own style and personality to the classroom. Teachers are free to be themselves under the umbrella of Core Knowledge which provides the cohesiveness and sequencing to all grade levels.

For K-8 teachers implementing the Core Knowledge Sequence, a minimum of five days of Core Knowledge professional development is planned in the first year of implementation. Professional development is also provided in Spalding Phonics and Singapore Math before the start of school. All administration and staff members participate in a professional development program lead by Hillsdale College and Great Hearts. This training is scheduled during the in-service days prior to the opening of school in August 2016. Continued training in curriculum and philosophy is provided annually.

History, Geography, and Civics

While globalization is asking students to expand their knowledge and understanding of the world, history education is diminishing in the wake of standardized testing focused solely on reading, math, and science. A curriculum that values history and civics produces a wise, culturally literate citizen prepared to participate in the democratic process of self-government while understanding the culture and traditions of the rest of the world.

The Core Knowledge curriculum is a history-rich curriculum supported by the use of

primary source documents and traditional works of literature with historical themes and premises and are be used to teach K-8 history. Core Knowledge is also rich in geography. In a 2010 National Geographic Society survey of 18 to 24 year-old Americans 50% could not locate the State of New York and 63% could not locate Iraq on a map.

In social studies students learn skills ranging from reading a map to making an argument. Students learn how to assess the validity of evidence, evaluate conflicting points of view and apply facts to making decisions. Student outcomes include:

-*Develop judgment in worldly affairs by understanding the past behavior of people and societies.*

History serves as our laboratory, and the past must serve as our most vital evidence in the quest to determine why people behave the way they do in societal settings. If decision makers do not consult history, they make decisions without all of the facts.
-*Understand change and how the community, nation and world we live in came to be.*
Each person's world view is shaped by individual experiences, as well as the experiences of the group to which he or she belongs. If we are ignorant of the contemporary and historical experiences of a variety of cultures, then one cannot hope to understand why people, communities or nations behave the way they do or make the decisions they make.

-*Develop essential skills for good citizenship.*
Citizens are not born capable of ruling. They must be educated to rule wisely and fairly. The cornerstone of democracy is the informed citizen, which we believe was the intention of our Founding Fathers, a government by the people, for the people.

-I*nspire.*
History teaches us that a single individual with great convictions or a committed group can change the world.

-D*evelop essential thinking skills.*
Key skills include analytical thinking, critical thinking through writing and reading with the evaluation, synthesis, analysis and interpretation.

Grammar, Writing, Vocabulary, and Literature

Grammar, writing, vocabulary and literature are all critical components addressed by the English Language Arts curriculum sequence consisting of Core Knowledge Literature along with Leveled Readers, Touchtone Great Books, Spalding Phonics based Reading, Spelling and Vocabulary and Harvey's Grammar and Classical Writing in grades K-5. Grades 6-8 focus on Literature composition.

Grammar instruction is taught prescriptively incorporating the use of diagramming to create a visual picture of the rules of language. Students learn vocabulary by studying the knowledge of the origin and meaning of words emphasizing Latin and Greek roots. Latin provides insight into the meaning of over half of English words. Its complex grammar enables students to gain a critical knowledge of the English sentence structure. Latin offers a bridge to learning other languages. Additional characteristics defining literacy

instruction are frequent and there is extensive use of dictionaries, along with the reading and memorization of selections from classical literature.

Vocabulary is a critical focus point of the curriculum. Each lesson across all subject areas begins with key content area vocabulary that introduces students to new words critical to their understanding of the lesson, while reviewing vocabulary learned in previous years. Coupled with instruction in Latin and Greek roots, students are able to apply background knowledge and root word knowledge to discover the meaning of words.

Access to important and timeless works of literature is a key component of a classical education. One further component of literacy is wide reading of "The Great Books" of the Western Tradition in grades K-8. While students are encouraged to read many types of literature independently, the study of these classic pieces is done in a forum where overarching questions of each work is discussed in depth. Students, regardless of ability, learn and come to understand much about humanity by reading the writings of the greatest thinkers and writers of the Western tradition.

Spalding's "Writing Road to Reading"

Spalding is an explicit phonics reading program promoting phonemic awareness and phonics based spelling. The Spalding method for reading teaches students at all levels through its multi-sensory, direct Socratic instruction and dictation. Teachers support all students by teaching through their stronger learning styles while at the same time remediating any weaker modalities. Spalding integrates listening, speaking, initial letter formation and cursive handwriting, spelling, creative and organizational composition skills, reading, comprehension, vocabulary development, and analytical and inferential thinking. Spalding includes cognitive developmental sub-skills critical to prevent or correct most learning disorders and provides for acceleration in the learning process. The program's use of the Socratic Method is an instructional process where teachers present concepts through questioning rather than exclusively telling. Spalding provides multiple resources designed for assisting in differentiation and closing learning gaps for all students. The teacher guides provide clear outlines and assessment tools which allow for great clarity and easy implementation.

Scientific research demonstrates "explicit" phonics instruction benefits children in the following ways:

-Significantly improves kindergarten and first-grade children's word recognition and spelling.
-Significantly improves children's reading comprehension,
-Effective for children from various social and economic backgrounds.
-Particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems.

The Spalding time-tested method provides both a strong foundation for students who demonstrate academic progress and an effective remedial program for pre-existing academic problems a student may have. Spalding is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. Students see the symbol(s) and hear the

teacher say the sound(s); they repeat or say the sound(s) and write the symbol(s) from dictated, oral instructions. Thus, the teacher teaches through each student's stronger learning modality (or modalities) while, simultaneously, remedying their weaker ones. This process accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.

Another key feature of the Spalding method is its use of appropriate sequencing. Spalding begins at the student's speech and oral comprehension levels. Students build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved.

Spalding develops fluent readers with exemplary decoding skills due to the strong nature of its phonics foundation and the strength of the vocabulary instruction. Research shows that of the five components of reading, strength in the areas of phonics, phonemic awareness and vocabulary directly correlate to strong skills in fluency and comprehension.

Reading content includes Leveled Readers, Touchstones Great Books and Harvey's Grammar & Classical Writing books within the English Language Arts curriculum.

Leveled Readers (K-2) are reading texts that have been rated as to their difficulty. Teachers of literacy use leveled readers to guide literacy learners through ascending levels of difficulty in the texts they attempt to read on their own. It has been found that this improves motivation.

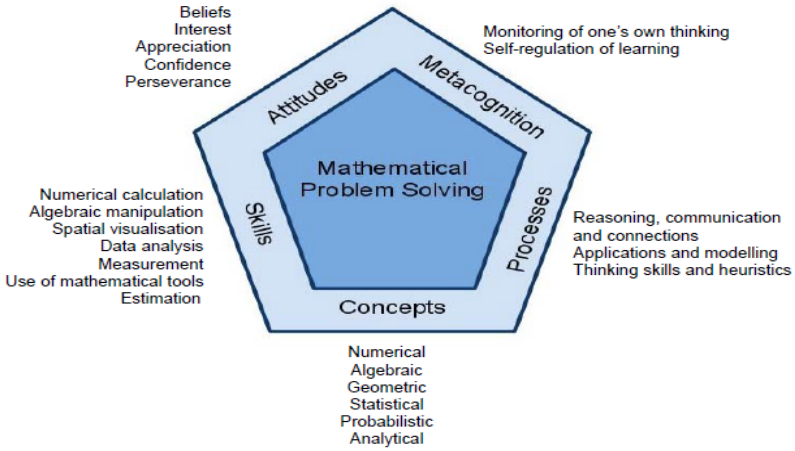
The reading curriculum continues with Touchstones Great Books (3-4). Through Touchstone discussions, students of all academic abilities improve skills that help them succeed in school work and life. Students gain an awareness of the relevance of their education and the world about them.

Writing is taught systematically, one concept building on the previous concept learned, with Harvey's Grammar & Classical Writing books (4-5). All writing is taught in the ancient Greek style by having students excerpt from speeches, letters, stories, and essays from great writers. It is from those writers that the students identify what makes a good speech or what makes a persuasive letter. It is with the challenging thoughts that those writers offer that the students learn not only to write well, but also to think well.

Singapore Math

The School utilizes Singapore Math, a program that presents mathematical skill building and problem solving from a conceptual viewpoint. The math program focuses on a mastery of essential math skills that build on one another through the grades. Students advance in the program only by mastering the mathematical skills. The program's detailed instruction, questions, problem solving, and visual and hands-on aids ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Singapore textbooks are designed to build a deeper understanding of

mathematical concepts as opposed to just memorizing definitions and formulas. The focus on number sense, geometry, spatial relationships and measurement in the early grades make it a perfect match for the Florida Standards. Additionally, the coherence of the strategies used build from one idea to the next and is carried throughout all grade levels, giving students the tools needed for confidence in mathematical concepts.
http://www.singaporemath.com http://www.corestandards.org/Math/Content/mathematics-glossary



Singapore Math's placement tests facilitate ability grouping for optimal student success. A daily math block is scheduled for the purpose of ability-grouping students in K-5 grades, allowing for the needs of both mathematically competent students as well as struggling learners to be met. This also benefits the learning styles of Essentials of English Language (ELL) and Exceptional Student Education (ESE) students. In Singapore Math, each element of the system, the framework, a common set of national standards, texts, tests, and teacher preparation programs are aligned to clear and common goals. This approach is in alignment with the Florida Standards. http://www.singaporemath.com/Scope_and_Sequence_s/120.htm

Depending on the mathematical foundation acquired in grades K-5, most students will begin pre-algebra concepts in grade 6 and be prepared to move through the higher grades school math sequence including Algebra I and II. If a student's assessments show a lack of readiness for pre-algebra, they continue to use the Singapore materials, New Elementary Mathematics, Textbook 1 & 2 until they are prepared to move on to pre-algebra and Algebra I in grades 6-7.

The key elements of the Singapore Math methods include:

Each semester-level Singapore Math textbook builds upon preceding levels, and assumes that what was taught need not be taught again. Consequently, it is necessary to assign Singapore Math students to a textbook that matches what they are ready to learn next. A great deal of instructional time is saved by focusing on essential math skills, and by not re-teaching what has been taught before. In fact, some teachers report that Singapore Math feels slower paced than what they're used to. However, the result is that students master essential math skills at a more rapid pace. By the end of sixth grade, Singapore Math students have mastered multiplication and division of fractions, and they are

comfortable doing difficult multi- step word problems and are well prepared for Algebra 1.

Hoven and B. Garelick, Singapore Math: Simple or Complex? Educational Leadership 65:3, Nov. 2007

Singapore Math utilizes pictorial models to bridge the gap between concrete mathematical experiences (e.g., using objects to physically understand what math concepts mean) and abstract representation (using symbols like numbers to convey mathematical ideas). Typical pictorial models include bar models, number bonds, ten frames, arrays and place value charts.

Singapore Math students begin solving simple multi-step word problems in third grade, using a technique called the "bar model" method. Later grades apply this same method to more and more difficult problems, so that by sixth grade they are solving harder problems like this: "Lauren spent 20 percent of her money on a dress. She spent 2/5 of the remainder on a book. She had $72 left. How much money did she have at first?" Consequently, when a school first adopts Singapore Math, the upper elementary grades will need to catch up on what they missed. This can be done by going through the problem-solving chapters in the preceding grade levels, or by using a Singapore Math Model Method supplemental textbook.

The principle of teaching mathematical concepts range from concrete through pictorial to abstract. For example, introduction of abstract decimal fractions (in Grade 4) is preceded by their pictorial model of centimeters and millimeters on a metric ruler, but even earlier (in Grades 2 and 3) addition and subtraction of decimals is studied in the concrete form of dollars and cents. Systematic use of word problems is utilized as the way of building the semantics of mathematical operations. Simply put, students learn when to add and when to subtract, relying on the meaning of the situation (rather than "clue-words", as often done in the U.S. schools). Formulations are free of any redundancies and challenge students' understanding of mathematics only. This is different from many U.S. curricula, where word problems are to show "applications" of math and are spiced with immaterial details intended to obscure the mathematical content of the problem.

The need for repetitive drill is minimized by clever sequencing of the topics. For instance, the introduction of multiplication facts by 2, 3, 4 and 5 in the middle of Grade 2 is followed
by a seemingly unrelated section on reading statistical data from a graph. In fact, the latter task reinforces the learning of multiplication facts when the scale begins to vary from 2 to 5 objects per graphical unit.

The use of bar-models is utilized in teaching problem solving (a form of pre-algebra). This device is as old as Book V of Euclid's *Elements*, written in the 4th century B.C., and consists simply in representing (mentally or graphically) arithmetical quantities by line segments. In Singapore Math books, such line segments are regularly used to show and teach one's thinking process in solving an arithmetical problem. For aesthetic reasons, the segments are typeset as colorful "bars" of a fixed width (hence *bar*-models). This form of the Singapore Math *Method* enhances students' problem solving skills.

The hallmark of the curriculum is the careful guidance of students, done in a child-friendly pictorial language, not only to technical mastery, but to complete understanding of all the "whys". This differs from typical U.S. curricula, which either aim for dogmatic memorization of "rules," or expect students to reconstruct mathematical ideas from hands-on activities without much guidance.

Full Option Science System (FOSS)

Although the rhetoric surrounding a classical or liberal-arts school often emphasizes the humanities, the sciences are no less important than the humanistic disciplines and do not play a secondary role. The Full Option Science System (**FOSS**) is used as a supplement to the Core Knowledge curriculum to provide a rigorous, hands-on approach to scientific inquiry. The FOSS modules correlate to the topics covered in Core Knowledge and provide a hands-on supplement to the curriculum. The FOSS curriculum was developed over 20 years ago at the University of California at Berkeley with support from the National Science Foundation and Delta Education due to the growing concern that science education in our nation was inadequate. FOSS is research based K-8 curriculum and an ongoing research project dedicated to improving the learning and teaching of science that is fully aligned to the Florida Standards. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how children think and learn.

Science is taught with an emphasis on scientific facts and the inquiry based method and includes the incorporation of technical approaches to observing, describing, recording, ordering, analyzing, testing and comparing predictions to observations. Scientific knowledge is advanced when students have the opportunity to construct ideas through their own inquiries, investigations, and analyses. The FOSS program is designed to engage students in these processes. https://www.fossweb.com/standards-connections

School Curriculum & Florida Standards Compliance

The School's curriculum is in compliance with the Florida State Standards, Appendix 6: Curriculum Aligned with Florida Standards. A representative classical K-8 curriculum is shown in the following tables for English Language Arts, Mathematics, Science and Social Studies. The School's Principal and teaching staff are responsible for the final specific curriculum topics to be covered in a given academic year given academic performance guidelines from the Governing Board.

English Language Arts: Representative K-8 Classical Curriculum

Grade K: English Language Arts
Listening & Speaking: Oral Phonogram Awareness-Initial/Final Sound, Segmentation, Blending, Rhyming, Deletion & Substitution, Etc.
Reading: Snow White, Little Red Riding Hood, The Ugly Duckling, Chicken Little, The Little Red Hen, King Midas and the Golden Touch, American Folk Hero's & Tall Tales- Johnny Appleseed & Casey Jones, The wolf & the Seven Little Kids, Etc.
Writing: Writing Position & Pencil Grip, Oral Phonogram Awareness, Clock Letters-See it, Hear It, Write It, Say It, Letters a-e ,f-I, j-m, n-p, q-t, u-x, & y-z, Etc..
Language Conventions: Handwriting A-a, continue B-b to Z-z, Etc.
Poetry: Jack & Jill, Humpty Dumpty, Mary Had a Little Lamb, Ladybug, Old Mother Hubbard, Old King Cole, Roses Are Red, Little Boy Blue, Etc.
Fiction: The Lion & the Mouse, The Grasshopper & the Ants, The Dog & His Shadow, The Hare & the Tortoise, How Many spots Does a Leopard Have?, Etc.
Sayings: April Flowers May Bring Flowers, Better Safe Than Sorry, Do On to Others as You Would Have Them Do Unto You, A Dog is a Man's Best Friend, The Early Bird Gets the Worm, Great Oaks from Little Acorns Grow, Look Before You Leap, A Place for Everything and Everything in its Place, Three Little Pigs, Goldilocks and the Three Bears, Etc.

Grade 1: English Language Arts
Listening & Speaking: Phonograms a-z, 2-3 Letter Phonograms, Vocabulary Lists, Etc.
Reading: Hansel & Gretel, The Boy at the Dike, Puss & Boots, Rumpelstiltskin, Sleeping Beauty, Pinocchio, Little Red Riding Hood, Tom Thumb, Sleeping Beauty, Etc.
Writing: Dictionary, Lower Case Letter Formation a-z, Spelling Lists Nouns, Subject, Pronouns & Plurals, Word Diagram & Spelling, Verb Tenses, Etc.
Language Conventions: Handwriting A-a, Continue B-b to Z-z, Diagraming, Linking, Transitive Verbs & Verb Tenses, Letter Awareness, Etc.
Poetry: The Wise Men of Gotham, The Purple Cow, Table Manners, If Wishes Were True, I Know All the Sounds Animals Make, My Shadow Hope, The Queen of Hearts, The Owl & the Pussy Cat, Sing a Song of People, The swing, Rope, Rhyme, Wiken, Blynken & Nod, The Purple Cow, Etc.
Fiction: The Frog & the Prince, The Princess & the Pea, The Tale of Peter Rabbit, Jack & the Beanstalk, The Pied Piper of Hamelin, Why the Owl Has Big Eyes, Cinderella, Etc.
Sayings: AM & PM, An Apple a Day Keeps the Doctor Away, Fish Out of Water, If at First You Don't Succeed Try Again, The More the Merrier, Let the Cat Out of the Bag, Practice Makes Perfect, Never Leave Till Tomorrow What You Can Do Today, Etc.

Grade 2: English Language Arts
Listening & Speaking: Understand Story Development-Beginning, Middle & End, Recall Incidents, Characters, Facts, and Detail of Story, Express & Discuss Topics at Paragraph Level, Etc.
Reading: Peter Pan, Beauty & the Beast, How the Camel Got His Hump Little House in the Big Woods, The Tiger, Brahman, and the Jackal, American Tall Tales-Paul Bunyan, John Henry, & Pecos Bill, Etc.

Writing: Five Parts of a Sentence, Nouns & Verbs, Capitalization & Punctuation, Compose One or Two Paragraph Informational & Narrative Writings in Various Content Areas, Etc.
Language Conventions: Diagramming Simple Sentences, Topics-Articles, Adjectives, Double Consonants, Transitive & Intransitive Verbs, One Syllable Suffixes, Quotation Marks, Etc.
Poetry: The Night Before Christmas, Discovery, Caterpillars, Bed in Summer, Windy Nights, Hurt No Living Thing, Buffalo Dusk, Shell, Rudolph is Tired of the City, Lincoln, Smart, Harriet Tubman, Etc.
Fiction: Charlotte's Web, The Emperor's New Clothes, The Magic Paintbrush, A Christmas Carol, The Blind Man & the Elephant, The Fisherman & His Wife, The Tongue-Cut Sparrow, Greek Myths, Etc.
Sayings: Two Heads Are Better Than One, Eaten Out of House & Home, In Hot Water, Get a Taste of Your Own Medicine, Don't Judge a Book by Its Cover, Cold Feet, don't Cry Over Spilled Milk, Better Late Than Never, Back to the Drawing Board, Turn Over a New Leaf, Practice What You Preach, Etc.

Grade 3: English Language Arts
Listening & Speaking: Onomatopoeia-Sounds & Phrases Hard for Foreign Speakers, Homonym-A Word that Has Different Meanings, Homophone-Words Pronounced the Same but Differ in Meaning & May Differ in Spelling, Homographs-Words Spelled the Same but with More Than One meaning, Etc.
Reading: The Wind in the Willows, Alice in Wonderland, Farmer Boy, Three Words of Wisdom, Etc.
Writing: Basic Sentence Diagramming, Suffixes & Prefixes, Cursive Descriptive Writing, Apostrophes, Commas & Other Punctuation, Synonym-Word/Phrase Same Meaning as Another Word/Phase, Antonym-Word/Phase Spelled the Same but with More than One meaning, Etc.
Language Conventions: Orthography-Spelling, Hyphenation, Capitalization, Word Breaks, Emphasis & Punctuation, Etc.
Poetry: The Swing, The Crocodile, The Genie in the Flask, Ode to a Worm, Trees, Pilgrim Poem, The People Could Fly, The Thanksgiving Turkey, The Arrow & the Song, Etc.
Fiction: Midas Touch, Black Beauty, Chocolate Touch, Aladdin, Arabian Nights Stories, Etc.
Sayings: Rule the Roost, Actions Speak Louder Than Words, Beat Around the Bush, His Bark is Worse than His Bite, Touch & Go, The Show Must Go On, Clean Bill of Health, Beggars Can't be Choosey, Etc.

Grade 4: English Language Arts
Listening & Speaking: Dramatic Retelling, Panel Discussion, Debate, Oral Presentation, Interview, Advertisement, Complete ~70 Phonograms, Introduce Content Vocabulary (Pollyanna, King Arthur, etc.), Bi-Monthly Spelling Tests, Spelling Bee, Etc.
Reading: Robinson Crusoe, Robin Hood, Narrative of the Life of Frederick Douglas, Native American Myths, Etc.
Writing: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Direct Objects, Subject Compliments, Conjunctions, Prepositions, Prepositional Phrases, Indirect Objects, Verbals, Writing-Fiction, Journal, Poetry, Essay Letter, Poem, Etc.
Language Conventions: Types of Sentences, Spelling Rules & Phonograms, Spelling Rules to Decode Content Vocabulary, Etc.
Poetry: Concord Hymn, Clarence, Clouds, Afternoon on a Hill, Dreams, The Drum, Fog, George Washington, Paul Revere's Ride, Humanity, Things, A Tragic Story, The Rhinoceros, Etc.
Fiction: Pollyanna, King Arthur, The Devil & Tom Walker, Sleepy Hollow, Rip Van Winkle, The Specter Bridegroom, Etc.
Sayings: Beauty is Skin Deep, As the Crow Flies, An Ounce of Prevention is Worth a Pound of Cure, The Bigger They Are the Harder They Fall, Break the Ice, Birds of a Feather Flock Together, Bull in a China Shop, Blow Hot & Cold, Bury the Hatchet, Don't Put Your Eggs in One Basket, Haste Makes Waste, Etc.

Grade 5: English Language Arts
Listening & Speaking: Spelling Words & Vocabulary-Level Readers & Touchstone Great Books, Etc.
Reading: Don Quixote, The Blue Cross, A Tale of the Oki Islands, Etc.
Writing: Cursive Writing-Grammar & Composition Through A Famous Scientist Research Report, Etc.
Language Conventions: Cursive Writing-Objects, Verbs, Predicates, Adjectives, Adverbs, Pronouns, Case,

Gender, Commas, Colons, Paragraph Composition, Paragraph Practice, Etc.
Poetry: Battle Hymn of the Republic, Barbara Frietchie, A Bird came Down the Walk, The Arrow & the Song, The Eagle, Casey at the bat, I Hear America Singing, I, Too Sing America, etc.
Fiction: A Midsummer Night's Dream, The Secret Garden, Adventures of Tom Sawyer, Etc.
Sayings: Count Your Blessings, Eat Crow, Birthday Suit, Eleventh Hour, Chip on Your Shoulder, Bite the Hand that Feeds You, Eureka, Forty winks, Few and far between, The Grass is Greener on the Other Side, Silver Lining, Lock, Stock & Barrel, A Miss is as Good as a Mile, Mountain Out of a Molehill, Etc.

Grade 6: English Language Arts
Listening & Speaking: Spelling Patterns & Rules, Vocabulary Building, Etc.
Reading: Julius Caesar, Apollo & Daphne, Narcissus & Echo, Orpheus &Eurydice, Pygmalion & Galatea, Iliad & Odyssey, Reading Comprehension, Etc.
Writing: Training to Plan, Write, & Edit Descriptive Expository & Persuasive Essays, Beautiful Sentences from Literature, Revising & Editing, Etc.
Language Conventions: Complete Thought Versus Fragment, Compound & Complex Sentences, Punctuation & Diagramming, Incorporation of Grammar in Writing, Subject-Verb Agreement, Consistent Tense, Etc.
Poetry: A Song of Greatness, The Raven, If, The Walloping Window Blind, Sympathy, A Psalm of Life, Woman Work, Lift Every Voice and Sing, Stopping by Woods on a Snowy Evening, Etc.
Fiction: The Prince & the Pauper, The Count of Monte Carlo, The Scarlet Pimpernel, The Monkey's Paw, The Necklace, Edgar Allen Poe Short Stories, Etc.
Sayings: Rome Wasn't Built in a Day, Don't Lock the Stable Door after the Horse is Stolen, All for One and One for All, Don't Cut off Your Nose in Spite of Your Face, It's never Over Till It's Over, Pot Calling the Kettle Black, Rule of Thumb, A Fool and His Money is Soon Parted, Money-Root of all Evil, Etc.

Grade 7: English Language Arts
Grammar: Mechanics, Usage & Spelling, Nouns Review, Linking, Helping Verbs, Placing Modifiers, Prepositional Phrases, Complements, Compound-Complex Sentences, Punctuation Review, Parentheses & Brackets, Problem Words, Using Parallel Structure, Etc.
Reading Comprehension: Animal Farm, Short Fiction Selections, Little Women, Nonfiction, Beowulf, Poetry Selections,Etc.
Writing: Symbolism & Allegorical Writing, Short Story Revising & Editing, Essay-Compare Literature to Historical Event, Revising & Editing Comparative Essay, Research Writing & Persuasive Speech, Persuasive Speeches, Writing a Stage Play, Stage Play-Revising & Editing, Shakespearean Sonnet, Etc.
Vocabulary: Vocabulary Lists-Spelling, Meaning & Periodic Spelling Tests, Etc.

Grade 8: English Language Arts
Grammar: Mechanics, Usage & Spelling, Grammar Review, Problems with Modifiers, Phrases & Clauses as Modifiers, Different Sentence Types & Sentence/Word Variation in Writing, Verbals, Punctuation Review, Appositive Phrases & Verbal Phrases, Common Usage Problems, Active & passive Voice, Indicative, Imperative, Interrogative, Conditional & Subjective Mood, Etc.
Reading Comprehension: The Tragedy of Julius Caesar, Short Fiction Selections, To Kill a Mockingbird, Nonfiction Selections, Frankenstein, Poetry Selections, etc.
Writing: Writing Tragic Fiction, Short Story Revising & Editing, Literary Comparison Essay, Revising & Editing of Literary Analysis, Research Writing & Debate, Writing the Screenplay, Villanelle Poetic Form, Etc.
Vocabulary: Vocabulary Lists-Spelling, Meaning & Periodic Spelling Tests, Etc.

Mathematics: Representative K-8 Classical Curriculum

Grade K: Mathematics
Counting & Cardinality: Writing Numbers, Count to 100 by 1s & 10s, Counting by 2s, 5s & 10s Count Forward From a Given Number, Write Numbers from 0-20, Compare Numbers Between 1-10, Etc.
Geometry: Graph & Sorting, Shapes (circles, squares triangles, etc.), Tangrams (moving/rotating & shapes), 2D & 3D Objects, Etc.
Measurement & Data: Colors, Reading Color Pattern, Time (hour), Length (shorter/longer) & Weight, Telling Time, Patterns (ABBC), Etc.
Numbers & Operations in Base 10: Ordering Numbers 1-10, Money (pennies & dimes), Counting (nickels), Etc.
Operations & Algebraic Thinking: Addition & Subtraction within 0-10, Sorting Money, Etc.

Grade 1: Mathematics
Geometry: Geometric Shapes 2D & 3D, Geometric Attributes-Sides, Vertices, Name, Draw & Read Bar Graph, Graph Data on Bar Graph, Draw Congruent Shapes, Divide Squares into Halves, Solids Cones & Spheres, Etc.
Measurement & Data: Order Sets, Identify Date, Time of Day, Days of Week, Months of Year, Tell Time to Hour and Half Hour, 1 Cup Liquid Measure, Weigh Objects, Follow a Recipe, Draw/Measure Line Segment Nearest Inch, Read Thermometer to Nearest 10 Degrees F, Probability Experiment, Etc.
Numbers & Operations in Base 10: Count by 1s & 5s to 100, Write 0-9, Count by 2s & 10s to 100, Identify Even Numbers to 20, Add 2 to Even/Odd Number, Identify, Understand 1s & 10s Position, Etc.
Operations & Algebraic Thinking: Addition & Subtraction 0-5, Identify ½/1/3/1/6, Subtraction Problems to 18, Divide Set of Objects, Symbols, +, <, >, Master Addition to 18, Check Subtraction Answer by Addition, Represent 2/3 Digit Numbers with Materials, Add 3 Single Numbers, Etc.

Grade 2: Mathematics
Geometry: Picture Graphs, Flat & Curved Surfaces, Area-Counting Square Units, 2d & 3D Spatial Relationships, Etc.
Measurement & Data: Measure Liters, Cups, Pints, Quarts, & Gallon, Time to 5 Minute Mark, Length in Meters, Centimeters, Yards, Feet & Inches, Weight in Kilograms, Grams, Pounds & Ounces, Etc.
Numbers & Operations in Base 10: Numbers to 1000, Recognize & Write Fractions, Add & Subtract Bills & Coins, Find Missing Number, Ability to Estimate, Etc.
Operations & Algebraic Thinking: Addition & Subtraction, Multiplication Tables of 2 & 3, Division by 2s, 3s,4s, 5s & 10s, Ability to Check Reasonability of Result, Etc.

Grade 3: Mathematics
Geometry: Angles & Right Angles, Area, Perimeter & Area of a Rectangle, Scaled Bar Graphs,

Number Patterns, Etc.
Measurement & Data: Time Hours & Minutes, Liters & Milliliters, Gallons, Quarts, Pints & Cups, Kilograms, Grams, Pounds, Ounces, Kilometers, Meters, Centimeters, Miles, Yards, Feet & Inches, Etc.
Numbers & Operations in Fractions: Fraction of a Whole, Equivalent Fractions, Represent a Fraction on a Number Line Diagram, Etc.
Numbers & Operations in Base 10: Dollars & Cents, Multiplying 1s, 10s & 100s, Multiplication Tables 6, 7, 8, 9, Dividing by 6, 7, 8, 9, Dividing 100s, 10s, 1s, Etc.
Operations & Algebraic Thinking: Sum & Difference, Adding 1s, 10s,100s, 1000s & 10000s, Quotient & Remainder, Determine Unknown Whole Number in Division/Multiplication Equation, Etc.

Grade 4: Mathematics
Geometry: Measure & Compare Angles, Perpendicular & Parallel Lines, Rectangles, Squares & Composite Figures, Lines, Faces, & Vertices of 3D Figures, 3D Shapes, Cuboid Volume, Similar & Congruent Figures, Etc.
Measurement & Data: Presenting Data Tables & Graphs, Etc.
Numbers & Operations in Fractions: Adding & Subtracting Fractions, Mixed Numbers, Improper fractions, Fractions of a Set, Etc.
Numbers & Operations in Base 10: Numbers to 100,000, Rounding Numbers, Factors, Multiples, Read, Write, Compare Decimals, Convert Decimals & Fractions, Add, Subtract & Round-off Decimals, Multiplication by 1 & 2 Digit Number, Division by 1 Digit Number, Etc.
Operations & Algebraic Thinking: Percentage, Probability, Word Problem Techniques & Strategies, Etc.

Grade 5: Mathematics
Geometry: Angles, Triangles & 4 Sided Figures, unknown angles, Areas of Triangles & Volume of Solid, Circles & Volume of Solids, Solid Figure Area & Volume, Etc.
Measurement & Data: Percentage & Ratio, Rate & Average, Speed & Average Speed, Etc.
Numbers & Operations in Fractions: Decimals & Fractions, Etc.
Numbers & Operations in Base 10: Multiplication & Division of Whole Numbers, Order of Number Operations, Ratio & Percentage, Real Number System, Etc.
Operations & Algebraic Thinking: Algebraic Equations, Algebraic Equations, Inequalities & Proportion, Speed & Algebraic Equations, Etc.

Grade 6: Mathematics
Geometry: Circles & Graphs, Angle Properties & Straight Lines, Geometric Construction, Volume & Surface, Angles, Solid Figures, & Volume, Etc.
Measurement & Data: Linear Equations & Its Graphs; Linear System & Its Graphs, Etc.
Numbers & Operations in Fractions: Statistics & Probability, Multiplication & Division by 2 & 3 Digit Numbers & Fractions, Etc.
Numbers & Operations in Base 10: Order of Operations of Numbers, Real Number System, Rational Numbers & Its Operations, Connection to Algebra, Algebraic Eq./Ineq. & Its Proportion, Etc.
Operations & Algebraic Thinking: System of Linear Equations, System of Linear Inequalities, Equations & Functions, Exponents & Scientific Notation, Linear 7 Nonlinear Functions, Etc.

Grade 7: Mathematics
Geometry: Geometric Transformations, Congruence & Similarity, Right Triangle & Pythagorean Theorem, Rational Functions & Trigonometry, Linear Equations & Its Graphs, Etc.
Measurement & Data: Statistics & Probability, Exponents & Scientific Data, Etc.
Numbers & Operations in Fractions: Ratios, Fractions & Proportions, Percentage, Etc.
Numbers & Operations in Base 10: Quadratic Functions & Factorization, Etc.

Operations & Algebraic Thinking: Equations & Functions, Indices & Variables, Quadratic Equations, Rational, Quadratic, & Exponential Functions, Linear & Nonlinear Functions, Algebraic Rules & Its Calculations,

Grade 8: Mathematics
Geometry: Geometric Trans./Cong./Similarity, Right Triangle, Trigonometric Ratio & Pythagorean Theorem, Circles & Tangent Lines, Reasoning/Proofs of Triangle, Etc.
Measurement & Data: Right Triangle & Trigonometry, Etc.
Numbers & Operations in Fractions: Statistics & Probability, Etc.
Numbers & Operations in Base 10: Rational Functions & Trigonometry, Etc.
Operations & Algebraic Thinking: Exponential, Quadratic & Logarithmic Functions, Powers, Roots & Radicals, Matrices & Determinants, Sequences & Series, Linear Systems with 3 Variables, Etc.

Science: Representative K-8 Classical Curriculum

Grade K: Science
Life Science: Hygiene-Washing Hands, Healthy & Unhealthy Foods, Appropriate Clothing for Seasons, Exercise, Sorting Life by Habitat-Sea or Land, Taking Care of Pets, Structure of Plants, What Plants Need, Observe Plant Growth, Plant Life Cycle, Animal Characteristics, Animal & Plant Comparison, Name Different Insects, Plants & Seeds We Eat, The Human Body, Etc.
Physical Science: Importance of Recycling, Sorting & Recycling, Magnetism Introduction, Etc.
Earth & Space Science: Identify Weather-Rainy, Sunny, Cloudy, Snowy, Storms, Etc.
Nature of Science: Introduce Calendar & Weather, Understand Facts of Fall, Change of Seasons, Facts of Spring, Facts of Summer, Science Biographies-George Washington Carver, Jane Goodall, Wilbur & Orville Wright, Etc.

Grade 1: Science
Life Science: Animal Classification-Herbivores, Carnivores, Omnivores, Extinct Animals, Food Chain, Structure & Function in Living Systems, Body Systems-Skeletal, Muscular, Digestive, Taking Care of Your Body, Etc.
Physical Science: Sorting & Classification-Recycling & Reuse, Living & Nonliving Things, Measurement-Length, Width, Temperature, Etc.
Earth & Space Science: Locate Oceans, Ocean Floor Landscape, Ocean Life Diversity, Sun, Moon, Other Planets, Stars, Earth & Solar System, Earth's Geographical Features-Oceans, Tides, Currents, Continents, Volcanoes, Etc.
Nature of Science: Three States of Matter-Solid, Liquid, Gas & Water Example, Basic Electricity Principles, Static Electricity, Electrical Safety, Biography Rachel Carson & Louis Pasteur, Etc.

Grade 2: Science
Life Science: Five Senses, Life Cycle-Birth, Growth, Reproduction, Insects-Characteristics, Life Cycle, Metamorphosis, Social Insects, Healthy Diet-Food Pyramid, Vitamins, Minerals, Human Body-

Muscular & Digestive & Excretory Systems, Etc.
Physical Science: Weather Measurements-Temperature, Simple Machines-Lever, Pulley, Wheel & Axel, Inclined Plane, Wedge, Screw, Friction, Etc.
Earth & Space Science: Four Seasons, Earth's Orbit, Water Cycle-Evaporation, Condensation, Vapor, Clouds, Precipitation, Day & Night, Etc.
Nature of Science: Scientific Method & Inquiry, Magnetic Poles and Field, Magnetic Attraction, Biography Tom Edison, Etc.

Grade 3: Science
Life Science: Animal Classification-Mammals, Reptiles, Birds, Fish, Amphibians, Vertebrates & Invertebrates, Contrasting Animal Characteristics, Skeletal & Muscular Systems, Human Body-Light & Vision, Sound & Hearing, Voluntary/Involuntary Muscles, Bone Marrow, Compact & Spongy Bone, Brain & Nervous system, Etc.
Physical Science: Ecosystem-Desert, Grassland, Ocean, Rain Forest, Causes &Effects of Air, Water & Land Pollution, Etc.
Earth & Space Science: Solar System, Planets, Sun & Moon, Orbit-Rotation & Revolution, Moon Phases, Solar Eclipse, Lunar Eclipse, Constellations, Comet, Meteor, Etc.
Nature of Science: Food Chain-Producer, Consumer, Decomposer, Etc.

Grade 4: Science
Life Science: Circulatory System-Heart, Blood, Blood Types, Blood Filtering & Liver, Respiratory System-Oxygen & Carbon Dioxide, Nose, Throat, Voice Box, Traches & Lungs, Etc.
Physical Science: Static Electricity, Electric Charges, Current & Circuits, Conductors & Insulators, Electromagnets, Electrical Safety, Etc.
Earth & Space Science: Earth Observation-Water & Climate, Air Temperature, Pressure, Movement, Clouds, Atmosphere-Cold & Warm Fronts, Water Cycle, Weather Forecasting, Weather & Climate, Earth's layers, Mountain Formation, Volcanoes, Rocks & Minerals, Weathering & Erosion, Etc.
Nature of Science: Biography William Harvey, Global Warming, Energy Sources, Recycling, Etc.

Grade 5: Science
Life Science: Organisms-Criteria for Life & Kingdoms, Plant Types, Adaptations, Processes-Structure, Function, Photosynthesis, & Tropisms, Ecosystems-Matter, Energy, Food Chains, & Conservation, Etc.
Physical Science: Energy, Forces & Motion, Energy Forms-Chemical & Thermal, Using Energy, States of Matter & Measurements, Atoms & Elements, Electricity & Magnetism, Etc.
Earth & Space Science: Weather, Climate & Water Cycle, Rocks, Minerals & Soil, Sun & Seasons, Moon Phases, Landforms-Weathering, Erosion, Uplift & Plate Tectonics, Maps & Topography, Etc.
Nature of Science: Scientific Method-Inquiry Process & Measurement, Science Fair, Science History, Scientific Investigations & Contributions, Etc.

Grade 6: Physical Science
Life Science: NA
Physical Science: Engineering Design & Projects, Motion, Distance, Time, Speed, Friction, Gravity & Equilibrium, Newton-Inertia, Acceleration, Action & Reaction, Machines-Work & Power, Energy Forms, Mechanical, Thermal, Chemical, Electrical & Nuclear, Energy Transfer-Kinetic & Potential, Heat-Conduction, Convection, & Radiation, Wave Properties-Longitudinal &, Transverse, Light & Sound, Electromagnetic Spectrum, States of Matter, Matter Properties-Mass, Volume, Temperature, Density,

Dissolving & Expansion, Atoms-Protons, Neutrons & Electrons, Compounds & Bonding, Periodic Table, Elements-Properties & Chemical Change, Etc.
Earth & Space Science: NA
Nature of Science: Scientific Method-Inquiry Process & Measurement, Science Fair, Science History, Scientific Investigations & Contributions, Etc.

Grades 7 & 8 : Life Science
Life Science: Living Things-Criteria, Classification, & Commonalities, Life Chemistry-Elements & Organic Compounds, Cell Structures-Organelles, Animal & Plant Cells, Cell Processes-Mitosis, Replication, Synthesis & Protein, Photosynthesis & Respiration, Genetics-DNA & Change Over Time, Heredity-Traits & Prediction, Evolution-Change & Natural Selection, Living Things-Structure, Function, Diversity, Plants & Animals, Human Biology-Organization & Specialization, Organ Systems, Pathogens & Disease, Etc.
Physical Science: Earth-Life History & Geologic Record, Etc.
Earth & Space Science: Ecosystems-Living & Nonliving Factors, Ecology-Natural Cycles & Human Effects, World Climate & Biomes, Etc.
Nature of Science: Scientific Method-Inquiry Process & Measurement, Science Fair, Science History, Scientific Investigations & Contributions, Etc.

Social Studies: Representative K-8 Classical Curriculum

Grade K: Social Studies
Geography: Planet Earth, Oceans & Continents, Nautical-Compass Rose, Asia, Europe, Africa & South America, Australia, Antarctica & North America, Your Country, Other Countries-Flags & Cultures, Etc.
American History: , The American Flag, Our Country Long Ago, Early Exploration & Settlement-Voyage of Columbus in 1492,The Pilgrims, First Thanksgiving, July 4 Independence Day, Native American Peoples-Past & Present, Etc.
Civics & Government: Presidents-George Washington, Thomas Jefferson, Abraham Lincoln & Theodor Roosevelt, American Symbols-American Flag, Bald Eagle, Statue of Liberty, Mount Rushmore & White House, Etc.

Grade 1: Social Studies
Geography: Geographical Spatial Sense, Terms & Features, Name & Locate 5 Oceans & 7 Continents, Identify Geographic Location of USA & Florida on Map & Globe, Egypt-Tigris & Euphrates Rivers, Ancient Egypt Civilization, Central America-Mexico & Andes Mountains, Maya, Inca & Aztec Civilizations, East Coast of North America, Mississippi River, Appalachian & Rocky Mountains, Etc.
American History: 13 Original Colonies, Captain John Smith, Pocahontas & Powhatan, Columbus & Conquistadors, Early American Civilizations, World Religions-Judaism, Christianity & Islam, English Settlers- 13 Colonies, Lost Colony, Virginia, Slavery, & Massachusetts, The American Revolution, The Louisiana Purchase, Early Exploration of the American West, Daniel Boone, Lewis & Clark, Etc.
Civics & Government: Ben Franklin & Betsy Ross, Pledge of Allegiance, Current US President, Etc.

Grade 2: Social Studies
Geography: Geography Concepts-Working with Maps & Globes, World Geography, Geography of North America, Directions on a Map-East, West, North & South, Seven Continents, Locate Canada, United States, Mexico & Central America on a Map, Etc.
World History: Story of World, Ancient Greece, Early Asian, India, China Civilizations, Modern Japan, Etc.
American History: Review Colonial America & Revolutionary War, War of 1812, US Westward Migration, The Civil War, Etc.
Civics & Government: Constitution, Immigration & Citizenship, Dr. Martin Luther King & Civil Rights, Etc.

Grade 3: Social Studies
Geography: Map Skills, World Geography, Ice age in America, Locate Major Rivers of the World, Geography Southern of Southern Colonies, New England Colonies & the Middle Atlantic Colonies, Etc.
World History: Ancient Roman Civilization, The Decline & Fall of the Rome, Eastern Roman Empire-Byzantine Civilization, The Vikings, Ancient China, Etc.
American History: The Earliest Americans-Crossing from Asia to North America, Native Americans, Early Spanish Exploration & Settlement, Exploration & Settlement of the American Southwest, The Search for the Northwest Passage, Etc.
Civics & Government: Ancient Rome Civic Values & Society, The Thirteen Colonies-Life & Times Before the Revolution, Country, State, City, Community & Home, Etc.

Grade 4: Social Studies
Geography: Maps & Globes-Scales, Longitude, Latitude Coordinates, Relief Maps, Satellite Images, World Geography-Mountains & Mountain Ranges, Geography Related to the Development of Western Europe, Geography of Africa, Geography of China, Etc.
World History: History of the Christian Church, Feudalism, The Norman Conquest, Growth of Towns, England in the Middle Ages, History of Islamic Civilization, Spread of Islam & the Holy Wars, Early African Kingdoms, Medieval Kingdoms of the Sudan, China Dynasties & Conquerors, Etc.
American History: The French & Indian Wars, Provocations & The American Revolution, Ideas Behind the Declaration of Independence, Making of a New Government, Etc.
Civics & Government: The Declaration of Independence, The Constitution of the United States, Three Branches of Government & Checks & balances, Preamble of the Constitution, The Bill of Rights, Early Presidents & Politics, Levels & of Functions of Government, National, State, & Local, Etc.

Grade 5: Social Studies
Geography: World Geography-Climate & Time Zones, Contrast a Flat Map & the Globe, US Geography-The 50 States & Capitals, Great Lakes of the World, Russia & Japan Geography, Etc.
World History: Early American Civilizations-Maya, Aztec Inca & Spanish Conquerors, European Exploration & the Clash of Cultures, Ancient Greece & Rome, Etc.
American History: American Westward Expansion Before & After the Civil War, Toward the Civil War, The Civil War & Reconstruction, The Renaissance & Reformation, From the English Revolution to the Glorious Revolution, Russia Early Growth & Expansion, Feudal Japan History & Culture, Etc.
Civics & Government: Native American Cultures & Conflicts, Emancipation Proclamation, American Government Policies & Conflicts, Etc.

Grade 6: Social Studies
Geography: Great Desserts of the World, Satellite Earth Views, Map a Trip, Etc.
World History: The Enlightenment, The French Revolution & Romanticism, Latin American Independence

Movement, Etc.
American History: The Industrial Revolution & Industrialism, Capitalism, Socialism, American Immigration, US-Dakota 1862 War, Industrialization & Urbanization, Great Depression, Etc.
Civics & Government: Lasting Ideas from Ancient Civilizations, Judaism &Christianity, Ancient Greece & Rome, Constitution & Compromises, Immigration & Ellis Island, Etc.

Grade 7: Social Studies
Geography: Geography of the United States, Europe & Pacific, Russian Geography, Etc.
World History: The Russian Revolution, World War II 1939-1945-The Rise of Totalitarianism in Europe, War in Europe and at Home, War in the Pacific & the End of the War, The Holocaust, Etc.
American History: World War I 1914-1918, America from the twenties to the New Deal, America in the Twenties, Etc.
Civics & Government: Roosevelt and the New Deal, Etc.
Economics: America Becomes a World Power, Etc.

Grade 8: Social Studies
Geography: Middle east geography, Latin American Geography, Mapping the Rain Forest, India Geography, Etc.
World History: Expansion of Democracy & Continuing Challenges,% New Nation States of Former Soviet Union,- Compare & Contrast, Etc.
American History: The Cold War-Origins & America in the Cold War, The Vietnam War, Etc.
Civics & Government: The Vietnam War & the Rise of Social Activism, The Civil Rights Movement, The American Policy of Détente, Breakup of the USSR, China Under Communism, Contemporary Europe, The End of Apartheid in South Africa, The Constitution-Principles & structure of the American Democracy, Etc.,
Economics: The History of Middle East & Oil Politics, Etc.

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

Core Knowledge

As has been previously noted, classical education puts young minds to work — it leads young people to understand themselves and the world around them. Students do not learn in the abstract; they must acquire foundational skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, the School has adopted the Core Knowledge Sequence for its K-8 curriculum. The Core Knowledge Curriculum was developed by E.D. Hirsch, Jr. In *The Making of Americans*, Hirsch revealed an intellectual kinship between himself and classical education. He joined the academic trivium to its moral, civic purpose. According to Hirsch, people must not only use the same language to communicate effectively and to understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is an example of a leader who relied on cultural literacy to convey his ideas. He had little formal education, but read the works of Shakespeare, the

fables of Aesop, Euclid's geometry, and the documents of the American Founders. He was able, like few in our history, to express himself forcefully and with the principles of freedom and human dignity in his historic Gettysburg Address. Hirsch stresses that "cultural literacy" is vital to comprehend the vast areas of human knowledge necessary for our political, economic, social and moral well-being.

In 1986, Hirsch founded Core Knowledge (CK) based upon his idea of "cultural literacy." The CK Sequence has evolved from the field testing and consensus building that began in 1990. CK is the result of research into the content and structure of the highest performing elementary school systems around the world. The Core Knowledge Sequence is a grade-by-grade guide of specific topics in history, geography, literature, visual art, music, language, science and mathematics. The basic goals of the CK curriculum are:

- Foster autonomous and knowledgeable citizens.
- Give every student an equal chance.
- Foster community.

Core Knowledge philosophy holds that these goals are intertwined and dependent upon common knowledge, which enables people to communicate with fellow citizens.

Core Knowledge is based on the premise that a grade-by-grade core curriculum of common learning builds a strong and sound education. The CK Sequence is based on the theory that what children can learn is dependent upon what they already know. Identification of the content and skills provides a coherent approach to building knowledge across all grade levels. By following the sequence, every child will learn the fundamentals of science, the basic principles of government, the important events of world history and American history, the essential elements of mathematics, the masterpieces of art and music from around the world, and stories and poems passed down from generation to generation. Knowledge, language and skills build cumulatively from year to year through CK's sequential, clear and specific grade-by-grade outline. Literacy is the goal, and students are provided a strong foundation in reading through the teaching of "explicit" phonics. Beginning in kindergarten, teachers read to their students from the best sources — classical literature. When students are able to read independently, their books are the classics. With this approach, teaching of the virtues is intentional and intertwined with discussions of the classics.

In *A Nation at Risk: 25 Years Later,* published in 2008, E.D. Hirsch, Jr. refers to the severe decline in verbal and math scores, and the lack of coherent curriculum in grades K-8 — grades that lay the foundation so necessary for high school success. Students must be well-prepared in the elementary grades in order to thrive in the higher grades. Toward that end, Core Knowledge defines the knowledge and skills required for each successive grade level, and help to prevent the academic repetition and gaps very evident in schools today.

The time-tested benefits of Core Knowledge are:

-*For students* — the broad base of knowledge and vocabulary vital for higher levels of learning is provided. CK motivates students to learn and creates confidence.

-*For the school* — an academic focus and a consistency in instruction are promoted through the coherent, sequenced grade-by-grade curriculum. The CK Sequence promotes greater collaboration and communication around lesson planning, and CK guides staff toward more efficient use of resources. A community of adults and children is promoted through a common thread of instruction and learning.

-*For parents* — a clear outline of what their children are expected to learn in school at each specific grade level is provided. This encourages greater parent involvement both in school and at home.

The Core Knowledge Foundation has done extensive research, along with several independent studies, (listed on the Core Knowledge WEB site), into the success of its curriculum and strives to build its curriculum in a way which adheres to national and state learning standards. Core Knowledge began in 1986 and is currently being used at more than 1000 schools around the nation. After extensive research and documented success these are the conclusions that have been reached concerning students educated with Core Knowledge curriculum:

Students are independent critical thinkers. They comprehend material from a wide array of disciplines and are able to analyze, question, construct effective arguments, and articulate
their own judgments and ideas concerning this new information. They possess a broad and varied vocabulary helping them to convey ideas more clearly. Most importantly they become self-directed learners, seeking out further knowledge from a wide variety of sources without prompting in order to enhance their own understanding. They do not believe something just because the majority buys in or the media touts it as fact. They seek out the soundness of the reasoning in order to make an educated judgment.

Students possess a broad and diverse base of knowledge. They read literature for specific purposes and engage with the text in order to deepen their understanding and expertise.

Students are able to communicate effectively to a broad scope of listeners. When speaking, listening, or writing their ability to successfully express a message using clear concise language, relevant information, and evidence appropriate to their audience is noticeable.

Students understand and appreciate other cultures. Through their educational career they have heard, read, interacted with and experienced other perspectives and cultures through the reading of rich literature and the discussions that followed. The historical perspective which is interlaced throughout the curriculum gives them a global awareness and opens their eyes to the world.

Research supports the idea that a coherent standards-based curriculum anchored by a common calendar of implementation, specific objectives for student achievement, measured benchmark assessment, both formal and informal, and prescriptive reaction to

student performance drives student achievement. For example, in 1997 the Third International Mathematics and Science Study (TIMSS) released results describing the Grades 1–8 content standards in mathematics for each of 39 countries. Further analyses of the data led to a description of the national standards of those countries—referred to as the A+ countries—whose eighth-grade students performed at the top of the international distribution. Three characteristics were identified—focus, rigor, and coherence. The clearest indicator, according to the TIMSS, was coherence. Coherence was defined as standards that are "articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential and hierarchical nature of the disciplinary content from which the subject matter "derives". This definition recognizes that coverage of topics is only part of the definition of coherence. The other and perhaps more central part of the definition centers on whether the sequence in which the topics are covered is consistent with the logical structure of the discipline being taught. The repetitive and expanding nature of Core Knowledge topics over time concedes itself to this exact definition of coherence and is precisely the driving force behind the Florida Standards.

A cumulative program also offers several advantages. At any age and in any field, what we already know enables us to understand, retain, and employ new knowledge. Knowledge accumulation begins from the earliest days of life. It builds through years of verbal and nonverbal interactions with parents, caregivers, and teachers, who model spoken language and help young children develop vocabulary, concepts, and theories about the world. The systematic effort to establish common, knowledge-building content must therefore begin as early as possible. The younger we start, the greater the hope that we can boost achievement across all schools and classrooms, but especially among our most disadvantaged students. By articulating progressions linked to a grade-by-grade sequence for how learning should build over time, a defined curriculum such as Core Knowledge will better enable each teacher to build on what students have already been taught- often called "activating of prior knowledge." A crucial feature of the Florida Standards is that they seek to identify a lean set of concepts and ideas that are central to applying knowledge in each discipline.

Clearly, the activation of prior knowledge is better achieved with a cumulative program that stresses the links between disciplines and strategically plans instruction so students utilize those links when confronted with similar topics later on. A key strategy for enabling students to make connections with text is activating prior knowledge of the subject matter. Boardman et al. (2008) reported using strategies including previewing headings and concepts or making predictions and charting the results to increase students' interest. Students are encouraged to use their interest to make valuable connections with the text. To comprehend texts at deeper levels, students need to make inter-textual links connecting ideas from one text to another. Lenski (1998) surmised that when teachers plan and strategically compile lessons with related issues or topics, they are giving the students the tools to make the necessary connections. Similarly, Lee and Spratley (2010) noted possessing prior knowledge of topics can influence what students comprehend, what attracts students' interest, and even what influences their opinions and perspectives.

Making connections through an activation of prior knowledge helps to foster motivation and engagement (Lenski et al., 2007; Tovani, 2000). Moreover, students who make connections during reading can better understand the relationship between the concepts being presented (Lenski et al., 2007). Many teachers provide students with structured text-connection activities to encourage better understanding of the material. Although the activation of prior knowledge is often used with regard to reading, a literacy-focused curriculum like Core Knowledge demands this across all disciplines.

Finally, students respond directly to a curriculum that is content-specific. The main goal of the Florida Standards is to provide a specific set of skills and knowledge that students need to be ready for career and work and to compete globally. This may be a new standard in relation to the Florida Standards, but it has been around for many years with regard to Core Knowledge. The fundamental essence of Core Knowledge is the ability to equip students with skills that allow them to communicate effectively, possess cultural literacy, and have

a necessary background of information that allows students to effectively assimilate new information into their educational repertoire. The Core Knowledge sequence is distinguished by its breadth and specificity. While most state or district standards and curricula provide general guidelines concerning skills students should obtain and master, they typically offer little help in deciding specific content. The specific content in the *Sequence* provides a solid foundation on which to build skills instruction. Moreover, because the *Sequence* builds knowledge systematically year by year, it helps prevent repetition and gaps in instruction that can result from vague curricular guidelines. Again, while these guidelines seem to be changing with the introduction of Florida Standards, they have always been there with regard to Core Knowledge.

Core Knowledge & Florida Standards

Core Knowledge curriculum aligns to the Florida Standards with built-in structures which have proven to close gaps between high and low level learners. In research done across the country within schools that have implemented Core Knowledge, their students have scored significantly higher on both state and nationally standardized tests than their peers in non-Core Knowledge schools. These higher test results applied to all major core subjects. The ability of Core Knowledge to be adapted to meet different state standards and its adherence to the sequencing of foundational knowledge gives its students a distinct advantage. Joined with this research done by Core Knowledge are numerous independent studies, some results have been previously noted.

The new Florida Standards for English Language Arts and Math, which have been implemented in early elementary and are the new standard for all grades in 2014, align with the Core Knowledge and Singapore Math curriculum. This alignment to state and national standards prepares students for greater success in the future. The Florida Standards for English/Language Arts and Literacy in History/Social Studies, Mathematics and Science call for a curriculum that is “intentionally and coherently structured to develop rich content knowledge within and across grades.” By outlining the precise content that every child should learn in language arts and literature, history and

geography, mathematics, science, music, and the visual arts, the Core Knowledge and Singapore curriculum have been providing an intentionally and coherently structured, content- rich, grade-by-grade curriculum for over twenty years.

An exact alignment of the Core Knowledge Sequence to the new Florida Standards in grades K-8 Language Arts can be found at http://www.coreknowledge.org/ccss-resources . The alignment to the Florida Standards for history and science can also be found at the Core Knowledge website. If exact alignment does not exist, the School administration and teachers will create and supplement the curriculum to ensure exact alignment.

The Florida Standards does not endorse one curriculum over another. However, it has posted several statements of support written by different curriculum companies. One of the statements posted is from the Core Knowledge Foundation which speaks to the credibility of Core Knowledge's alignment to these standards. Common Core (Florida Standards) also consulted with the Core Knowledge Foundation when writing the standards.

Using the content and skill guidelines set forth in the Core Knowledge Sequence, the School meets or exceeds the Florida Standards for English Language Arts and Literacy in History/Social Studies & Science by:

- Enabling students to develop understanding of domain-specific words and phrases, their relationships, and their nuances within the context of lessons that build background knowledge in literature, science, social studies and the arts.
- Providing an integrated model of literacy that reflects the developmental nature of language and the interrelation of all facets of literacy — listening, speaking, reading, and writing.
- Addressing the foundational language arts skills, as well as the ability to infer, imply, reason, evaluate and synthesize information.
- Balancing fiction and nonfiction texts taught during the language arts block, so that by 4th grade, 50% of the texts students are reading are informational/explanatory texts and 50% are fiction (and increasing to 55% and 70% in 8th and 12th grade) a key requirement of the Florida Standards.

Additional Research on Core Knowledge

The Baltimore Curriculum Project (BCP), founded in 1996, demonstrates that high standards plus the implementation of Core Knowledge are effective in boosting test scores in reading. BCP put together an effective, efficient unified curriculum, with detailed lessons that incorporated high standards, and made those available to interested Baltimore Schools. The Core Knowledge curriculum was chosen as an essential part of the project. Direct Instruction was used to supplement the elementary reading, writing and mathematics program. In 1996, and again in 2002, BCP took over operations of three schools under Baltimore City's New Schools Initiative. In 2005, BCP converted these schools into charter schools. Students in all three schools demonstrated an increase in reading proficiency, as determined by comparing State Reading Test Proficiency before BCP intervention and after intervention. Reading proficiency, indicated by the number of

proficient students at the three schools, increased by 47.6%, 33.9%, and 49.5%.

In a national study of 22 Core Knowledge schools, completed in 2004, researchers looked at data from the individual school's national percentile rankings across six content areas (reading, language arts, mathematics, social studies, environmental studies, and science). Over the six- year review period, the Core Knowledge schools performed well above the national average, with their collective performance increasingly higher than the norm. This performance advantage was evident across the six content areas. The same trend was evident across schools of different sizes, different socio-economic composition, and different ethnic composition. Based on these findings, there is a strong relationship between student performance and the Core Knowledge curriculum.

Core Knowledge in Florida

Coupled with all this research is the fact that the Core Knowledge curriculum has proven to be highly successful in Florida. In Fort Meyers, FL, Three Oaks Elementary opened its doors in 1988 as the nation's first Core Knowledge School. Since opening, Three Oaks Elementary has received numerous recognitions including:

- Placement in the Congressional record, by the Honorable Porter J. Goss
- Florida Five Star School
- Florida Red Carpet School
- "Profiles in Excellence" Award from National School Boards' Association
- Subject of PBS Documentary, "The Uncommon Classroom"
- Subject of ABC Evening News segment, hosted by Peter Jennings
- State of Florida A+ School (http://oak.leeschools.net/history.html)

Three Oaks Middle School has operated as a Core Knowledge school since opening its doors more than 18 years ago. It has received the Florida Department of Education 5-Star award and has received an A grade as a school for the last five years. http://okm.leeschools.net

Two charter schools were approved in Florida last year in Collier and Pasco counties. Both schools plan to implement a classical approach to education and the school in Naples will utilize Core Knowledge, Spalding or Riggs, and Singapore.

Additional Research

Below are the findings of several independent and Core Knowledge sponsored studies which demonstrate the effectiveness of the Core Knowledge Sequence. The studies listed include schools with diverse demographics from across the United States and demonstrate the success of Core Knowledge in supporting high student achievement.

State of North Carolina

Evaluated the effects of Core Knowledge (CK) on State Test Achievement with 1,592 students in six CK schools and 533,919 students in more than 1,300 other schools not using CK were evaluated. Results Showed Core Knowledge schools *excelled* over the other schools in achievement progress in 8 or 10 comparisons of reading and mathematics in the five grade levels that were analyzed.

http://www.coreknowledge.org/mimik/mimik_uploads/documents/28/Walberg_ph ase3.pdf

Three Oaks Elementary (Fort Meyers, FL)
Core Knowledge school with 18% minority and 40% receiving free or reduced lunches. Results showed after using Core Knowledge for 3 years, they reported *higher scores* than the control school in *every category* tested. Results showed they were successful in lifting low achievers up toward the mean. http://www.eric.ed.gov/PDFS/ED484223.pdf#

Hawthorne Elementary (San Antonio, TX)
Core Knowledge school with 28% of students have limited English proficiency and 96% receive free or reduced lunches. This school was compared to 65 other elementary schools in San Antonio. Results showed a *steep increase* in the reading pass rate at consecutive grade levels. This is evidence that Core Knowledge curriculum does appear to increase achievement at successive grade levels, and has the potential *to help disadvantaged students* achieve academic proficiency. http://www.eric.ed.gov/PDFS/ED484223.pdf#

Spalding Writing the Road to Reading

At no other time in our history has the ability to read been so important to all members of society. In fact, learning to read is the most important skill our students can learn in school, serving as the very foundation of all other academic subjects. Consider the following statistics noted by Brozo (2009) -- about two-thirds of eighth and twelfth graders read below grade level; 32% of high school graduates are not prepared for college-level English composition courses; 40% of high school graduates do not have the literacy skills required by employers; and 1.2 million students drop out of high school every year with literacy skills lower than those in most industrialized nations. Ensuring adolescents become literate, productive members of society is an undertaking that may not only increase the number of students who graduate from high school, succeed in college, and work in jobs that support a healthy lifestyle, but may also save the nation billions of dollars.

Research shows that primary reading instruction in grades K-3 is vitally important to future successes in the area of reading. However, good research-based practices shows that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are “reading teachers” is more than a mantra, it’s a necessity. The Spalding Reading program equips students with the explicit basic skills they need at the elementary level to be able to succeed at the middle and high school levels.

When academic literacy skills are taught, explicit instruction should be provided. Explicit instruction involves direct teaching including teacher modeling, guided student practice with feedback, and independent student practice (Hock, Deshler, & Schumaker, 2000; Marchand- Martella & Martella, 2013; National Institute for Literacy [NIFL], 2007). Biancarosa and Snow (2006) and Kosanovich et al. (2010) list explicit instruction as the chief way to promote student learning. This systematic instructional process provides a framework for the gradual

transfer of responsibility for student learning from the teacher to the student as the student becomes increasingly successful (Marchand-Martella & Martella, 2013). Each step of comprehension (i.e. strategies, monitoring and metacognition, teacher modeling, scaffolding, and apprenticeship) requires the use of explicit instruction by teachers in order to be successfully implemented by readers (Biancarosa & Snow, 2006). The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009). Only then can students learn to comprehend, understand, and interact with written text.

Research almost universally supports explicit instructional practices (Archer & Hughes, 2011; Kirschner, Sweller, & Clark, 2006; Klahr & Nigam, 2004; Marchand-Martella, Slocum, & Martella, 2004). Explicit instructional approaches are considered more effective and efficient as compared to discovery-based approaches (Alfieri, Brooks, Aldrich, & Tenenbaum, 2010; Ryder, Tunmer, & Greaney, 2008), particularly when students are naive or struggling learners.

The Spalding program integrates and sequences all of the language arts strands including correct spelling (it is easier to organize using the written spelling patterns), reading, composition, grammar, syntax, listening, speaking, and legible handwriting. This method teaches an explicit phonics; 55 of the 71 phonograms are taught first without pictures or key words, through direct instruction using multiple (sight, sound, voice, writing) pathways for sound to symbol mapping of a student's functioning (listening and speaking) vocabulary to book print. The teacher engages all students in choral responses and Socratic instruction techniques.

Once the students master the beginning strokes for the initial eight phonograms for preventing letter reversals, and legible formation of all the sounds of the first 55 phonograms, they start their personal notebook. This expedites building on their basic functional vocabulary to increasingly complex words. Finally, all 71 phonograms are mastered and creative expression through writing completes this neurolinguistic journey into good literature and expressive essay composition.

The term explicit phonics refers, in this case, to the fact that well-intentioned but distracting information (names of letters, pictures, and key words) is not included in the finely sequenced process of teaching the sounds which are represented on paper by a phonogram (phono=sound + gram=written). The term multi-sensory calls attention to the fact that the teachers reach optimal results when they are able to access all, and each, of the four main neurological pathways to the brain: seeing, hearing, speaking, and writing. Socratic instruction is the approach wherein students are led by a series of teacher questions and the whole class benefits from the ongoing dialogue and discovery. Direct instruction entails the interaction of teacher to student and not the intermediary of a worksheet or workbook exercise. Phonemic awareness is the recognition of the sounds represented by written and printed letters, and combinations of letters. Graphemic awareness is the correct written spelling patterns that make up the full range of words in English speech; students' speaking and listening vocabulary is being mapped to book print.

Spalding puts great emphasis on word study and fluency early on as deficits in word study negatively impact students' comprehension, vocabulary, and fluency (NIFL, 2007). Once achievement in word study has been achieved, instruction is augmented to finely integrate grammar and syntax, creative and organizational composition skills, and vocabulary development, which points out the relevance to that which the student already knows. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers provide a high-expectation, skills-based, complete language arts method designed to accompany the vocabulary-rich literature of the Core Knowledge curriculum.

Arizona State University (ASU) research on the effectiveness of the Spalding approach was superior to other approaches in the study. Spalding is the experimental group…

"Final Summary Report: Evaluation Study of *The Writing Road to Reading*", G. Bitter and M. White, ASU

Table 1: *Comparative Mean Scores of Spalding and Control Kindergarten Students on the DIBELS (Fall 2006, Winter 2007, Spring, 2007)*

		Experimental	Control	Difference
Fall, 2006	Initial Sound	10.80*	7.32	+3.48
	Letter Name	15.81*	10.79	+5.02
	Word Use	12.01*	3.23	+8.78
Winter, 2007	Initial Sound	18.99	17.37	+1.62
	Letter Name	32.75*	28.44	+4.31
	Phoneme Segmentation	27.77*	20.21	+7.56
	Nonsense Word	26.61*	20.28	+6.33
	Word Use	22.89*	9.51	+13.38
Spring, 2007	Letter Name	47.97**	44.39	+3.58
	Phoneme Segmentation	47.68*	39.62	+8.06
	Nonsense Word	46.17*	35.36	+10.81
	Word Use	39.91	26.92	+12.99

*p<.001
**p<.005

Singapore Math

Singapore is a world leader in math education, but that wasn't always the case. Starting in 1980, Singapore began to develop its own curriculum instead of importing textbooks from other countries with dramatic results. Singapore's students skyrocketed from 16th of 26th in the Second International Science Study (SISS) rankings in 1984 to 1st in 1995. On the Trends in International Mathematics and Science Study (TIMSS) undertaken in over 40 countries, Singapore has ranked 1st in three of the four administrations. The US has only ranked in the top 10 countries for math once and continues to drop.

The curriculum aligns with U.S standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally about 30 math concepts can be covered in one year using a spiral approach that introduces concepts and revisits them with added complexity. This method does not expect mastery, leaving some students bored when a concept is revisited, and moving on before it's fully grasped by other students. If a concept is not fully internalized, it's understandably difficult for a student (or his teacher) to pick up exactly where his progress last stood, also hindering teacher

accountability for student performance.

In contrast, Singapore Math covers 10-14 concepts a year, stays with each 2-3 weeks, and expects mastery before introducing a new lesson. Singapore Math understands that there are multiple learning styles and English Language Learners (ELL) students will benefit from the program's clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the program's detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards and bar charts) ensure that students master the material. Students do not move on until they have mastered the material and are prepared to build upon their knowledge. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions, and are able to complete difficult multi-step word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school. Singapore Math also recognizes that all children learn differently. English Language Learners (ELL) benefit from the program's clear and simple explanations of math concepts, which are often just a few words in a cartoon balloon.

Pedagogically, Singapore Math most closely identifies with Benjamin Bloom's concepts of Mastery Learning. In the mid-1960s, Bloom began a series of investigations on how the most powerful aspects of tutoring and individualized instruction might be adapted to improve student learning in group-based classes. He recognized that while students vary widely in their learning rates and modalities, virtually all learn well when provided with the necessary time and appropriate learning conditions. If teachers could provide these more appropriate conditions, Bloom believed that nearly all students could reach a high level of achievement.

To develop such conditions, Bloom began with teachers' traditional practice of organizing curriculum content into instructional units and then checking on students' learning progress at the end of each unit. While he saw this as useful, Bloom believed teachers' checks on learning progress would be much more valuable if they were paired with a *feedback and corrective* procedure. In other words, instead of marking the end of the unit, Bloom recommended that these assessments be used as part of the instructional process to *identify* students' individual learning difficulties (feedback) and to *prescribe* specific remediation procedures (correctives).

Through this strategy, teachers first organize the important concepts and material students are to learn into instructional units, each taking about a week or two of instructional time. Following high-quality initial instruction, teachers administer a *formative* assessment designed to provide feedback to both teachers and students on learning progress. This formative assessment identifies precisely what students have learned well to that point and what they need to learn better.

Singapore Math works in the same way that Core Knowledge works: by ensuring students are exposed to a manageable curriculum with coherent, cumulative, and specific focus that allows for mastery before introducing new materials. This model of mastery learning

bears significant resemblance to the Response to Intervention model currently at work in schools: the use of diagnostic assessments to assess current knowledge, high-quality, group-based instruction, progress monitoring through regular formative assessments, high-quality corrective instruction, parallel formative assessments of corrective action, and enrichment or extension activities as appropriate.

Singapore Math appears frequently in the research used to arrive at the Florida Standards (Common Core) in mathematics. It is therefore not surprising that Singapore Math programs are well aligned with those standards. See the following link for a PDF of the exact alignment of standards and is shown in Appendix 6. Where exact alignment does not occur or a topic is covered in a different grade, the administration and teachers supplement the curriculum or make the changes necessary to ensure alignment. http://www.singaporemath.com/v/vspfiles/assets/images/ccs-pmstded.pdf.

Saxon Math

Saxon Math is employed as a supplement to Singapore Mathematics. Saxon Math utilizes an incremental approach taught in a progressive manner building in complexity. Research on this approach has shown that students retain concepts and gain in knowledge in problem solving. Saxon Math is also in compliance with the Florida Standards in mathematics as shown Appendix 6.

A Longitudinal Analysis of State Mathematics Scores for Florida Schools Using SAXON MATH, Report Number 365, Educational Research Institute of America, May 2009

This study sought to determine if *SAXON MATH* is instructionally effective. Based on the results of this study, instruction based on *SAXON MATH* significantly increases grade 3 and grade 5 students' knowledge and understanding of mathematics over a three year period in Florida schools using the *SAXON MATH* program.

Summary of the Pretest/Posttest Score Analyses Conducted to Determine if Significant Gains were Made on the Math Portion of the FCAT for Grade 3 and Grade 5 Students at Florida *SAXON MATH* Schools.

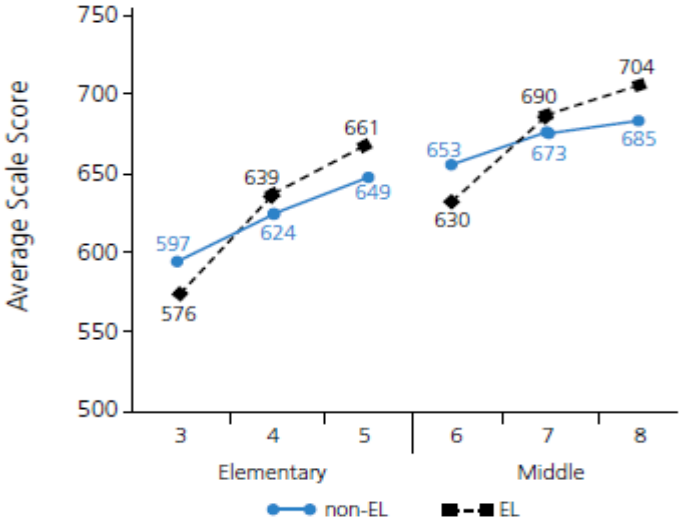
	Grade 3		*Grade 5*	
Group	*Gain Statistically Significant?*	*Effect Size*	*Gain Statistically Significant?*	*Effect Size*
All *SAXON MATH* Schools	Yes	Large	Yes	Large
Lower SES *SAXON MATH* Schools	Yes	Large	No	Large
Higher SES *SAXON MATH* Schools	Yes	Large	Yes	Large
Lower Pretest Group *SAXON MATH* Schools	Yes	Large	Yes	Large
Higher Pretest Group *SAXON MATH* Schools	Yes	Large	No	Medium

http://www.hmhco.com/~/media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/sxnmath_fl_effectivenessreport09-6-14-13.pdf?la=en

Saxon Math and California English Learner's Math Performance, PRES Associates, February 2007.

On the Stanford 9 assessment, EL students in schools using *Saxon Math* started off performing lower than non–EL students but surpassed them over time. EL and non-EL students using *Saxon Math* show significant improvement in math performance over time, as measured by California statewide assessments.

Saxon Math students: Stanford 9 (2001–2002) math performance by English Learner status.



Note. F for interaction at elementary level (2, 5267) = 63.48, $p < .001$. F for interaction at middle school level (2, 8190) = 143.26, $p < .001$. F for change among elementary ELs (2, 1064) = 530.13, $p < .001$. F for change among middle school ELs (2, 1399) = 726.71, $p < .001$.

http://www.hmhco.com/~/media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/sxnmath_ca_el_brief-6-14-13.pdf?la=en

On the Stanford 9 assessment, EL students in schools using *Saxon Math* started off performing lower than non–EL students but surpassed them over time. EL and non-EL students using *Saxon Math* show significant improvement in math performance over time, as measured by California statewide assessments.

Full Option Science System (FOSS)

Science is an active enterprise, made active by the human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what is known (content) and how it came to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

While the Core Knowledge science program offers a full science complement, the Full

Option Science System offers inquiry-based modules that support the Core Knowledge science curriculum. The FOSS program uses several instructional pedagogies: inquiry-based learning (each investigation is guided by questions), hands-on learning and active investigation (students work with materials and conduct investigations to attempt to answer questions), student-to- student interaction, writing (students keep careful notes in science notebooks), and research/reading (readings are included to enhance or underscore active investigation—students work with materials prior to doing any reading).

Science content standards focus on science as inquiry and demonstrate abilities necessary to conduct scientific inquiry. Inquiry teaching intends to mimic the qualities of scientific inquiry found in laboratories within the limits of the classroom. Therefore, similar goals should exist within the classroom and research laboratories, such as the use of investigative approaches, empirical techniques and reliance on evidence to make discoveries and construct new knowledge**.** (Cobern et al., 2010). Elements of inquiry-and problem-based learning include student-formulated hypotheses to explain or solve the problem, data collection to test the hypotheses, conclusion, and reflection of process. In simpler terms, inquiry-based science instruction involves phases of engagement, investigation, evaluation, and report of findings. The use of inquiry-and problem-based learning strategies provides hands-on learning experiences, as well as experimental opportunities.

Classroom inquiries may vary by levels of structure, guidance, and inclusion or omission of particular features. The National Science Education Standards outline five essential features of classroom inquiry: engagement in scientifically oriented questions, collection of evidence, explanations using the evidence, evaluations of explanations, and communication and justification of proposed explanations from the learner.

Research shows that inquiry-based instruction has considerable advantages in the classroom. Students in regular and special education classrooms have the opportunity to develop problem solving and reasoning skills through concrete, hands-on science activities that make up inquiry based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and proposing explanations (Varma et al., 2009).

FOSS set out to achieve three important goals: scientific literacy, instructional efficiency, and systemic reform. Scientific literacy provides developmentally appropriate science experiences that are a foundation for more advanced ideas that come later and prepare students for a scientific and technological world. Instructional efficiency gives teachers a complete, flexible and user- friendly science program that incorporates hands-on active learning, inquiry and multisensory methods. These hands-on lessons are engaging for both students and teachers. Finally, systemic reform moves from passive exposure to science to real hands-on experiences through experimental modules.
Beyond the three goals, FOSS features the following:

Research-based and nationally field-tested: FOSS was developed through a rich collaboration of scientists, educational researchers, curriculum developers, assessment

specialists, teachers, administrators, community members, and parents. FOSS combines proven teaching strategies with field-tested materials to promote scientific literacy and student achievement.

Classroom tested: FOSS is the result of academic research on learning interwoven with practical experiences in the classroom. FOSS helps all educators teach and manage inquiry based science. The instructional sequences are carefully designed and thoroughly tested to provide support for teachers with different levels of experience.

Students learn science by doing science: FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

Integrated reading, writing, and mathematics: FOSS helps develop basic skills within the context of learning science through student readings, science journals, student projects, and the use of mathematics to quantify and communicate results of investigations and experiments.

Assessment system: The FOSS assessment system uses a number of formative and summative strategies to help teachers and students monitor their progress and measure their ability to apply the concepts they have learned. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. The FOSS assessment system is an ongoing research project at Lawrence Hall of Science.

Interactive technology: FOSS developers, working with a multimedia design team, have developed a series of interactive activities on CD-ROM and on-line for use by students K–8 at home and at school. The interactive technology is an essential component of the middle school courses.

The coherent and ordered nature of the Core Knowledge science program, which teaches science with history as its organizing principle (as detailed in the curriculum plan), coupled with the inquiry-based instruction of the FOSS Science program, will offer students a full complement of science instruction.

The strategies and methods used within the FOSS curriculum are in alignment to the new Florida Standards. http://info.fldoe.org/docushare/dsweb/Get/Document- 6741/dps-2013-69.pdf

Cobern, W. W., Schuster, D., Adams, B., Applegate, B., Skjold, B., Undreiu, A., & Gobert, J. D. (2010), Experimental comparison of inquiry and direct instruction in science, Reseqarch in science & Technological Education, 28(1), 81-96.

Hamm, Ellen M., Rebecca Cullen, and Melissa Ciaravino. "Using inquiry-based instruction to teach research methods to 4th-grade students in an urban setting." *Childhood Education* 89.1 (2013): 34+. *Academic OneFile*. Web. 7 Mar. 2013.

Varma, T., Volkmann, M., & Hanuscin, D. (2009). "Preservice elementary teachers' perceptions of their understanding of inquiry and inquiry-based science pedagogy: Influence of an elementary science education methods course and a science field experience". *Journal of Elementary Science Education*, 21(4), 1-22.

C. Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and a set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

Reading – A School Focus

Reading is a primary focus of the School's curriculum. The School follows the framework of the Florida Reading Program Specifications:

- *Significant instructional time is dedicated to reading instruction.*
- *Explicit systematic approach to instruction through skill scaffolding and monitoring of student learning gains.*
- *Students actively engage in learning during instructional time.*
- *Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress.*

The School utilizes the systematic approach of the Just Read, Florida Initiative. Reading areas of focus are oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension:

- *Screening assessments, progress monitoring, diagnosis and outcome measures.*
- *Initial intervention of a 90 minute reading block with a focus on the reading area components.*
- *Immediate intensive intervention of additional a minimum of at least 20 minutes per day until the deficiency is remediated.*

http://www.fldoe.org/academics/standards/just-read-fl/

Program Overview

Classical education and Core Knowledge focus on the use of rich and thought-provoking literature to encourage and build a love of reading from kindergarten through high school graduation. The School believes that reading is at the heart of every subject, and the use of text and literature to enhance discussion and increase students' understanding is vital. It is known that through reading comes a deeper vocabulary, more fluent and eloquent speech, richer sentence structure in writing, and greater understanding of our culture and the world around us. Reading opens doors for our students that can be opened through no other method and our focus on reading will reflect this priority.

Core Knowledge curriculum is built with a central focus on reading, understanding that within all subjects reading is foundational. It follows this emphasis with in-depth discussions which enhances the reading process and reading comprehension. This practice is closely aligned to the Florida Standards which emphasizes critically analyzing text within the content area. Reading is at the heart of all our students' learning and it is our desire to create an environment where reading is natural and exciting. The focus on classical literature, with its content-rich vocabulary and deep character development, challenges our students intellectually and ethically. As they read and discuss great moral dilemmas and problems which have confronted mankind for centuries, they learn the importance of the written word and discover its beauty. The diverse and rich literature contained within our library and classroom collections is conducive to all levels of readers, from kindergarten to twelfth grade. The School offers readings which challenge students at all levels so every student is excited about the choice of books offered and desire to read further and discover more.

Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel (2000) *Teaching Children to Read*, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent silent reading), and comprehension (vocabulary and text comprehension). The School focuses on the five reading components of reading as identified by *Just Read Florida:* phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. The School has chosen a reading curriculum that incorporated these identified skills with Core Knowledge and Spalding curriculum which provides teachers curriculum maps with corresponding standards assessments, benchmarks, teaching strategies, and progress monitoring techniques that assist teachers in systematic instruction of the Florida Standards, with which Core Knowledge is fully aligned. Standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through unit assessments. Phonemic Awareness and phonics skills are structured in the sequence of the Targeted Diagnostic Inventory tasks of the Florida Standards Assessments for Instruction in Reading (FAIR) with the Spalding program and utilized at a greater depth with regard to students in Tier 2 Multi-Tiered System of Supports (MTSS) instruction.

Selected Classical Readings

K-6 Grade Reading List

A Christmas Carol	A First Book of Fairy Tales	A Lion to Guard Us
A Midsummer Night's Dream	A Wrinkle in Time	Adventures of Sherlock Holmes
Adventures of Tom Sawyer	Aesop's Fables	Alice in Wonderland
Aladdin and Other Favorite Arabian Nights Stories		Beauty and the Beast
Charlotte's Web	The Chocolate Touch	
Cinderella	Don Quixote (Core)	The Emperor's New Clothes
Fire on the Mountain	Frog and Toad	The Golden Fleece
Gulliver's Travels (Core)	Hansel and Gretel	The Hunting of the Great Bear
In Their Own Words: Paul Revere		Jack and the Beanstalk
King Arthur (Core)	King Midas and the Golden Touch	The Legend of Sleepy Hollow
The Lion, the Witch, and the Wardrobe		Little House in the Big Woods
The Little Match Girl	Little Women	The Magic Paintbrush
Narrative of the Life of Frederick Douglass (Core)		The People Who Could Fly
Phantom Tollbooth	Pinocchio	Pollyanna (Core)
The Prince and the Pauper	Rapunzel	Rip Van Winkle (Core)
Robin Hood (Core)	Robinson Crusoe (Core)	Rumpelstiltskin
Sarah Plain and Tall	The Secret Garden	Shakespeare Stealer
Snow White and the Seven Dwarfs		The Tale of Peter Rabbit
Tales from Shakespeare	Talk	The Magic Brocade
Treasure Island (Core)	The Ugly Duckling	The War Within
Where the Red Fern Grows	Why the Owl Has Big Eyes William Tell	The Wind in the Willows
The Wise Woman and Other Stories		

7-8 Selected Readings

The Adventures of Huckleberry Finn		The Aeneid
Anne Frank: The Diary of a Young Girl		Antigone
Apology	Autobiography of an American Slave	Bacchae
Beowulf	Bernice Bobs Her Hair	Billy Budd
The Call of the Wild	The Canterbury Tales	The Chosen
A Christmas Carol	Lincoln's 2nd Inaugural Address	The Miracle Worker
The Constitution of the United States		Crito
The Crucible	The Declaration of Independence	Democracy in America
Discourse on Method	Discourse on the Origin of Inequality	Don Quixote
The Epic of Gilgamesh	The Grapes of Wrath	The Great Gatsby
Heart of Darkness	The Hobbit	The Last Battle
Iliad	Julius Caesar	The Jungle
Medea	Lord of the Flies	The Clouds
Letter from the Birmingham Jail		

The primary goal of the reading program is to teach children to understand what they read, through systematic, direct instruction of the Florida Standards aligned to the five (5) components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to make reading a "primary focus," all objectives from Florida's Reading Program Specifications are implemented at the School:

Specification 1: Professional Development
1.1 Comprehensive Initial Professional Development
1.2 Professional Development for Everyone
1.3 Frequent and Continuous Professional Development
1.4 Professional Development to Impact Change
2 Professional development led by School-site Expertise

Specification 2: Administrative Practices in Support of Reading
2.1 Reading as a School-wide Priority
2.2 In-service and Evaluation Processes Focused on Reading
2.3 Resource Focus on Reading Achievement

Specification 3: High Quality Reading Instruction is a Dynamic System
3.1 Propels Student Learning in Essential Reading Components
3.2 Expends Efficient Use of Instructional Time
3.3 Contains Systematic Set of Assessment Practices
3.4 Differentiated Instruction

Specification 4: Reading Text Materials and Resources
4.1 Materials Aligned with Student Reading Levels
4.2 Comprehensive Instructional Materials
4.3 Wide Assortment of Diverse Text
4.4 Flexible Use of Text
4.5 Appropriate Use of Technology

Specification 1: Professional Development
The School provides professional development for all teachers through the model of continuous improvement. All teachers are provided research-based professional development based on school improvement goals. Teachers meet in professional learning communities regularly as grade level teams to analyze student data, and design units and accompanying lessons. The Principal helps assess and provide professional development to teachers specific to the needs of the school. New and experienced teachers are taught to expand upon their initial knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. Teachers meet for data chats with the administrators, after benchmarks and FAIR reading assessment periods, to analyze student progress and develop an action plan. Finally, staff is trained to support the instruction of classical materials within Core Knowledge and the implementation and

delivery of the Spalding program through mandatory professional development prior to the opening of the school.

Specification 2: Administrative Practices in Support of Reading

School leaders set high expectations for student achievement in reading, and develop a culture of excellence with a focus on reading. Furthermore, administrative walk through is targeted to track teachers' mastery of high yield instructional strategies. These measures ensure that teachers implement the reading plan with fidelity, and that resources are allocated and used to deliver the strongest impact on student achievement in reading. An administrator with a clear and present knowledge of scientifically-based reading practices is selected to support the school's reading practices. Student reading development is enhanced and reinforced through easy, frequent, open and flexible access to classroom libraries and to the school media center. The School recognizes media centers are the hub of our school, providing easy, frequent and open access to books. Student book clubs, Sunshine State Book Bash competition, and Sunshine State Young Readers' Award books are also used as a way to encourage students to read. Throughout the school year, the school media centers may offer a variety of promotional activities such as Children's Book Week, National Library Week, Read Across America Day, Banned Book Week and Teen Read Week.

The School may utilize Reading Counts (or similar program) to encourage students to read outside of the school day. The Scholastic Reading Inventory provides each child a book list based on their interest and their Lexile level which will assist them in self-selecting appropriate books from the media center. As teachers become more comfortable with the concept of text complexity, they will encourage their students to take text complexity as well as Lexile scores into account as they make their choices for independent reading.

Specification 3: High Quality Reading Instruction is a Dynamic System

The School understands the importance of effective and comprehensive reading instruction delivered with fidelity, assessed regularly, and reviewed to drive further instruction. Phonics, phonemic awareness, vocabulary, fluency, and comprehension are equally important to the development of the effective reader. A 90 minute uninterrupted reading and language arts block in the elementary levels allows for ample time to develop these complex skills. Students who are identified as below grade level are offered multiple levels of assistance in achieving reading goals.

Both the Core Knowledge Sequence and Spalding have built-in assessments which can be administered regularly to accurately measure the achievement and growth of each student. These built in assessments are easy to administer and evaluate, providing quick and accurate data for use in assessing individuals. McCall-Crabbs Standard Tests for reading are given each week. These tests are designed to be given in a short amount of time and can be scored quickly. They can be used for assessing comprehension as well as fluency in grades K-8. The nature of Spalding is that it can be used as an intervention tool at all grade levels, reinforcing concepts or re-teaching if necessary. Where students are missing basic skills, Spalding provides assessments for discovering those gaps and

creates strategies for remediation that can be utilized at all grade levels, K-8. Combined with these regular assessments, the School may use the Scholastic Reading Inventory to regularly assess the reading level of K-8 students. Teachers in the upper grades will also create regular in class assessments built from the curriculum and texts ensuring that standards are aligned with District and state requirements.

Instruction, Assessment and Remediation

Differentiated Instruction

As the Florida Reading Plan Specifications state, students are screened at the beginning of the school year using the Florida Assessments for Instruction in Reading (FAIR) to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students are provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. Teachers utilize center resources such as those from *Florida Center for Reading Research's* FAIR search engine and *Read, Write, Think* to engage students in reading activities to deepen their understanding of reading skills.

Direct Instruction

The components of reading are taught explicitly with structured practice to ensure mastery. Phonemic awareness skills, such as phoneme blending and phoneme deletion, are scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies are taught systematically, and sequentially, so that students understand how letters represent sounds, and sounds blend together to make words that contain meaning. To build academic vocabulary, teachers use classical literature and the Core Knowledge curriculum, with its specific content-area vocabulary, to introduce new words. Students set individual goals for fluency, and teachers track progress toward achievement through regular fluency assessments. By providing direct, systematic instruction for all five components of reading, the School ensures that all students achieve annual growth in reading.

Assessment

At the beginning of every school year, teachers analyze previous year's FCAT data (or other standardized data as appropriate) and assess each student's reading level through a variety of assessments such as Florida Assessments for Instruction in Reading (FAIR) and other records. In order to monitor progress toward achieving reading goals, teachers administer a variety of assessments. Fluency assessments such as oral reading fluency checks, combined with running records provide data regarding reading level progress. Reading assessments may include, but are not limited to:

- FCAT 2.0
- FAIR assessments
- Florida Standards Assessment exams
- Scholastic Reading Inventory (2-8) and DIBELS (K-3) which will be administered on a regular basis during the course of each academic year.
- The Core Knowledge Sequence Assessments: Assessments include the Core

Knowledge Curriculum-Referenced Tests, published by Questar Assessment, that are available for grades 1 through 5. These comprehensive, end-of-year exams reflect the specific subject matter outlined in the Core Knowledge Sequence and offer teachers a way to assess how well their students are learning and retaining the material they teach, including the area of language arts.

- CELLA for ELL students
- The Spalding assessment that may be given daily after each lesson.
- McCall-Crabbs comprehension and fluency tests may be given weekly (K-8)

Remediation

Those students found in need of additional instruction as identified by FCAT 2.0, FAIR and other assessment data are offered intensive instruction in the area of reading. The table below describes a progressive plan to increase instructional minutes in reading to ensure that students achieve mastery of grade level expectations.

Reading Instruction	Grade Level	Strategic Intervention	Intensive Intervention
K-6	-90 Min Intervention Reading Language Arts -30 Min Intervention 3 Times/Week	-90 Min Intervention Reading Language Arts -30 Min Intervention 3 Times/Week	-90 Min Intervention Reading language Arts -30 Min Intervention Daily -60 Min Tutoring Session per Week
7-8	-50 Min Intervention Reading language Arts	-50 Min Intervention Reading language Arts -30 Min Intervention 3 Times/Week	-50 Min Intervention Reading language Arts -30 Min Intervention 3 Times/Week -50 Min Tutoring Session per Week

Specification 4: Reading Text Materials and Resources

The Comprehensive Core Reading Program (CCRP)

The School will use the Core Knowledge Language Arts curriculum and Spalding's *The Writing Road to Reading* to teach all Florida Standards. On a daily basis, all students, no matter the program receive whole group explicit instruction based on their Measures of Academic Progress (MAP) benchmark assessments. FAIR, program specific assessments, and other informal assessments inform teachers about student needs. The daily small group differentiated instruction is again based on what both the formal and informal assessments indicate are the students' areas of need. Daily independent reading practice is implemented in all of the classrooms. The teachers monitor students by using reading journals, reading comprehension quizzes, and teacher conferencing.

Student's progress through a reading curriculum begins by emphasizing phonemic awareness and decoding skills and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. The curriculum guides students through

basic phonics skills.

Initially, the focus will be the identification of syllables and phonemes, blending, and decoding. Students will then be able to develop the ability to sound out unfamiliar multisyllabic words. The program culminates in the student's ability to recognize irregularly spelled words and demonstrable fluent reading and strong comprehension skills.

Language arts curriculum emphasizes the acquisition of an extensive and advanced vocabulary at every level. Students have regular and frequent lessons and practice in the writing of Standard English. These lessons help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student has ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

Students receive intensive training in English composition, including conventions of syntax and punctuation, and they demonstrate competence in written assignments. The teachers introduce expository writing, with strong emphases on proper sentence and paragraph and essay organization.

Essays that discuss and rely extensively on sources are required throughout the curriculum. Students learn how to identify appropriate primary, secondary, and tertiary sources, organize a paper, use correct citation format and properly format a bibliography according to prescribed style guidelines. Throughout the language arts curriculum, students learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

Literature

The elementary reading and writing curriculum introduces students to great literary works of the past and present. Material in the curriculum include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States. All students at all levels need rich experiences with significant literature. An ideal program moves beyond strict adherence to canonical materials, and centers on themes appropriate to given groups of students. Such a quality literature program includes biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels.

The Literature program at the School includes multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. These reading materials help students develop decoding and interpretive skills and to begin student encounters with great and enduring writings that form a basis for advanced literary study and address issues of character, virtue, and citizenship. Students read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles

and genres.

Through active interpretation and evaluation, students learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and develop understanding of the relationship between literary form and content. Additionally, students have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, and heroic couplets).

Reading, Literature and Writing are taught across the curriculum. The School operates under the premise that every teacher is a language arts teacher. Students perform plays, sing songs and play music, read short stories or novels as related to the theme for the quarter, and demonstrate comprehension and understanding through book study, oral presentation, etc.

Using the Spalding curriculum for reading and language arts at the elementary level, a typical Reading Block includes a time for the teacher to read aloud to the students and provide for individual silent reading. The teacher may instruct the students in complete phonetics, grammar, spelling, writing, and vocabulary development. Younger students work on letter formation while the upper-level students learn correct sentence structure. Core Knowledge offers students stories, exercises, and activities that support listening and speaking skills, reading, writing, language conventions and an exposure to different genres of text, including fiction, content area nonfiction, and poetry. These two reading programs work cohesively to produce literate and effective readers.

A typical Reading Block for middle and high school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the last 20 minutes the students tie previous knowledge to the newly read material and making connections across the curriculum. The remaining time is spent with a teacher-led discussion with students practicing rhetoric and logic. Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth are relevant parts of the reading block.

Supplemental Intervention Reading Program (SIRP)

The School meets the individual needs of students during the school day by adding to the 90 minutes of core reading instruction, through Supplemental Intervention Reading Program. Based on FAIR and benchmark data, students receive additional instruction and practice on identified skills. Teachers provide additional instruction outside of the 90 minute reading block in times such as, before and after school, through content area integration, during enrichment activities and any other opportunity, to support student achievement of individual learning goals. Some research based programs that the teacher may utilize are:

- FCRR Center Activities
- Spalding program built-in remediation techniques
- Accelerated Reader
- Reading Plus

- Words Their Way
- Systematic Sequential Phonics
- Ladders to Success
- FCAT Coach

Comprehensive Intervention Reading Programs (CIRP)

The School meets the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read two or more years below grade level. Students are given additional instructional minutes using a research-based intervention program. Students receive this additional instruction outside of the 90 minute reading block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Some research based programs that the teacher may utilize are:

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

Teachers are lifelong learners and their desire to grow and shape the lives of their students is an inspiration to the students. The staff and teachers regularly share with students their favorite books or literature they have recently read. The school intentionally seeks to build a culture where reading is valued above modern media and students pick books over the television.

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

The small school environment and the cohesive K-8 model created at the School is the foundation which all students will benefit from, especially those who struggle or are below grade level. As students enter the School their educational needs are evaluated quickly by our highly trained teachers and students identified as below grade level are immediately provided with interventions and strategies to help them improve. The ability to monitor and assess these students' progress is greatly enhanced due to the small student population.

The School's curriculum and supplemental programs were selected specifically to meet the needs of the target student population. Students are expected to come from diverse backgrounds and with diverse learning abilities. The curriculum and supplemental programs are time-tested and researched based, and have successfully been implemented for students from academically, socially, and economically-varied backgrounds.

The School's curricular approaches, Core Knowledge, Spalding (explicit phonics), and Singapore Math, are designed to build foundations of knowledge in the early grades. Because children learn by building on what they already know, this curriculum benefits students with different learning abilities. The emphasis on foundational skills and rich

content enables teachers to effectively bring students with pre-existing academic problems up to grade level, and at the same time strengthen the knowledge base and challenge the academic potential of every student at grade level.

One example previously cited is Singapore Math. English Language Learners (ELL) students benefit from the program's clear and simple explanations of math concepts. The program's detailed instruction, questions, problem solving, and visual and hands-on aids such as blocks, cards and bar charts ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Is has been proven that slowing down the learning process gives students a solid math foundation upon which to build increasingly complex skills.

Another is the Spalding method, The Writing Road to Reading, is appropriate and recommended for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Spalding is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. This time tested method has proven to be a strong foundation for students who demonstrate academic progress, and is an effective remedial program for students with pre-existing academic problems. This approach accelerates the learning process and provides an optimal learning opportunity for each student.

Another feature of the Spalding method is its use of appropriate sequencing. Spalding begins at the student's speech and oral comprehension levels. It allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts or information in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This method serves ELL students as well as students with special needs across the spectrum.

The School believes that an early and on-going evaluation of student preparedness to meet the demands of the curriculum is vital. There are several methods of student evaluation and contact with parents:

Initial Review

At the beginning of every academic year staff conducts a file review to determine the needs of each student entering the school. Exceptional students with active Individualized Educational Programs (IEP) are serviced according to their plan and the school's resources. Any students who were involved in the Response to Intervention/Multi-tiered System of Supports (RtI/MTSS) process in the previous year are provided with a timely review of interventions making any necessary revisions as needed. Parents of students who demonstrate the aforementioned needs are notified accordingly, meetings and conferences are scheduled as needed to keep parents updated on progress and changes. The academic progress of these students is closely monitored by the teachers and support staff using data to track their growth.

Notification of Failure

At least once per quarter and in a timely fashion, failing notices are sent out for students

who have a D or an F in an academic subject with the hope that student's progress can be remediated before failing the term. If an electronic grading system is used, it is the parents' responsibility to monitor their child's progress.

Overcoming Major Deficiencies

If a student proves to have major deficiencies because of a weak educational background or some other reason, the classroom teacher(s) will, in conjunction with the administration, work on remediation strategies which may include some pull-out tutoring and some modification of assignments with the understanding that the purpose is to bring the student up to grade level. In the case of 7th-8th grade students, remedial classes or extra tutoring may be assigned in place of electives. Parents are notified of the particular strategies that are adopted.

Special Populations

In certain cases where more intervention is necessary the teacher in conjunction with the Exceptional Student Education (ESE) consultant, guidance counselor, under the direction of the Principal, may decide to pursue an IEP best meeting the needs of the student.

Another method to assist in the learning process is scaffolding. Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold is gradually removed. The objective at the School is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level. Moreover, as the school grows, additional classes may be offered in grades 7-8 in order to remediate those students requiring extra help. Particularly in the areas of reading, writing and math to assist those students identified as needing additional help. For students who come to the School below grade level, or for students who score a 1 or 2 on FCAT, FSA or EOC in reading or math, remedial classes are be created in order to bring students up to grade level. As the seventh through eighth grades grow, the School may also offer different levels of courses, such as Advanced Placement or Honors courses for students choosing a greater challenge. Assessments are be an on-going process and the School plans to utilize the assessment data to improve academic achievement at all levels. The instructional staff will review attainment levels on standardized tests (FCAT, FSA, FAIR, etc.) and in-class assessments (Core Knowledge, Spalding and Singapore Math provide assessments) in order to determine appropriate learning strategies.

Within the scope of the educational program at the School, there is no discrimination based on ability or disability. Students at the School should expect to be challenged and to work hard. All students are be expected to master basic skills and content material as well as to master higher order thinking. Teachers use performance grouping within the class, where appropriate, in Kindergarten through 6th grade and placement in core subjects based on mastery of previous material and aptitude in 7th through 8th grades where appropriate.

In addition to offering robust faculty training in core academic subjects, the School provides training in classroom differentiation strategies for students with specific needs. The school cooperates with the local school district and the FLDOE to ensure appropriate resources are brought to bear on problems that may arise. Additional special education services are provided by specialists in accordance with a student's Individual Education Plan (IEP).

For gifted education, the educational program at the School allows students to be challenged by enabling individual students to work to the necessary depth in a subject. For example, most students will read the selected abridged version of *Robinson Crusoe* in 4th grade in keeping with the literature choice of the Core Knowledge Sequence, while some students will be able to read the original unabridged version.

The curricular approaches chosen for the School challenge the academic potential of every student and also enable teachers to effectively meet the needs of students' different abilities for optimal learning.

The Core Knowledge curriculum, along with Spalding and Singapore, create an atmosphere of learning where all students' needs are met. The curriculum, activities, and supplements lend themselves to the differentiation of teaching within the classroom. Students who enter the School below grade level are nurtured in a small school atmosphere of academic rigor where a teacher meets them at their academic level and creates structures for them to grow. Along with constant progress monitoring and interventions, Core Knowledge curriculum is proven to allow for ease of differentiation and meeting student's needs at all levels.

The curriculum with its supplemental programs chosen will address students' needs in all skill and content areas. The curriculum is comprehensive in both content and instructional delivery and is aligned with the Florida Standards.

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

The School's curriculum is composed of the core academic areas of English Language Arts, Social Studies, Mathematics and Science as shown in Appendix 6: Curriculum Aligned with
Florida Standards. Per F.S. 1003.42, Health Education and Character Education components are incorporated into Science and Social Studies respectively. Additional academic areas within the School's curriculum include Foreign Languages, Fine Arts, Physical Education, and Other content.

Other School curriculum content includes:
Foreign Languages
K-5 Spanish and Latin
6-8 Latin I-III

Fine Arts
K-5 Choral Music, Crafts & Studio Art
6 Instrumental Music
7 Instrumental Music & Studio Art
8 Studio Art
Physical Education
K-5 Physical Education
6-8 Competitive Athletics
Other
3-5 Competitive Chess
5 Study Workshop

Classical Education Produces a Foundation for STEM Collegiate Programs

The future of America depends upon how we educate future generations. America requires college graduates well versed in science, technology, engineering, mathematics and medicine (STEM) in order to be competitive on the world scene. Although Clay Classical Academy is not a STEM academic program in the formal sense of the word, classical charter school seniors frequently outperform State and U.S. averages in ACT and SAT math and science exams by at least 20% - 25%. Typically ~60% of Classical charter high school seniors go on to college and major in STEM subjects compared to a national average of ~5% of America's high school graduates enroll in a STEM collegiate academic program. Graduating high school student enrolling in STEM academic program in other countries include China 46%, South Korea 37% and Germany 27% are STEM graduates.

The time tested method of classical curriculum with emphasis on Mathematics and Science along with reasoning and thinking skills provides the student with a STEM foundation for pursuing a STEM collegiate academic program. All one has to do is look at the outcomes of the high school graduates from any classical curriculum. The results are the always same. The various SAT and ACT test scores by graduates from a classical curriculum are superior when compared to the public school system of today. As an example, the recent test results from Great Hearts Academies and Ridgeview Classical School are shown in the following table. Approximately 60% of Great Hearts high school graduates enter a college STEM academic program.

2013	SAT MATH	ACT MATH
Great Hearts Academies	615	27.2
AZ Public Schools	525	20.3
U.S. Public Schools	522	21.1
2012	**ACT SCIENCE**	**ACT MATH**
Ridgeview Classical School	25.7	25.7
CO Public Schools	20.8	20.5
U.S. Public Schools	20.7	20.7

It is important to note that the School's classical academic program is not a STEM

academic program.

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

A well-defined, intelligently sequenced, rigorous curriculum cannot alone guarantee high quality education. There must be an equally well-defined, sequenced, and rigorous assessment. The School has a strong complementary relationship between curriculum and assessment. Without demonstrated and measurable success, the student is working in a vacuum. The student needs to show evidence of real learning, of attainment of knowledge and/or skill. Likewise, the School also requires the assessment information for its continuous improvement program. For example, annual student learning gains are measured by End of Course (EOC) exams as required by the State of Florida. Other exams such as the Florida Assessments for Instruction in Reading (FAIR) are employed. Likewise, the annual FCAT and FSA scores also determine the effectiveness of the classical curriculum.

The goal of assessments at the School is not to point out what a student does not know, but to encourage each student to learn, while providing each student with as many opportunities as possible to demonstrate improvement. The student learning is assessed in all core subjects as each student progresses from Kindergarten through the 8th grade. The internal assessment system is a comprehensive set of assessments, both formative and summative to capture as many aspects of each student's learning as possible.

The effectiveness of the curriculum is measured by the student achievement of the specific measurable objectives for the first year of operation described later. Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the School are achieved from year to year. This information is shared with students, teachers, parents and administrators.

In years 2 and beyond, effectiveness of the curriculum is evaluated based on achievement of the objectives in the School Improvement Plan (SIP), wherein students will be expected to make annual learning gains toward achieving the Florida Standards.

Ongoing monitoring and analysis of school-wide assessment data assists the administration in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports, report cards, beginning year, mid-year, and end-year assessments are utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Formal assessment in general must occur, at minimum, annually, although there are frequent internal formal and informal evaluations. Early, or baseline, testing in the year identifies areas of strength and weakness; late testing measures yearly progress. Additionally, the frequency of assessment is aligned with continuity. Student learning is more easily and accurately measured by the same test(s) over successive years.

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Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how progress and performance will be evaluated, and the specific results to be achieved.

The School is committed to creating an environment of learning which will allow each student to attain at least one year of academic growth each school year. Our goal is to challenge students at all levels of their learning while sustaining measured growth throughout the academic year. Through ongoing professional development and continued training, our teachers will be constantly learning new methods for helping their students succeed and implementing these new learning strategies for all their students.

Assessment requirements in Florida are changing due to the transition to the Florida Standards. The School will comply and incorporate all new assessment policies as they are released by FL Department of Education (**FLDOE**). In 2014-2015 Florida instituted a move to the Florida Standards Assessments (**FSA**) and move away from FCAT 2.0 English/Language Arts and Math assessments. FSA English Language Arts (Grades 3-10), FSA English language Arts Text based Writing (Grades 4-10) and FSA Mathematics (Grades 3-8) were implemented. Grades 5-8 continued to participate in FACT 2.0 Science exams. When appropriate, students will take Florida required assessments End of Course Exams (**EOC**) in Algebra 1 & 2, Geometry, Biology, U.S. History, and Civics. The School's performance goals will reflect the changing nature of assessment in the state of Florida.

http://www.fldoe.org/core/fileparse.php/5423/urlt/FSAELAMathFS2014-15.pdf
http://www.fldoe.org/core/fileparse.php/5423/urlt/FCAT2FS2014-15.pdf
http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments

The US DOE granted Florida a waiver to develop a comprehensive Annual Measurable Objectives (**AMO**) to accurately assess the quality of Florida schools. Florida's AMOs streamline the federal and state accountability systems into one rigorous, cohesive system that increases standards and holds schools, districts, and the state accountable for the achievement of all students including those that are struggling the most.

Because Florida's AMOs are part of the *School Grades* system classifications that determine financial rewards and what actions schools and districts must take to improve student achievement, the new AMOs are more meaningful and consistent measures of academic progress for Florida's schools and students. Florida's waiver from reporting Adequate Yearly Progress (**AYP**) under the Elementary and Secondary Education Act (**ESEA**) requires the state to report performance on Annual Measurable Objectives (AMO) in several areas of academic achievement.

The AMO targets dictated by the state include:

- School performance grade target.
- Reading and Mathematics performance target.
- Lowest 25% performance target.
- Comparison of Florida's Student Performance to the Highest Performing States and Nations.

Clay County School District AMO results for 2013-14 are found at http://schoolgrades.fldoe.org/ .

In addition to the school in total, the determination of meeting AMOs is based upon the results all students and separately, of 8 subgroups: white, black, Hispanic, Asian, American Indian, economically disadvantaged, English Language Learners (ELL), and Students With Disabilities (**SWD**). For reading and math proficiency measures, the criteria for determining AYP apply to each subgroup only when the number of students is greater than or equal to 10. Schools will be evaluated for AMO proficiency if the number of students with valid test scores in reading and in math is greater than 10 for each subject. Proficiency results include only students who have valid test scores and are present in the same school or district for a full academic year. The AMO target will show whether the subgroup (including "All Students") is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half using 2010-11 as the baseline for most schools is Florida. The School will use the opening academic year as baseline data that is the first year of operation. Schools and subgroups that attain 95% proficient or higher meet the state's high performing qualifying target, which meets Florida's AMO requirement without the requirement for annual improvement. This provision allows perennially high-performing schools and subgroups to meet the AMO requirement without having to show improvement over the

prior year.

The following components are also considered in the school grade formula:

Participation: At least 95% of all students enrolled in a public school participate in the state assessment program. Students must be tested using the emerging FSA exams or the Florida Alternate Assessment for SWD students. This requirement applies to all students and each subgroup for reading and mathematics. Note that first-year English Language Learners (ELL) may meet the participation requirement in reading by taking the Comprehensive English Language Learning Assessment (CELLA).

Reading Proficiency: AMO targets include the provision to reduce the number of non-proficient students in reading by half using 2012-13 as the baseline. For purposes of school grade determination based on current assessments, students scoring at level 3 and above on the FCAT or at level 4 and above on the Florida Alternate Assessment are considered proficient.

Math Proficiency: AMO targets include the provision to reduce the number of non-proficient students in math by half 2012-13 as the baseline. For purposes of AYP determination using 2010-11 as the baseline, students scoring at level 3 and above on the FCAT or at level 4 and above on the Florida Alternate Assessment are considered proficient (based on current assessments).
Writing Performance: A required indicator on annual reporting is to meet Elementary and Secondary Education Act (**ESEA**) requirements. For example, writing performance is reported as the percent of students who scored satisfactory or higher on the state writing assessments, e.g. the percent scoring at 3.0 or higher on the FLDOE Writing assessment or at performance level 4 or higher on the Florida Alternate Assessment (**FAA**), as stipulated in Rule 6A-1.09981. The School will update writing goals as statewide assessments adjust to the Florida Standards implementation.

Graduation Rates: Four-year adjusted-cohort graduation rates will be reported at the subgroup, school, and district (LEA – Local Education Agencies) and state levels. Graduation rates will be calculated and reported using criteria specified in federal reporting guidelines once school grades are established.

School Wide Goals

Year 1
The school-wide goal for year one is set with the assumption that the longer a student stays with the School, the higher the performance of the School and the student as the student progresses. The School's objective is to exceed the year one goal of earning a school grade of a "B". Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one.

Year 2
With the assumption that the School increases enrollment in year two, the School will sustain momentum by earning a school grade at or above an "A" while also meeting

AMOs in all subgroups with an "Improving" or "Met Target".

Objective: The School will decrease the percentage of students NOT proficient in reading and mathematics by 7% (or higher depending on baseline calculation) from the previous year's Florida Standards results.

Years 3, 4 and 5
The School will maintain a school grade of an "A" while also meeting AMOs in all subgroups with an "Improving" or "Met Target".

Objective: The School will decrease the percentage of students NOT proficient in reading and mathematics by 7% (or higher depending on baseline calculation) from the previous year's Florida Standards results.

Grades K-2 Goals

Academic Improvement

-By the first year, 85% of students will show one year's learning gains in reading and math on state assessments in reading and math.
-By the second year, 87% of students will show one year's learning gains in reading and math on state assessments in reading and math.
-By the third year and following, 90% of students will show one year's learning gains in reading and math on state assessments in reading and math.

How Progress and Performance Is Measured

Florida Standards K-2 Formative Assessments as they are released an updated.

Specific Results to be Attained

Given school-wide emphasis on instruction for mastery of the Florida Standards in English Language Arts and Math, the average score of students in grades K through 2 will meet or exceed the District or State average (whichever is higher).

English/Language Arts Grades 3-8 Goals

Academic Improvement

-By the first year, 85% of all students taking the English/ Language Arts FSA exam will score at a proficient level.
-By the second year 87% (or appropriate percent based on AMO baseline calculation) of all students taking the English/ Language Arts FSA exam will score at a proficient level or above.
-By the third year and following, 90% appropriate percent based on AMO baseline calculation) of all students taking the English/ Language Arts FSA exam at the School will score at a proficient level or above.

How Progress and Performance Is Measured

FSA summative assessments (as scoring and scale reporting are determined).

Specific Results to be Attained

Given school-wide emphasis on instruction for mastery of the Florida Standards in Language Arts, the average score of students in grades 3 through 8 will meet or exceed

the District or State average (whichever is higher).

English/Language Arts Grades 3-8 Lowest Quartile Goals

Academic Improvement

-By the first year, 85% of the lowest 25% of students taking the English/Language Arts FSA exam will make learning gains.

-By the second year, 87% of the lowest 25% of students taking the English/Language Arts FSA exam will make learning gains

-By the third year and following, 90% of the lowest 25% of students taking the English/Language Arts FSA exam will make learning gains.

How Progress and Performance Is Measured

Florida Standards summative assessments (scoring and scale reporting are to be determined).

Specific Results to be Attained

Given a school-wide emphasis on instruction for mastery of the Florida Standards, the lowest quartile of students will make learning gains in English/Language Arts.

English/Language Arts Grades 3-8 AMO Subgroups Goals

Academic Improvement

-By the first year, 85% of the lowest 25% of AMO subgroup students taking the English/Language Arts FSA exam will make learning gains.

-By the second year, 87% of the lowest 25% of AMO subgroup students taking the English/Language Arts FSA exam will make learning gains.

-By the third year and following, 90% of the lowest 25% of AMO subgroup students taking the English/Language Arts FSA exam will make learning gains.

Specific Results to be Attained

Given school-wide emphasis on instruction for mastery of the Florida Standards in English/Language Arts, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the FSA exam.

Mathematics Grades K-2 Goals

Academic Improvement

-By the first year, 85% of all students taking the STAR Math exam or other progress monitoring measures will meet or exceed grade level standards at the end of the school year.

-By the second year, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the Math assessment exam will score at a proficient level or above.

-By the third year and following, 90% (or appropriate percent based on AMO baseline calculation) of all students taking the Math assessment exam will score at a proficient level or above.

How Progress and Performance Is Measured
Florida Standards summative assessments (scoring and scale reporting are to be determined).

Specific Results to be Attained
Given school-wide emphasis on instruction for mastery of the Florida Standards in Mathematics, the average score of students in grades K through 2 will meet or exceed the District average or state average (whichever is higher) on the Math assessment exams.

Mathematics Grades 3-8 Goals

Academic Improvement
-By the first year, 85% of all students taking the Math FSA exam at the School will score at a proficient level.
-By the second year, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the Math FSA exam at the School will score at a proficient level or above.
-By the third year and following, 90% (or appropriate percent based on AMO baseline calculation) of all students taking the Math FSA exam at the School will score at a proficient level or above.

How Progress and Performance Is Measured
Florida Standards summative assessments (scoring and scale reporting are to be determined).

Specific Results to be Attained
Given school-wide emphasis on instruction for mastery of the Florida Standards in Mathematics, the average score of students in grades 3 through 8 will meet or exceed the District average or state average (whichever is higher) on the FSA exam.

Mathematics Grades 3-8 Lowest Quartile Goals

Academic Improvement
-By the first year, 85% of the lowest 25% of students taking the Math FSA exam will make learning gains.
-By the second year, 87% of the lowest 25% of students taking the Math FSA exam will make learning gains.
-By the third year and following, 90% of the lowest 25% of students taking the Math FSA exam will make learning gains.

How Progress and Performance Is Measured
Florida Standards summative assessments (scoring and scale reporting are to be determined).

Specific Results to be Attained
Given a school-wide emphasis on instruction for mastery of the Florida Standards, the lowest quartile of students will make learning gains in Math

Mathematics Grades 3-8 AMO Subgroups Goals

Academic Improvement

-By the first year, 85% of the lowest 25% of AMO subgroup students taking the Math FSA exam will make learning gains.

-By the second year, 87% of the lowest 25% of AMO subgroup students taking the Math FSA exam will make learning gains.

-By the third year and following, 90% of the lowest 25% of AMO subgroup students taking the Math FSA exam will make learning gains.

Specific Results to be Attained

Given school-wide emphasis on instruction for mastery of the Florida Standards in Mathematics, the average score for all tested subgroups will meet or exceed the District average or state average (whichever is higher) on the FSA exam.

Writing/Language Arts Grades 3-8 Goals

Academic Improvement

-By the first year, 85% of all students taking the Writing FSA exam at the School will score at a proficient level.

-By the second year, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the Writing FSA exam at the School will score at a proficient level or above.

-By the third year and following, 90% (or appropriate percent based on AMO baseline calculation) of all students taking the Writing FSA exam at the School will score at a proficient level or above.

Science Grades 5-8 Goals

Academic Improvement

-By the first year, 85% of all students taking the FACT 2.0 Science exam at the School will score at a proficient level.

-By the second year, 87% (or appropriate percent based on AMO baseline calculation) of all students taking the FACT 2.0 Science exam at the School will score at a proficient level or above.

-By the third year and following, 90% (or appropriate percent based on AMO baseline calculation) of all students taking the FACT 2.0 Science exam at the School will score at a proficient level or above.

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

To determine placement of students, the school reviews exam data from previous school years, which includes standardized test scores and student performance, to establish

baseline data. Academic placement of students is based upon recommendations from former teachers, achievement levels based on the diagnostic instruments and a compilation of class work during the year. If there is no standardized test data, students will be given an appropriate assessment. The administration and staff will use this multi-faceted approach to accurately analyze growth, to compare it to the promotion standards set by the District and FLDOE. Students will be promoted when they have met the requirements for their current grade and have shown the proficiency necessary to move to the next grade level, in accordance with the District's Student Progression Plan. Spalding and Singapore Math diagnostic assessments are used to determine placement in flexible ability grouping as these are the instruments of the curriculum. As specified by F.S. Section 1008.25, the School works to ensure that all students are proficient, appropriate to their grade level, in reading, writing, science, mathematics, and history. The School also adheres to all testing requirements for promotion and retention associated with the District's Student Progression Plan.

Per F.S. 1008.26 (6), no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. A social promotion occurs when a student is promoted based on factors other than the student achieving the district and state level of performance for student progression. A student fails to meet the state levels of

performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics or science on the Florida Standards Assessment exams. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student's Individual Educational Plan (IEP) team has determined the student should follow a modified curriculum aligned with exceptional student education course requirements.

C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003 428, F.S., and any proposed additional requirements.

The School begins as a K-8 school. The school does not serve high school students.

D. Describe how baseline achievement data will be established, collected and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to academic progress of the same students attending the charter school.

The School utilizes pre- and post-testing in year one of enrollment, as well as reports from previous school records, as a baseline to measure progress in years beyond, and as an integral part of the planning and refinement of instructional strategies. Baseline data includes standardized test scores, report card grades, attendance reports, behavioral records, and the Individualized Education Programs (**IEP**) and or English Language Learner (**ELL**) Plans (as applicable). This data is compared to current data at the end of each school year. The School will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the

appropriate classes which best suit each child.

Ongoing internal audits (Interim Progress Reports and Report Cards, Florida Assessments for Instruction in Reading (FAIR and Ongoing Assessments) of student performance, including beginning year, mid-year, and end-year assessments such as the Florida Standards Assessment exams, are utilized as reflective and guidance tools for course placement. Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior).

In the case of Exceptional Student Education (**ESE**), Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (**ELL**) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Florida Standards.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Standardized tests results will be compared from the previous school year to the current school year. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates.

Baseline Standards of Achievement

It is the understanding of the School that the new Florida Standards Assessment exams will offer formative assessments with a diagnostic, mid-year, and end-year assessment to assist with measuring student progress towards mastery of the Florida Standards. If these instruments are not available for use as anticipated, the School will use another appropriate baseline assessment tool. The plan is to administer the assessment three times during the school year, August benchmark, December mid-year assessment, and May for learning gains.

The program success will be measured using formative assessments scores as well as student scores on the Florida Standards assessment exams. After student assessment results are available from the spring administration of the appropriate state formative and summative assessments, student performance will be compared to individual results from the fall administration and previous years and reported to parents and staff.

An additional method of determining baseline achievement levels will be a review of incoming students' prior year FSA scores (if they are included in the student's

cumulative folder), attendance records, and report card grades. A determination will be made if the student has an LEP, IEP or a 504 plan. The prior year's FSA scores (year one) and other assessments (year two and beyond) will be primarily used to determine prior rates of academic progress.

Students with no FSA Scores

Students who have not previously taken the FSA exams may be assessed in the core subject areas using the FAIR and Focus assessments. Previous standardized test scores will be evaluated as well as report card grades. Students will also be given diagnostic assessments with regard to Spalding and Singapore math to determine flexible ability grouping.

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

In order to establish a complete picture of our students, the School may rely upon the following summative and formative measures:

Standardized achievement tests or criterion-referenced assessments and appropriate *statewide* achievement tests, the FSA and End of Course (EOC) exams which will be administered as required. EOC's are typically administered within three weeks of the end of the course and FSA tests will be administered according to the District schedule.

As the state assessments become more and more computer based, the School will make certain it has the technology in place to meet the required needs for proper administration of these assessments.

To monitor student learning gains and inform future instruction, the School will use the planned FSA formative assessments for diagnostic, mid-year, and end-year.

Per Section 1002.69, Florida Statutes, the School will administer the Florida Kindergarten Readiness Screener (FLKRS) to assess the readiness of each student for kindergarten based upon the performance standards under s.1002.67 (1), Florida Statutes, for the Voluntary Prekindergarten Program. FLDOE specifies that this screening must be administered to each kindergarten student in the district within the first 30 days of the school year.

Florida Assessments for Instruction in Reading (FAIR) - Administered three times yearly in grades 3-12, FAIR provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction in reading. K-2 students will be evaluated by teacher observations. The Assessment System can be administered three times yearly with a Diagnostic Toolkit for grades 3-8 and Progress Monitoring measures for all grades. Two brief Broad Screening tasks are 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 3-8, the screening tasks include an

adaptive reading comprehension measure. This reading comprehension screen will predict student success on the Florida Standards Assessment Test, and it will also provide a Lexile score for each student.

Florida Alternate Assessment - the Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FSA and EOC) is not appropriate even with accommodations. The Florida Alternate Assessment measures student academic performance on the Florida Standards in Language Arts, Mathematics, and Science at three levels of complexity; participatory, supported, and independent. Access Points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Florida Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. It is expected that only students with the most significant cognitive disabilities who are eligible under the Integrated Disability Education and Awareness Program (**IDEA**) will participate in the Florida Alternate Assessment according to state schedule. Changes that reflect moves toward the Florida Standards will be monitored prior to school opening with regard to alternate assessment.

Other non-curriculum assessments may include but are not limited to: Scholastic Reading Inventory (grades 2-8; beginning and end of year) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3) which will be administered on a regular basis during the course of each academic year. Diagnostic Assessment of Reading (**DAR**) will be used K-5 when appropriate to measure progress of students within their reading intervention.
Florida uses the Comprehensive English Language Learning Assessment (**CELLA**) as a tool to measure the progress of English Language Learners (**ELL**) proficiency in English thus, ensuring the skills needed in school to achieve at high levels, academically. All students enrolled in the District (grades K-8) and classified ELL, with a code of "LY" or "LP", must be administered the CELLA. In addition, all students who are coded "LF" on or after the 11th school day of the current school year must be administered the CELLA and will be administered according to the state schedule. The definitions for the ELL codes are:

LY - The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LP - The student is in grade 3-8, tested fully English proficient on an aural/oral test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grade K-8, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the home?" and is waiting for aural/oral assessment.

LF - The student is being followed up for a two-year period after having exited the English for Speakers of Other Languages (**ESOL**) program.

Student projects, class work, presentations, and portfolios which will be on-going during the course of the year (formative assessments).

In collaboration through interdisciplinary and grade-level learning communities, teachers will construct pre and post assessments which will be utilized in the pre and post planning process.

Assessments include the Core Knowledge Curriculum-Referenced Tests, published by Questar Assessment, that are available for grades 1 through 5. These comprehensive, end-of-year exams reflect the specific subject matter outlined in the Core Knowledge Sequence, and offer teachers a way to assess how well their students are learning and retaining the material they teach. Each grade-level test has four sections, covering mathematics, language arts, history and geography, and science.

The Spalding assessment that may be given daily after each lesson.

McCall-Crabbs comprehension and fluency tests may be given weekly (K-8).

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

Student assessment and performance data will be regularly assessed by teachers and administration to guarantee that all students are receiving the support and instruction necessary. The School relies heavily upon experienced and well trained teachers to be constantly aware of individual needs within their classrooms. The data gathered is applied to drive the intervention strategies and progress monitoring methods, making sure that each is an efficient use of time and resources.
Teachers will meet weekly in professional learning communities to discuss the growth and progress of individual students. In addition, teachers will utilize performance data to collaborate and design lessons. The curriculum allows for ease in differentiation, so teachers will readily be able to accelerate or reinforce a student‘s learning. At middle school levels, by offering accelerated and remedial courses, the School will be able to pace students according to their instructional needs. Students scoring a 1 or 2 on FSA or EOC, math or reading, in middle and high school will be required to take remedial and intensive courses offered, in order to make certain they are performing at the appropriate grade level. In middle and high school the guidance counselor/assistant principal will work closely with students to ensure proper class placement and promotion.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School, in consultation with the student's parent, will implement an individualized Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. Strategies may include, but are not limited to summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. The PMP will:

Clearly identify the specific diagnosed academic needs to be remediated;

Clearly identify the success-based intervention strategies to be used;
Clearly identify a variety of remedial instruction to be provided; and
Clearly identify the monitoring and reevaluation activities to be employed.

A student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

A federally required student plan such as an Individual Education Plan (IEP);
A school-wide system of progress monitoring for all students; or
An individualized PMP.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-8 Comprehensive Reading Plan, required by s. 1011.62(8), F. S., the plan shall include instructional and support services to be provided to meet the desired levels of performance. The School may request low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.

The plan must also provide that if upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from 8th grade or is not subject to compulsory school attendance. The PMP will stay active until a student has made sufficient learning gains to illustrate proficiency.

The strategy used to define student learning deficiencies, analyze the cause, formulate a plan, monitor progress, and analyze results will follow the Multi-Tiered Systems of Support (MTSS) model. The School will set up systems and methodologies to address student needs that may include data- based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formative and summative assessments. MTSS seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. As recommended by the FLDOE, the three-tiered approach MTSS will be implemented. The MTSS Model is as follows:

Tier 1 (general education)
All children start in Tier 1, which consists of a research-based core curriculum and behavioral supports. All children are screened at this tier to determine if they are responding appropriately to instruction before they experience any significant failure in comparison to their peers.

Tier 2 (early intervening services)
Tier 2 consists of increasing the time and intensity of the child's exposure to the core

curriculum for children who do not appear to be responding appropriately to Tier 1 instruction and behavioral supports. For instance, an additional 30 minutes per day may be devoted to reading in a small group (3-6 students), with a focus on building accurate and automatic recognition of words in text. Adjustments can be made within Tier 2 to increase time on task or decrease student/teacher ratio.

Tier 3 (intensive intervention)

Tier 3 includes many children who have been found eligible for special education and related services, and some who have not. Special education eligibility may allow exposure to remedial methods and practices that, although research-based and aligned with the content of the core curriculum, are not necessarily a part of the core curriculum. The cycle of progress-monitoring and adjustment of intervention will continue, even if a determination for special education eligibility is made.

Florida's MTSS system also details a planning and problem-solving model used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going planning/problem-solving cycle are as follows:

Step 1 - Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

Step 2 - Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select the instruction to directly address those barriers.

Step 3 - Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"

Step 4 - Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

For middle school students, for each year in which a student scores at Level l on FSA Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

Progress Monitoring Plans are required for the following:
-K-3 students who exhibit a substantial deficiency in reading or mathematics;
-Students in grades 3-8 who score at Level 1 or who fail FSA Reading or Mathematics, or who perform commensurate with Level 1 or failure on FSA;
-Students who score below 3.0 on FSA Writing; (as of 2012-2013 school year) K-3 students who score as “intensive” or “high risk” on FAIR;
-Retained students; and
-Students new to the School who exhibit substantial deficiencies in reading, writing, mathematics, and science.

These parameters are current to the assessment cycle currently in place. The School will revisit these after implementation of Florida Standards assessments is complete. The school will comply with all required FL DOE and District assessment exams.

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

The School uses a semester/quarter reporting schedule. These reports coincide with Parent-Teacher conferences, during which the staff discuss fully the students’ progression and assessments. In addition to these regularly scheduled conferences, parents and staff will maintain an environment of open communication through means which could include but are not limited to: emails, notes, phone calls, informal meetings, and response to results achieved on grades and quizzes. Students may also bring a folder home each day with all information deemed necessary for ideal parent-school communication. Student grades will be recorded using an online grade book assessment tool such as EdLine, Blackboard Engage, Crosspointe, Teacher-Ease or equivalent where parents can log in at any time to see a student’s progress. The School in general looks to utilize the online grade book employed by the District.

Student assessment and performance information will be shared with students and parents in accordance with all requirements set forth in the Student Progression Plan for the School District. All parents/guardians must be notified in writing of the promotion

requirements set forth by the District. FSA Student and Parent Reports received from the FLDOE will be sent to parents and shared with students in planning student's academic program and services for the following school-year. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results.

If a child's performance is below target (not making adequate progress towards the Florida Standards, parent(s)/guardian(s) will be advised in a special conference if need be, and remedial strategies will be communicated.

If a child's performance is on target for his or her immediate stage of development, the parents will be so advised. Assessment and performance information will be shared with parents.

If a child's performance is above target for his immediate stage of development, the School will review accelerated options with the parents and will follow District guidelines.

Not later than midway between quarters, a progress report may be sent to all parents with a special note for parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports shall be signed by the parent and expected to be returned to the teacher. Conferencing is a highly effective way to keep parents apprised of their child's progress in all grade levels.

The School will also hold regular Parent-Teacher Information nights to further build relationships between the teachers and parents. The School takes the opportunity on these occasions to inform parents about the course curriculum and activities offered, and to provide additional information to educate and inspire parents. Possible topics on these nights may include; brain development in children, nutrition and healthy lifestyle, current social issues facing this generation, conflict resolution, the role of music in the home, the effects of "screen time" on children, and other relevant topics. Educating parents in this

Informal setting will foster community, and we believe, inspire parents and create conversations which will enrich the lives of our families (F.S. Section 1003.4156 (1) (a) (1-5)).

All communication and correspondence between the School, parents and students will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA) and any additional provisions pursuant to F.S Section 1002.22.

Section 6: Exceptional Students

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

- ❖ **The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**
- ❖ **The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.**
- ❖ **The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).**

The School serves students with disabilities whose needs can be met in a regular classroom environment. At least 80% of the instruction will occur in a classroom with non-disabled students. The School will also provide reasonable supplementary support,

services and accommodations to meet the student's needs.

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

The School will be in compliance with various anti-discrimination provisions including the Individuals with Disabilities Education Act (**IDEA**), the Florida Education Equity Act (F.S. Statute 1000.05), the 1990 Florida Consent Decree, the Rehabilitation Act of 1973 (Section 504), and English for Speakers of Other Languages (**ESOL**) (F.S. Statute 1002.33(10)(f).

The School is a tuition-free public charter school that accommodates students with limited English proficiency, disabilities and exceptionalities. It does not discriminate against students with disabilities in programs such as English Language Learners (**ELL**) or Exceptional Student Education (**ESE**).

All students who apply for enrollment by a certain date with all registration materials complete will be considered for enrollment. If the number of applications exceeds capacity, a lottery will be held by grade level for school admission. ESE students would have the same opportunity for being selected as non-ESE students. Admission is also conditional on the School meeting the student's needs in a regular classroom environment with at least 80% of the instruction occurring in the classroom with non-disabled peers. This includes the provision of reasonable supplementary support, services and modifications. If this is not the case, the School will consult with County staff on student placement.

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

The School will follow the legal specifics of Special Education/Individuals with Disabilities Education Act (**IDEA**) legislation in its delivery of services, including:

An *equal opportunity* for all students that may not be denied on the basis of disability;

A *written Individualized Education Program* (**IEP**) for all students identified and qualified as having a disability and receiving special education services;

A *free and appropriate public education program* to be determined on an individual case-by-case basis through the IEP process depending on each student's unique needs and which may be challenged by the students parent (s) through due process;

-A *least restrictive environment* or "natural environment" in consideration of the following factors as determined by the IEP team: (1) a comparison between educational benefits available to a disabled student in a traditional classroom and a special education classroom; (2) the non-academic benefits to the student with a disability from interacting

with non-disabled students; (3) the degree of disruption of the education of other students resulting in the inability to meet the unique needs of the disabled student;

-*Due process* requirements which include notification of parent (s) of the intent to evaluate for special education and consent to this process by the parent (s);

-N*ondiscriminatory evaluation* procedures for students with IEP's.

The School clearly states in all registration materials the level of services it is able to provide. The School will work closely with the District when reviewing a student's existing IEP to ensure proper placement of each student. The School's ESE Specialists will carefully review each potential students IEP, and interview the parents and student if necessary, to determine the level of need for each student. If after careful review, the student's needs can be reasonably met, the School understands it is responsible to assure that students with disabilities are provided a Free Appropriate Public Education (**FAPE**) as provided for under IDEA, in the least restrictive environment.

The School is responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the School. At an IEP meeting, the individualized education plan for a student will be developed by a team which may include the student, parents, general education and special education teachers, appropriate ancillary staff, ESE Specialist and an administrator. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas, and have as much access to the general education curriculum as possible.

Exceptional Education Eligibility

As noted in Florida Statue 1003.57, a student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial.

The School is aware that general education activities and interventions are required prior to referral in accordance with State Rule 6A-6.0331. When general education interventions have been implemented, with indications that a student should be considered for ESE eligibility, a group of qualified personnel must consider if the nature or severity of the student's areas of concern makes the general education intervention procedures unsuitable in addressing the immediate needs of the student.

The determination of whether a student demonstrates a need for specially designed instruction and related services and meets the eligibility criteria must be made by the student's parents or guardians and a group of qualified professionals, which must include, but are not limited to, all of the following:

-Include the *student's general education teacher*. If the student does not have a general education teacher, a general education teacher qualified to teach a student of his or her chronological age;

-At least one *person qualified to conduct and interpret individual diagnostic examinations* of students, including, but not limited to, a school psychologist, speech/language pathologist, or reading specialist;

-Include the *district administrator* of exceptional student education or designee.

The School will document the students' data in order to demonstrate that the student was provided well-delivered scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in general education settings based on the Response to Intervention model discussed in the previous section. If a parent requests that the district conduct an initial evaluation prior to the completion of the general education interventions, the School will obtain consent to conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student's eligibility or provide the parent with written notice of its refusal to conduct the evaluation. The School will work with the district to ensure that initial evaluations of students suspected of having a disability are completed within 60 school days (cumulative) of which the student is in attendance after the school district's receipt of the parental consent for evaluation.

Documentation of the interventions are then reviewed to evaluate if the strategies were successful. If the strategies were effective, the School's personnel will monitor the student on a monthly basis to ensure mastery is occurring. If the interventions are unsuccessful, an additional set of interventions will be deployed for another three weeks. Review of these interventions is conducted. If these interventions are also deemed ineffective, a psychologist will be added to the team to determine the appropriateness of an Exceptional Student Education (ESE) packet and to administer formal psychological evaluations when given parental consent.

After a psychologist concludes a formal evaluation of the student, results are given to an IEP Committee for evaluation. An IEP Committee is comprised of the minimum staff persons: School's ESE teacher(s), administrator, parent, and regular classroom teacher(s). The IEP Committee will determine a student's eligibility for ESE services based on the results of the psychologist's formative assessment. Placement of the student in ESE services will be designed in the least restrictive environment. The IEP Committee will:

-Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP.

-Review placement decisions annually at the IEP review meeting.

-Ensure accurate placement occurs for the student based on that student's IEP and Free

and Appropriate Public Education guidelines.

-Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a school staff member will be employed having the appropriate certificate in that exceptionality.

Written procedural safeguards for students with disabilities shall be given in the native language of the parent(s), unless it is not feasible to do so, in order to notify, to make aware, and/or to offer consent for any individually administered evaluation/reevaluation, any meeting scheduled to discuss eligibility and/or placement, any time a due process hearing is filed, announcements of all Individual Educational Plan (IEP) meetings, all meetings to discuss transition planning, all dismissal meetings, and any time there may be doubt or question as to procedural policy.

If the native language of the parent(s) is not a written language, the explanation of the notice must be given orally or in a manner of communication the parent(s) will understand. The School personnel will ensure the parent(s) has understood the information. They will also collect written documentation that this requirement has been met. These safeguards are in place in order to help the parents of children with disabilities to understand the rights that accompany programs for students with disabilities. Federal and state laws regarding the protection of both the rights of the student and parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, the parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for an exceptional student education program or used for assessment purposes.
The School will develop an Individual Education Plan (IEP) and conduct an IEP meeting with the student's family for each exceptional student enrolled at the School. The School will utilize the District's forms and procedures related to ESE eligibility, IEP and placement process procedures. The School will consult with the Sponsor throughout this process to ensure proper procedures are being implemented.

If it is determined by an IEP committee that the needs of a student with disabilities cannot be met, the school will work with the District to secure another placement for the student in accordance with federal and state mandates. The school's staff will work together with the Sponsor's personnel to ensure that the needs of the students are met. The School's staff will work closely and as early as possible in the planning/development stages, with Sponsor staff to discuss the services needed by the students with disabilities.

Per the Rehabilitation Act, Section 504, the School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare an Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its

implementing regulations.

The School will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. The focus is on giving every ESE student an equal opportunity to learn and be included in the regular education environment and curriculum through the regular education classroom. The School will accommodate ESE students with a combination of regular education curriculum in an inclusion setting when appropriate. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. In addition, a special education will be provided in an environment that is conducive to meeting the goals, accommodations, modifications and services as indicated in the students Individual Education Plan (IEP) including speech therapy, language therapy, occupational therapy and physical therapy.

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

When the School secures a school facility, it will adapt the infrastructure to the needs of exceptional students by adhering to the Individuals with Disabilities Education Act (**IDEA**), Section 504, and the American Disabilities Act (**ADA**) to ensure an appropriate education within the least restricted environment is provided. The School will implement the Universal Design for Learning (**UDL**) model to accommodate to the maximum extent possible for individuals with special needs.

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

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

The School will provide services and accommodations as required such as:

-Students with sensory or physical impairments will have an *accessible* location, specific room conditions, or special equipment.

-Physical access to the educational setting is a *barrier-free environment*. The building will be equipped with nonslip surfaces, guide rails, ramps, and elevators for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (**ADA**) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. This will be accomplished within the required building code. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds.

-*Accessible workstations*, to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair, are available when needed. These workstations provide needed support or allow the student to change positions.

-*Preferential seating* is accommodated by locating the student's desk in a place where one is best able to see or hear the teacher and complete assignments. The specific location will depend on the needs of the student and the typical activities used in the classroom, such as sitting near the front of the classroom so the student can see materials displayed for the class or using methods to screen out distractions.

-Students who require *visual formats* include students who are visually impaired who are able to read large print, as well as students who are deaf or hard-of hearing and require sign language translation.

-*Social interaction support* such as peer buddies, cooperative learning groups and circle of friends.

-*ESE professional staff* for ESE students. The School provides for collaborative teaching and planning time. Professional training and development is also provided for School staff.

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

Evaluations of any program are important, but more so for the exceptional education program. The goal of any exceptional education program is to set goals for each child in their Individual Education Plan, along with accommodations. One primary way to assess the effectiveness of the school's Exceptional Educational Program is to collect data on student achievement. Student achievement data can be collected from a variety of sources.

Regular meetings will be held where the goals for each student will be reviewed by the teachers of the student, who will reply to a series of questions dealing with the level of achievement each student has reached based on their individual goals, and their overall achievement reached in their classes. Teachers will discuss what is working and what does not seem to be as effective. Based on those findings:

-*Conduct an informal meeting with the students* to discuss their achievements and where they have not reached their individual goals, collectively (between students and the ESE Specialist) decide on a plan to help the student further. It will be discussed with the student their perception of what is or is not happening that is preventing the reaching of the goals.

-*Conduct informal meetings with the teachers* to discuss the same concerns as shown above, Discussions as to what the teachers perceive as the problem concerning why goals are not being met will also evolve into brainstorming what additional steps can be made in order to help the student reach goals.

-If through discussions with the student, or at the student's request a *Counselor will become involved* at some point to ascertain if there are other matters within or outside the School that need to be addressed in order to help the student succeed.

-*Students will be placed in various levels of service* as per their IEP. Those services if found to not be elevating the student to the desired level with goals being met or adequate progress being seen on them, may need to have their IEP revisited and revised.

The ESE Specialist will *keep accurate and up to date files* on all ESE Students at all times. The files will be revisited on a regular basis, and the ESE Specialist will ensure that students are receiving their services through the meetings held, discussion with teachers as well as with the parents of ESE students. The Specialist will make regular reports to the Principal on the progress of the students in the ESE Program, as a whole, and any and all concerns held by parents, students, ESE Staff, or teachers.

Surveys (Conducting surveys of all invested parties)
Periodically conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered, the individual's satisfaction and/or concerns with ESE services.

The School's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. The School will ensure that procedures for collecting and reporting to the District and Department of Education are in place and all required School based designees are aware of the procedure. The School has designated a minimum of two individuals responsible for collecting data within the school. ESE teachers and the general education teachers will collaborate with lesson planning and implementation as well as to review progress notes on the students that they serve to determine if students are meeting the goals and objectives of their IEPs. This will ensure that the focus will be on each student's progress by all teachers who service special education students within the school. School administrators, faculty and staff of the school will review all special education student data to ensure that the entire ESE program is focused on student End of Course (**EOC**) or Florida Standards Assessment (**FSA**) data and Adequate Yearly Report (**AYR**) data as ways to evaluate the progress of

the School's special education students.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the ESE teachers, and the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students.

Accountability

For accountability purposes, all students will participate in assessment procedures, including students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment. Accountability for the learning of all students is the cornerstone of the school. The Florida End of Course (**EOC**) and Florida Standards Assessment (**FSA**) exams are used to measure the achievement of individual students. The Florida Standards Assessment (**FSA**) are used to assess progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (**ESEA**), also referred to as No Child Left Behind (**NCLB**).

Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (**IDEA**) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations must be documented in the students' IEP or Section 504 Plan.

The School is aware that a student with a disability may be allowed an exemption from participating in the Florida EOC or FSA exams due to extraordinary circumstances. The extraordinary circumstances are defined as events or conditions that prevent the student from physically demonstrating mastery of skills that have been learned and are assessed by this test. The conditions do not include provisions that are solely the result of learning, emotional, behavioral, or significant cognitive disabilities or the receipt of services through the hospitalized or homebound programs. This special exemption is authorized in Rule 6A-1.0943(5), FAC.

The District Superintendent is required to submit a request for consideration of a special exemption for an Exceptional Student to the Commissioner of Education at least 30 days before the test administration. The request must include documentation of the student's disabling condition with evidence that the disability prevents the student from responding to the assessment even with allowable accommodations. This request must be submitted annually and approved by the Commissioner.

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

The classical curriculum has a proven track record of success for lower level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps between high and low level achievers. The assessments are built into the curriculum and provide formal assessment of the student. Coupled with the use of informal assessments throughout the year, teachers can constantly monitor the growth of individual students. Students needing assistance will be supported by caring teachers, peer tutors, an expanded tutoring plan after school and assistance in other subjects by utilizing reading in the content area techniques and aides.

Both the Spalding English Language Arts program and Singapore Math are designed to meet the individual needs of all students. Spalding is a multi-sensory program that assesses where students are functioning, and offers highly targeted instruction in all grades, K-12, as needed. It has been used in the past to both prevent and correct learning disorders. It was patterned after the Orton-Gillingham model of reading instruction for students who may be dyslexic. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills.

Singapore Math is effective in addressing individual student needs as well. It lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning. Singapore Math has been used very successfully with students who are struggling learners in math in addition to students who are English Language Learners.

Planed services that will be provided as procedural safeguards to serve the needs of the exceptional students who enter below grade level include:

Students will be mainstreamed into regular education classes. Those ESE students who require extra attention will be pulled out for specialized instruction by a certified ESE teacher, reading and/or math specialist. The amount of pullout will be determined by their Individualized Education Plan (**IEP**), as will the specific skill and content area to be remedied.

- ❖ Consultation and collaboration will be provided for those students who can succeed without the assistance of pullout but need extensive monitoring.
- ❖ A speech therapist will either be on staff, or contracted out depending on the number of students requiring speech therapy as per their IEPs.
- ❖ Physical and occupational therapy will be contracted out as needed.
- ❖ Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or exceptional disabilities children.
- ❖ Weekly consultations with teachers will be held to ensure that appropriate modifications are occurring during instructional activities and teachers are providing the appropriate test modifications.
- ❖ Provide a tutoring schedule.

- ❖ Conduct special tutoring sessions, as well as groups for students, to deal with issues such as "study skills designed for the disabled by using their learning style strengths" and "frustration in the classroom."
- ❖ A volunteer coordinator will assist in locating volunteers qualified to work with students in need.
- ❖ Student progress will be monitored to determine the effectiveness of interventions and the need to introduce new strategies.

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

Based on the Florida Charter School Budget Template (Appendix 5) provides a projection for the School's various student populations. As an example, for Clay first grade the projections are ESE 15%, Gifted 2% and ESOL 3 %. As noted previously, per the Exceptional Student Educational (ESE) program, a disabled student will be enrolled in a regular classroom with 80% of the instruction occurring in a classroom with non-disabled peers. http://www.fldoe.org/academics/exceptional-student-edu/data

The School does not discriminate against students with disabilities who are served in Exceptional Student Education (**ESE**) programs or students who are served as English Language Learners (**ELL**) in its admission or educational practices. The School adheres to all requirements contained within F.S. Section 1000.05 concerning discrimination against students along with all federal laws regarding discrimination mentioned above.

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

Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration. Special Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the Individual Education Plan (**IEP**). Speech-language, occupational, and physical therapy services will be contracted services that the school will provide for students who qualify for those services. The School believes that this philosophy adheres and reflects an inclusive educational environment. The staff will ensure that the needs of the students are met in the most appropriate setting. Parents of students with disabilities will receive procedural guidelines and guidance in their native language. All Special Education teachers will be required to be "highly qualified" as per No Child Left Behind (**NCLB**) regulations.

The School structure for the staffing plan is based on an inclusion model for each student in need. An IEP that complies with state and federal mandates will be provided for students with disabilities. Likewise, personnel providing related special needs services such as psycho-social counseling will be adequately licensed and qualified to do so

(psychologists, social workers, mental health professionals, etc…) through licensure and certification credentials pertinent to the areas being addressed and the students being served.

The School will ensure that there is an adequate number of Exceptional Student Education (**ESE**) and English to Speakers of Other Languages (**ESOL**) certified faculty to meet the needs of the projected population. The School has budgeted to hire ESE Specialists to verify correct documentation and interventions for all enrolled ESE students. The ESE Specialists will also provide training and support for teachers when filling out Individual Education Plans (**IEP**) and implementing adequate strategies. If teachers are not currently certified, the School will ensure that appropriate training and professional development is provided so that the necessary teachers are working toward certification. During the first year of operation the school will contract with the District or an outside agency to provide additional extended services, as determined by the needs of our student population, in areas such as Speech Pathologist, School Psychologist, Physical Therapy.

The current ESE staffing plan begins with 1.2 ESE teachers growing to 2.0 ESE teachers by year 4, Appendix 5. The School will revisit the number of ESE staff needed once enrollment is established each academic year and will ensure that as enrollment increases and the School expands, there is sufficient ESE support to meet the needs of ESE students.

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

The Florida Department of Education estimates that ~4-5% of Florida students are "gifted". A "gifted" student gives evidence of high acheivement capability, intellectual, creative,
artistic or leadership. The School has a Gifted Education Program to identify these students and provide them additional challenge in their educational program. Each gifted child will have a custom Gifted Educational Plan which notes areas of present academic performance, a defined set of goals, instructional objectives, specific services required, objectives and evaluation procedures.

The Gifted Educational Plan is developed with parental participation. The Gifted Educational Plan is periodically reviewed and modified appropriately per the student's academic performance. The School has faculty with Gifted certification to ensure the Gifited Educational Plan is meeting the needs of the student. Advanced classes are offered in middle school to allow for accelerated learning. The School's classical curriculum employs curriculum componens that provide various levels of academic challenge such such as Signapore Mathematics and Core Knowledge American History, World History, Geography, Science, Music and Art.

The School will serve the needs of gifted students in accordance with State Board Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*, and with the sponsor's Exceptional Student Education Policies and Procedures.

In accordance with State Board Rule 6A6.03019, the school will implement the following procedures to identify gifted students:

PLAN A

REFERRAL:
Initial referral is made. Initial referrals can be made by the student, a parent, a teacher, peer, or by a member of the community. Informed parental consent for evaluation is obtained by the Exceptional Student Education contact.

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SCREENING:
School-based qualified evaluator administers intellectual screening. The following screening criteria will be used to determine if further evaluation is needed:

- An intelligence score of 120 or higher is obtained on a test such as the Kaufman Brief Intelligence Test; Slosson; or Test of Nonverbal Intelligence; and
- The student demonstrates strengths in one or more academic areas based on progress reports, report cards, work samples, test scores, portfolios, and/or grades.
- If screening criteria are met, a referral is made to a psychologist for intellectual assessment and achievement testing. The appropriate teacher completes the Gifted Characteristics Checklist. If screening components are not met, the process ends.

EVALUATION:

- Gifted Characteristics Checklist; and
- An individually administered standardized test of intelligence: Differential Aptitude Scale (**DAS**), Leiter International Performance Scale, Stanford-Binet, Universal Nonverbal Intelligence test (**UNIT**),Wechsler Intelligence Scale for Children (**WISC**), and
- An individually administered standardized achievement test in reading and math: Kaufman Test of Educational Achievement (**KTEA**), Wechsler Individual Achievement Test (**WIAT**), Woodcock-Johnson (**W-J**) with a composite score of 119 or higher, or of 90 percent or higher in either reading or math.

ELIGIBILITY

- The student demonstrates a need; and
- The student demonstrates a majority of characteristics of gifted on the Gifted Characteristics Checklist; and
- The student demonstrates a superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.
- Child Study Team (to include invited parent, classroom teacher, ESE Contact/LEA, evaluation specialist, and gifted endorsed teacher) meets to determine eligibility/ ineligibility. If eligible, team develops Education Plan and obtains consent for placement.

PLAN B (Underrepresented Groups: Low Socio-Economic and English Language Limited)

REFERRAL:
Initial referral is made. Initials referrals can be made by a student, parent, teacher, peer, or a member of the community.

SCREENING:
None

EVALUATION:
- Child Study Team [to include invited parent, classroom teacher, the district's ESE representative and an evaluation specialist] meets to review classroom performance, past school performance, school-based evaluation result, work samples, and FCAT scores.
- Informed parental consent for evaluation is obtained and a referral is sent to a psychologist for nonverbal intellectual and achievement evaluation.
- The teacher completes the Gifted Characteristics Checklist for Underrepresented Populations
- Upon completion of evaluations, the district ESE representative or designee completes the Gifted Plan B Matrix.

ELIGIBILITY:
Completion of ALL five (5) criteria on the Gifted Plan B Underrepresented Matrix, with a minimum score of 30 points:
- Intellectual Assessment – Nonverbal instrument (current edition): Differential Ability Scale (nonverbal section); Leiter International Performance Scale; Naglieri Nonverbal Ability Test; Universal Nonverbal Intelligence Test; WISC-IV (PRI); Stanford-Binet (nonverbal).
- Individual Achievement Test - Kaufman Test of Educational Achievement II, Wechsler Individual Achievement Test II; Woodcock-Johnson Test of Achievement II.
- Classroom Performance (Record of Classroom Progress Report Card or Kindergarten Skills Checklist of Skills Mastered).
- Gifted Characteristics Checklist for Underrepresented Populations.
- Portfolio of Student.

If the student is eligible, the team develops the Educational Plan and obtains consent for placement. If ineligible, the process ends.

Program:

The gifted education program will serve the needs of academically gifted students of all races, ethnicity, and socioeconomic status. The programs for gifted students will be based on the identified needs of individual students. Unique characteristics of the gifted students will be addressed with individual planning and a differentiated curriculum.

EP Plan Development:
Upon review of the results of the evaluation and tests, the Educational Program (**EP**) team will meet and the participants will determine what services are required to meet the student's educational needs.

The EP team will most likely consist of the student's classroom teacher, one teacher in the school who will have a gifted certification, a parent, the principal and a school district representative. The team may also include the ESE teacher and/or other teachers in the school, depending on the student's exceptionality.

Parents will be considered partners with the schools in developing, reviewing, and revising the Educational Plan (**EP**) for their child. The role of parents in developing EPs will include:

- ❖ Providing critical information regarding the strengths of their child;
- ❖ Expressing their concerns for enhancing the education of their child so that they receive a free and appropriate public education;
- ❖ Participating in discussions about the child's need for specially designed instruction;
- ❖ Participating in deciding how the child will be involved and progress in the general curriculum; and
- ❖ Participating in the determination of what services the school will provide to the child and in what setting.

The EP for each gifted student will be individualized, measurable, and observable. The plan will include:

- ❖ A statement of goals, including short-term objectives;
- ❖ A statement of the specially designed instruction to be provided to the student;
- ❖ A statement of how the student's progress toward the goals will be measured and reported to parents; and
- ❖ The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation:
The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

Programs and services will be provided, according the EP, by the one teacher in the school who will have a gifted certification. The services selected to meet the needs of gifted students with EPs may include, but are not limited to:

- ❖ One-on-one consults with the gifted teacher;
- ❖ Modifications of content through differentiated curriculum;
- ❖ Career exploration and goal-setting integrated into the curriculum;
- ❖ Curriculum compacting;
- ❖ Enrichment;
- ❖ Social skills development and/or counseling;

- Real world immersion activities (i.e. science and social studies fairs, music and art exhibits,
- academic competitions, mentoring);
- Curriculum for gifted students will include a wealth of opportunities for extended learning beyond the classroom.

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Section 7: English Language Learners

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

In accord with various State and META requirements for English for Speakers of Other Languages (**ESOL**), the School provides a comprehensive program to successfully prepare English Language Learners **(ELL**) and Limited English Proficient (**LEP**) students to compete in the global economy.

ELL and LEP students include those who were not born in the U.S. and whose native language is not English, those who come from a home environment where another other than English is spoken and those who are American Indian and Alaskan Native who come from a non-English environment.

All students enrolling in the School are given a registration packet that includes the Home Language Survey (**HLS**).The parent's response to the survey will indicate whether their child is a potential ELL student. These students will be screened within ten days of entry into the school for aural/oral language proficiency. Ballard & Tighe assessment materials will be used to determine Listening, Speaking, Reading and Writing proficiency. (http://www.ballard-tighe.com/)

The School's ESOL designee is responsible to insure that students classified to be ELL are placed in the appropriate English for Speakers of Other Languages or Language Arts program with certified ESOL teachers in core subject areas per grade level and assessment results. The student's placement will be documented in the Individual ELL Student Plan and will be in accord with the District's Student Progression Plan. The School will use the Florida Comprehensive English Language Learning Assessment (**CELLA**) as a means to assess the progress of ELL students in English, Reading, Writing, Speaking and Listening. For example, students in K-2 are determined to be eligible for the ELL program if they achieve a CELLA score below: (http://www.fldoe.org/aala/cella.asp)

- Below 673 on CELLA aural/oral;
- Below 690 on CELLA writing;
- Below 690 on CELLA reading.

The Individual ELL Student Plan will be used to:

-Inform parents, student and teachers of the student English Language Level. (**ELL**)
-Establish periodic meetings between parents, student and school to review progress.
-Specify evaluation methods and methods for monitoring and reporting progress.
-Provide a basis for both parents and teachers involvement to ensure student progress.
-Specify a basis for reclassification and exit from the ESOL program.

The School will provide ELL students equal access to all programs and services offered by the School based on need and eligibility exclusive of language proficiency and national origin. ELL/LEP students will receive instruction equal in breadth, sequence and scope for non-ELL/LEP students. The School's instructional model includes mainstream inclusion as well as additional necessary instruction such as after school tutoring.

Additional program support is provided through the use of ELL instructional approaches such as:

- Providing a climate of warmth and caring providing a sense of comfort.
- Seating EEL students close to the front of the room.

- ❖ Establishing a daily routine in the classroom and prepare the students for any changes.
- ❖ Using as many of the senses as possible to present information to students.
- ❖ Providing guidelines for written work and homework assignments.
- ❖ Providing alternative instruction if class lessons are difficult for the student.
- ❖ Arranging small discussion activities that permit students to practice verbal skills.
- ❖ Utilizing oral techniques, such as cueing, modeling elicitation and chunking.
- ❖ Utilizing graphic organizers such as webbing and semantic maps.
- ❖ Modifying lesson objectives according to the language level of the student.
- ❖ Using manipulatives to help students visualize the math concepts.
- ❖ Allowing students to use computational aids such as number lines and counters.
- ❖ Teaching math concepts and procedures through games and kinesthetic activities.
- ❖ Cooperative learning approaches for opportunity in peer instruction.
- ❖ Practice in word problems by identifying the key words to determine solution approach.

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

The School will provide adequate certified ESOL teacher staffing based on the number of students identified upon enrollment. In addition, the school will ensure that all core curriculum personnel instructing ELL students will have the requisite training and certifications per Florida Law and META Requirements for Limited English Proficient students. Specifically:

<u>Category 1 Teachers (Language Arts & Intensive Reading)</u>
-Hold certification in teaching area.
-60 hours Applied Linguistics
-60 hours Cross Cultural Communication & Understanding
-60 hours Curriculum & Materials Development
-60 hours Methods of Teaching English to Speakers of Other languages
-60 hours Testing & Evaluation of ELL Students
-New & experienced teachers have 6 years to complete after hire date.

<u>Category 2 Teachers (Mathematics, Science, Social Studies & Computer Literacy)</u>
-Hold certification in teaching area.
-60 hours Empowering ESOL Teachers.
-Experienced teachers have one year to complete after hire date.
-New teachers have two years to complete after hire date.

<u>Category 3 (Media, Physical Education, Art, Music, Other)</u>
-Hold certification in teaching area.
-18 hours Empowering ESOL Teachers.
-Experienced teachers have one year to complete after hire date.
-New teachers have two years to complete after hire date.

<u>Category 4 (School administrators & Guidance Counselors)</u>
-60 hours Empowering ESOL Administrators & Guidance Counselors.

-Three calendar years to complete after hire date.

The School will hire an educational assistant staff person fluent in any language for which at least fifteen students enroll who speak said language as their primary language. The primary responsibility of the educational assistant will be working with students and teachers who require assistance with interpretation and other communication. Clay EEL student population is projected to be 9 in year 1 growing to 23 in year 5 per the FL Charter School Budget Template, Appendix 5.

All regular classroom teachers will receive ESOL training either prior to the start of the school year or during the year to help them incorporate ELL strategies into their lesson planning.

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

ELL students who enter the school with an IEP will be placed in the appropriate level of subjects in the mainstream classroom. The IPT scores will assure that the ELL/LEP student will be placed in the appropriate block of ESOL/Language Arts to meet his/her particular needs. Similarly, the core content teachers through implementation of the strategies delineated on the standardized lesson plan as well as ongoing professional development will be well equipped to meet the needs of the student. Students will have access to intensive reading and math classes, a paraprofessional to provide support, and the after school tutoring class for one-on-one or small group sessions.

The School staff will carefully consider the cultural and instructional needs of students with English as a second language and make available to parents and students, as appropriate, verbal and written translation of all materials, notices, documents, reports and communications. Assessments are conducted in a student's native language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs.

The classical curriculum will greatly help ELL students in learning English by the intensive, explicit phonics instruction, during which the teacher is constantly writing the letters that make the sound, speaking the sound, high lighting the sound and repeating the sound. The constant-give-and-take between teacher and students, the constant emphasis of the sounds and the connections made between letter combinations and sounds and the clear rules for spelling and pronunciation will do a great deal to help the limited English student.

In the use of bar models, or charts, and other simple illustrations, and its emphasis on deep understanding of basic math, the Singapore Math program is ideal for those with limited English ability and also for those who may struggle with math.

A student struggling to read at grade level should find great inspiration in taking part, or simply listening, to a Great Books discussion, hearing his peers recount a story they

have read and understood, and discussing the motivations of its main character. The ELL student will want to know this story also, to learn what happens to the character in the next chapter, and to participate in the discussion the next day. The engagement with his peers is likely to turn him on to reading in a way that a more independent reading program probably would not have.

Section 8: School Climate and Discipline

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

School Environment

In shaping the school environment, or climate, no detail will be considered unimportant, as everything about the School, every object children see and touch and everything they experience will affect them, form impressions in them, and either enhance or hurt their ability to learn. Particular attention is given to areas such as colors and materials, clutter,

and choice of cleaning materials.

Of particular importance is "Daylighting" in the classrooms. An extensive study conducted by Pacific Gas and Electric found that with *99% statistical certainty learning rates in reading and math* increased by 26% and 20% respectively with classrooms with the most daylighting. In addition, where windows could be opened, students were found to progress 7-8% faster than rooms with fixed windows. http://h-m-g.com/downloads/Daylighting/schoolc.pdf

School Safety

Prior to the School opening, the Principal will draft and the Governing Board will approve a Safety Plan that details plans for all contingencies that could put students at risk, including natural disasters, fires, and any action by an intruder, student, or member of the staff. The safety plan will outline all procedures to be followed by staff and students, and will include a plan for training staff in following these procedures. The Safety Plan will also outline a plan for building security that balances the need to provide a safe environment for children with the desire to not exclude parents and families from the school community. The School will also reach out to local law and fire agencies.

Classroom Management

The School places a strong emphasis on virtue and the building of character in all students. The School's goal is to create a safe, respectful and responsible environment where learning takes place. Discipline policies and procedures are designed to provide guidance and direction on responsible and acceptable behavior. The discipline model is designed to teach students appropriate behavior, attitude and response in all situations and develop a sense of self-governance. The School's teachers and administrators will set the tone on virtuous behavior. Virtuous behavior will also be reinforced in the classroom during instruction when appropriate. http://www.dailyteachingtools.com/champs-classroom-management.html

The School utilizes elements of researched-based methods and techniques based on the CHAMPS model. This model is designed to create an instructional environment in which students are responsible, motivated and highly engaged in assigned specific tasks. Key elements of the CHAMPS method include:

***Conversation**:* Can students converse during this activity? About what? With whom? For how long?

***Help**:* How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

***Activity**:* What is the expected end product of this activity? What is the task or objective?

***Movement**:* For what reasons can students get out of their seats during this activity? Do they need permission to do so?

***Participation**:* What behavior shows that students are participating or not participating?

Success: There are no questions for this one. When CHAMPs expectations are met, students will be successful.

New teachers will receive an introduction in practices and procedures that lead to a positive classroom environment. A new teacher will also be assigned to an experienced mentor teacher to receive support and training on best practices. Also, throughout the school year there will be periodic Teacher Learning Communities to gain from the experience of others.

In accord with the requirements of the Individuals with Disabilities Act (**IDEA**), the School ensures that special needs students who require additional behavioral help are supported. The school acts proactively in identifying and supporting special needs students with behavioral needs. www.doe.in.gov/sites/default/files/specialed/ideafaq.pdf

Student Discipline Philosophy

The School's goals of discipline are to:

Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible.

Utilize the need of discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education.

Reinforce the School's commitment to treating all students with fairness, respect, and equality.

The following section describes the School's policies on discipline, suspension, dismissal and expulsion.

Classroom Teaching & Technology

Teaching

Direct Instruction is the primary teaching method employed in grades K-5. The delivery of educational content comes principally from the instructor of the course. Teacher instruction is employed much more than project work or collaborative student work. The classroom is organized in a traditional method of rows facing forward. However, the lower grade K-3 classrooms are far more flexible in furnishings, groupings and flexibility to accommodate younger students working in smaller groups as they master the foundational skills of reading, writing, and mathematics. The classroom may be quickly organized into small and large group spaces. There is also an inter-active teaching wall.

Socratic Instruction Method is the primary mode of instruction in grades 6-8. The Socratic method has proven to be a time tested process for fostering student critical thinking, speaking and reading skills. The teacher is responsible to pose questions for student discussion. A good opening question leads students to speculate, evaluate and clarify the content of their assigned reading and reflective activities. More than 80% of

the class time discussion is by the students themselves. The class session opens with the teacher raising probing questions. The intent is to arouse student curiosity and draw as many students as possible into the discussion. The objective is have student learning a participatory positive experience and encourage critical thinking and problem solving skills.

The classroom is organized into a "circle" with students and the teacher sitting around a large table. The objective is to create an equitable learning community where all voices about the table have equal weight and value. This environment develops a student's thinking, reasoning, speaking and reading skills.

http://web.stanford.edu/dept/CTL/Newsletter/socratic_method.pdf

Technology

Each classroom has a projector, screen and white board. There is also a teacher's station that includes a computer with Internet connectivity that may be used for showing content material. In general students are not asked to employ any computer technology in classroom sessions. Computer learning laboratories are provided where by students may work on assigned tasks and collaborate on projects. The fiscal plan calls for the purchase of 70 academic computers and associated academic software to accommodate the initial enrollment. Academic computers and software are purchased every year thereafter Appendix 5 School Finances.

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

The School will follow the District's Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. At the beginning of the school year, each student and parent will receive the School's Student Code of Conduct Handbook. In addition, parents and students will be required to read the District's Code of Student Conduct. Level I and II infractions, disruptive school activity and interference with learning and/or well-being of others respectively, will be addressed by the School's staff. Level III and IV infractions, endanger health and safety, damage property, and/or cause serious disruption of the learning environment, battery, grand theft, etc., will be addressed in partnership with District staff.

The School seeks to provide both a solid academic foundation and a firm grounding on the Eight Pillars of Character, citizenship, cooperation, courage, honesty, integrity, perseverance, respect and responsibility. This begins with clear standards of personal conduct, basic expectations of appearance, behavior and attitude that enhances the School's learning environment and prepares children for success beyond school.
The School's goals are to:

- Maintain a highly effective learning environment where students can focus on gaining knowledge with minimal distraction.
- Utilize discipline as a means for students to learn about themselves and others.
- Treat all students with fairness, respect, dignity and equality.

The School's Code of Student Conduct Handbook, Appendix 3, addresses topics such as cell phones, homework, attendance, discipline, suspension, plagiarism, cheating, weapons, drugs, bullying and harassment. In addition, the School has a standard of dress code that requires a school uniform whenever at school or school related functions. A standardized dress code promotes a sense of identity with the school and its other students, eliminates social competition, fashion trends and self-consciousness, and encourages students to think about dress attire as an aspect of their work.

Teachers will have the authority to implement discipline in the classroom that is consistent with the School's discipline goals. Teachers will utilize the Principal or Assistant Principal to assist with discipline when appropriate or when the student would be taken from the classroom. Disciplinary procedures may also involve other School staff.

Minor student infractions include those such as dress code violations, horseplay, tardiness, misuse of equipment, cutting class, unauthorized use of electronic devices, in an unauthorized location, and failure to do homework. Discipline options for minor infractions include:

Teacher Conference	Parent Contact
Teacher & Parent Conference	Principal or Designee Conference
Counselor Conference	Behavioral Contract
Detention (lunch)	

Major student infractions include disrespect, cheating, having a weapon on campus, having drugs on campus, property damage, sex offenses, fighting, skipping school and theft. Discipline options for major infractions include:

After School Administrative Detention	In School Detention
After School Teacher Detention	Principal or Designee Conference
Saturday School	Out of School Suspension
Work Detail	Community Service
Expulsion	

A Principal or designee has the authority to suspend a student as appropriate. The Principal will utilize the District's due process guidelines. A suspension will last from one to ten days. All suspensions require a parent-principal conference to prepare a discipline plan before the student is to return to the School. Parents will also be notified in writing within 24 hours of suspension by mail, F.S. Section 1006.09 (1) (b).

Student expulsion will be coordinated with the District to ensure proper handling and in accord with the District's Code of Student Conduct. Each student will receive a copy of the Student Handbook which explains behavior expectations of the School. The Student Handbook is also available on the School's web site.

Per the Zero Tolerance Policy (F.S. Section 1006.13), a student will be recommended for

expulsion for:

- Bringing a firearm or weapon to any school function, or onto any school-sponsored transportation, or possessing a firearm at school.
- Making a threat or false report involving school or school person's property, school transportation, or a school sponsored activity.

Student's may also be recommended for expulsion for any serious breach of conduct such as willful disobedience, open defiance of authority, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the School. A student may also be recommended for expulsion for intentionally making false accusations that jeopardize a person's reputation, employment, or a teacher's professional certification.

Per the Jeffery Johnson Stand Up for All Students act (F.S. 1006.147), the School will maintain a safe learning environment at all times. Bullying, cyber bullying, and harassment against any K-8 student or employee will not be tolerated. Any instance of bullying or harassment will be reported to the District. Likewise, through the District, the parents of the bully and the victim will be notified.

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II. ORGANIZATION PLAN

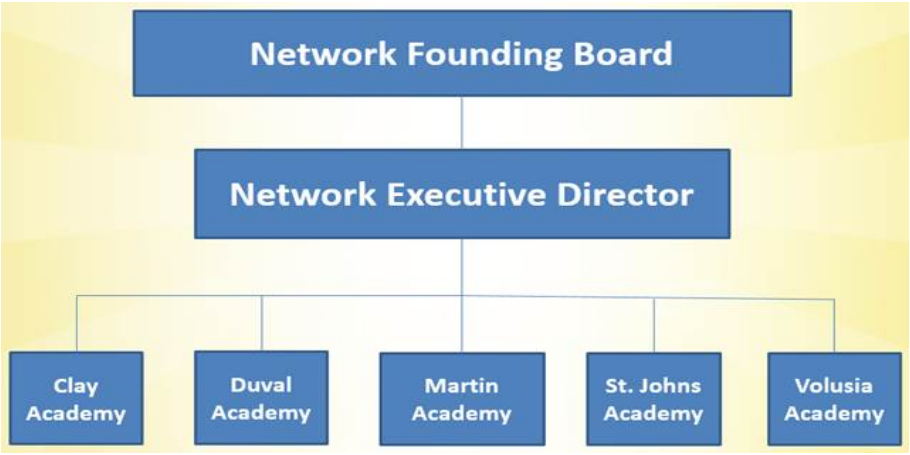
Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization. If the Governing Board has not yet been formed, describe the plan including a time line for formation. Description must demonstrate how school will

organize as or be operated by a non-profit organization.

Cornerstone Classical Education Foundation is a Florida not-for-profit charter school network provider. Cornerstone has a 501(c) (3) IRS Designation. Cornerstone Articles of Incorporation, By-Laws and Tax Exempt Certificate are shown in Appendix 1. Cornerstone seeks to provide a classical charter school in each of the counties in North East Florida.

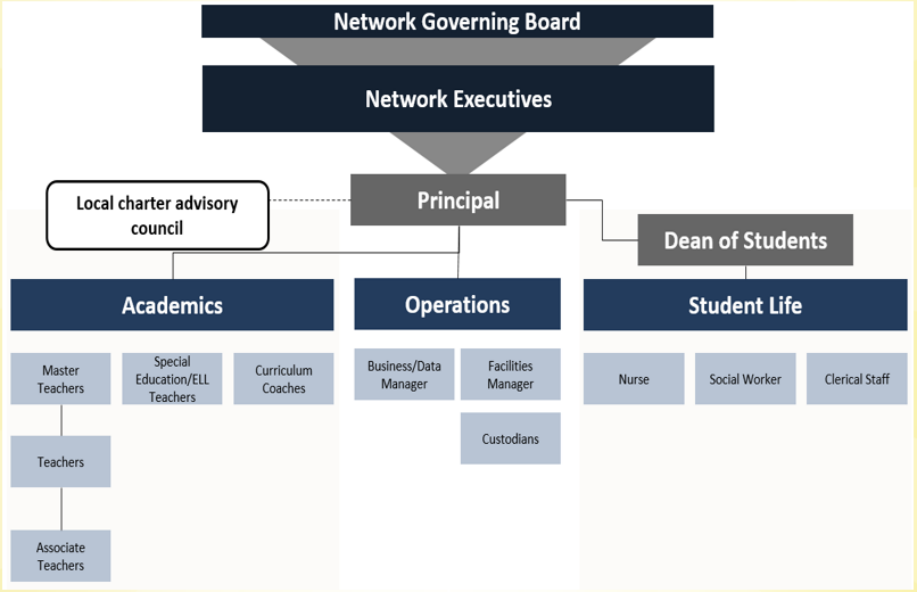
A Network Founding Board has been formed with Founding Board members as shown in Appendix 2. The Network Governing Board membership will be formed at the time of the application approval by the District. The Governing Board has the authority and responsibility for providing oversight for each Cornerstone charter school including specifying academic and financial goals to be met by the school.



Reporting to the Governing Board is the Network Executive Director who manages a centralized services team of several people supporting the various charter schools. Services provided by the network services team include accounting services, food services, property and building services, legal services, IT services, personnel training services, and classroom academic content services. The objective of the network office is to reduce the costs to each school for common services required by each school. The funding of the network service team is provided by a charter network nominal fee for network services beginning at 2% and growing to 4% of revenue at school maturity. The network service fee is included in the school financial plan as shown in Appendix 5.0: School Finances under expense items.

Note that the network service staff are not part of the school staffing plan. School staffing and associated finances are treated separately in the School Financial analysis.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.



The Network Governing Board of Cornerstone Classical Education Foundation leads the School's organization and is responsible for the School. Network Executives, are responsible for assisting the School in such matters as the charter application and fund raising. The Principal is responsible for day-to-day operations of the School per the guidelines established by the Governing Board. The Principal also has a School Advisory Committee composed of community members, parents and School employees who provide advice on the School operations. The Assistant Principal has an inward focus on the School's day-to-day operations. Reporting to the Assistant Principal are staff such as a Business Manager. The academic staff, Teachers and Assistants, also report to the Principal.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to adoption of the annual budget and continuing oversight over charter school operations.

Governing Board

The Governing Board will hold the charter for the School. The Governing Board is a Florida Not-For-Profit entity organized exclusively for educational purposes. The Governing Board is composed of approximately ten respected Florida leaders dedicated to providing an outstanding education for Florida citizens. Board Members individually cannot formulate policy. Only the Governing Board acting collectively has the authority to formulate policy.

The Governing Board is responsible for adopting policy, overseeing the management of the School and ensuring financial compliance and responsibility. As a part of its financial responsibilities the Governing Board shall adopt an annual budget and approve any changes to the budget throughout the year. In addition, the Governing Board will

ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The Governing Board will not be involved in the daily operations of the school, but will hire a Principal, who will be evaluated at least annually utilizing Florida's approved evaluation guide. The Governing Board will be responsible for the evaluation, salary schedule and contract of the Principal. The Governing Board will ensure the Principal manages the school in compliance with Florida and federal laws and regulations.

All Governing Board members of the School will complete the background check and will be fingerprinted as soon as they are selected or within 90 days after the School receives approval. The Governing Board also agrees to attend FLDOE or District sponsored and endorsed governance trainings, totaling four (4) hours, within the same 90 day window (F.S. Section 1002.33(9) (k)). In addition, Governing Board members agree to attend two (2) hours of additional training for each subsequent three (3) year period they remain as members of the Board. New members joining the Board in the future will adhere to the same guidelines listed above (SBE 6A-6.0784). https://www.flrules.org/Gateway/View_notice.asp?id=8018134

The Governing Board will also perform ongoing assessments of the School and its programs and its operations. The Governing Board also routinely assesses its own performance. Governing Board members, in partnership with the Principal, will participate in and develop short- and long-range plans for the School. They will monitor the effectiveness of the School's programs and implementation to see if the School has met the goals outlined in the plans.

The Governing Board is also responsible for setting the salary schedule and approving the annual budget for staffing needs.

Governing Board procedures will follow State Statutes, Florida's Sunshine law and District School Board policy for open public meetings. Meetings are to be conducted under Robert's Rules of Order and be presided over by the Board Chairperson. The Board will submit an annual progress report to the District which includes progress towards charter goals, financial records showing income and expense, personnel salary and benefits of school employees and other information required in the Annual School Report.
http://www.leg.state.fl.us/statutes/index.cfm?App_Mode=Display_Statute&Search_String=&URL=Ch0229/Sec592.htm&StatuteYear=1998

Principal
The Principal reports to the Executive Director. The Principal serves as liaison between the School and the District. The Principal presents his/her recommendations to the Executive Director on any subject under consideration prior to action taken on the subject, if requested. The Principal attends all Governing Board meetings.

The Principal is responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, operation and supervision of the educational program of the School. The Principal shall have the responsibility for all personnel matters including having the authority to hire, discipline and terminate all

School employees. The Principal will annually evaluate School employees as provided for by FLDOE's Value Added Model and School policy. Personnel under the supervision of the Principal, as identified in the Organization Charter, include the Assistant Principal, Teachers and Assistants and Support Staff.

The Principal will establish and maintain an appropriate community relations program. The Principal shall uphold and enforce the charter, School Governing Board policies and local, state, and federal laws and regulations. The Principal also serves as the external interface with the District.

Assistant Principal

The Assistant Principal reports to the Principal and is responsible for helping to fulfill the goals and objectives set by the Governing Board. The Assistant Principal has an inward focus on day-to-day operations. During early stages of the School's formation, the Assistant Principal will also serve as a Guidance Counselor. The Assistant Principal will help to ensure that the instruction and curriculum meet the objectives of a classical curriculum and also be in concert with FL Standards. Support Staff such as a Business Manager report to the Assistant Principal. Likewise, Teachers and Assistants also report to the Principal or Assistant Principal.

School Advisory Committee

The School Advisory Council assists the School Principal with school-based decision making and to involve parents in their children's education. School council membership reflects an equitable balance between School employees and parents and community members. At least one community member represents the business community, if possible. The School Principal serves as chairperson. A minimum of two (2) parents shall also be asked to serve on the council. The School Council also has administrative and teacher representation on the Council. The council will:

- Work with the School Principal and give advice, consistent with state and charter school rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets.
- Develop creative ways to involve parents in the School.
- Serve as the champion for students in building community support for the School and encouraging greater community participation in the School.
- Communicate any other needs or concerns of the School to the Principal.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.

In general, the Governing Board's powers and duties are consistent with those set forth by Florida Statutes. The Governing Board's bylaws describe how the Governing Board exercises its powers and duties. The proposed bylaws outline the primary governance policies of the School's Governing Board. The bylaws will be adopted by the Governing Board during the School's Planning Year.

The Governing Board bylaws address conduct of its members. Members are required to sign conflict of interest disclosure statements, be familiar with their responsibilities as a member in the context of open meetings and clearly understand their ethical and fiduciary obligations to the school. Board members participate in governance training as required by SBE 6A- 6.0784. The Bylaws address how and when members may be removed for unacceptable or inappropriate conduct. The Governing Board meets at least quarterly to hear reports, consider and adopt policies, act on committee recommendations and to consider requests and concerns from parents, students, teachers and the public. The Governing Board follows the requirements of open meetings, in regards to advertising the meeting, running each meeting, and preparing the minutes in a timely manner (F.S. Section 1002.33(7)(a)19(d)2)).

The Governing Board's powers, duties and responsibilities are as follows:

- The Governing Board will operate in compliance with its bylaws, policies adopted by it, and with all federal and state laws applicable to public charter schools.
- Participate in governance training approved by the District and FLDOE (F.S. Section 1002.33(9) (j) (4), (SBE 6A-6.0784).
- Take necessary measures to ensure that the charter school operates subject to all federal, state and local laws and constitutional provision prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.
- Shall be to govern the charter school in the manner set forth in the charter; provided that a governing body shall have at least five members.
- The Governing Board shall ensure that the facilities used by the charter school shall meet the standards as required by the student population (F.S. Section 1002.33(9) (k) (3)).
- May pay the costs of operation and maintenance of its facilities or may contract with the school district to provide facility operation and maintenance services.
- May acquire and dispose of property; upon termination of the charter, all assets of the locally chartered charter school provided by the local school board or state shall revert to the local school board or state, except that, if all or any portion of a state-charted facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board.
- May accept or reject any charitable gift, grant, devise or bequest provided that no such gift, grant devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given.
- Shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules.
- Employ the Principal.
- Delegate administrative and supervisory functions of the head administrator when

appropriate (F.S. Section 1002.33(9) (i)).

- Approve the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report (F.S. Section 1002.33(9) (h), (j) (2).
- May contract for provision of financial management, food services, education related services or other services. Including but not limited to School Financial Services who will serve as a financial and accounting firm for the School (F.S. Section 1002.33(9)(j)(1)).

Officers of the Governing Board:

- The Governing Board shall elect officers as deemed appropriate and necessary for the body once the school is open and as determined by its bylaws. It is currently contemplated that the Board will have a chair or president, vice-chair, secretary and a treasurer. The roles of these respective officers shall be described in the bylaws, but it is anticipated that they will follow fairly traditional duties and responsibilities of traditional school board officers and/or those of a non-profit entity.
- The President of the Governing Board shall be elected by a majority vote of the Board members for the term of one (1) year. Other Board members shall be elected for three (3) year terms. In the event of a vacancy, at the end of a term or due to a Board member stepping down, the remaining Governing Board members shall appoint another member of the community to fill the vacancy. The Governing Board will determine what credentials or experience is relevant, depending on the vacancy on the Board at the time and the needs of the school. The Governing Board will determine the most appropriate date for filling vacancies of the board, which may be annual or more frequently as needed. New members will be chosen by a simple majority vote.

The School leadership sets the tone and example for its students. A high value placed upon virtue requires the School to only elect individuals to the Governing Board who adhere to standards and set a virtuous example for students. Each individual on the Board is expected to maintain the following standards:

- No board member shall have the authority to speak on behalf of, take any action or otherwise attempt to bind the Governing Board or the school unless expressly authorized to do so by the Governing Board by majority vote.
- Unless acting as expressly authorized, individual members when participating in activities that involved the school shall be acting in the capacity of volunteers at the direction of the Principal.
- It is the Governing Board's responsibility to uphold the School's mission statement and review it periodically for accuracy and validity. Each individual member should fully understand and support it. The Governing Board shall pay particular attention to the objectives as espoused in the school's founding documents and shall cooperate fully with the objectives of external affiliations.
- Serving on the School Governing Board is a serious responsibility. Attendance at all regular meetings, special meetings, trainings and retreats of the Governing Board is an expectation of each member. The Board will meet regularly, at least quarterly,

although it may meet more frequently during the startup years; attendance at special meetings, which may occur more frequently, is expected particularly during the planning year and startup year. Members are expected to be accessible for personal contact and committee involvement in between meetings.

- The Governing Board members are required to engage actively in District training as well as voluntarily participate in training regarding school law, governance, and public school finance (SBE 6A-6.0784).
- Governing Board members are public advocates of the School, and should be aware of the School's activities and encourage participation in school activities with the community. Governing Board members actively cultivate a positive public image for the School.
- Governing Board members, through committee membership or during council meetings may advise the Principal on policy implementation as requested.
- Commit time to developing financial resources for the School. This includes many options, such as helping colleagues to become aware of the School, or applying for grants, as well as supporting other fund development activities of the School in a manner appropriate for Governing Board members.
- Commit time to read and review Governing Board materials and committee recommendations in order to responsibly and knowledgeably vote and act upon Governing Board proposals. Take responsibility for self-education on major issues before the Governing Board. Remain cognizant of the School's culture and philosophy, remain ardent ambassadors for its improvement and outreach.

E. Explain how the founding group for the school intends to transition to the governing board.

The Founding Board for the School will officially transition to the Governing Board when the charter contract has been approved by the District. At that time the Governing Board will maintain authority over the School to ensure it meets the requirements of the contract with the District. The Governing Board will also ensure that the founding principles and values that created the charter school are implemented and become part of the day-to-day fabric of the School.

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

The Founding Board Members have been selected based on:

- A commitment to the mission and philosophy of the School's charter.
- Have a general knowledge of board procedures, board policies, bylaws, school finance, articles of incorporation and Florida State Law relevant to charter schools and education.
- Varying and diverse educational and career backgrounds who will add experience and expertise in their field such as business, law, finance, education, medical, entrepreneurs, and government.
- A demonstrated history and continued commitment to personal growth and learning.

- Commitment to embrace the ideals of a classical education.
- Their reputation of strong character and community involvement.

Once the District approves the charter application, the Founding Board will become the School's Governing Board. At that time, all materials required by the District concerning the Governing Board members will be submitted. In addition:

- All Governing Board members will participate in a four (4) hour governance training approved by the District and FLDOE (F.S. Section 1002.33(9) (j) (4), (SBE 6A-6.0784). In addition, two (2) hours of training will be required for each additional three (3) year them the member serves.
- All prospective new members will be provided a copy of the School's charter and the School's Bylaws in order to ensure they understand the values that the School is built upon. New Board members will also attend District and FLDOE trainings pertaining to governance, ethics, and financial responsibility within 90 days of becoming a member (F.S. Section 1002.33(9) (j) 4).

Future Board candidates must meet all the criteria of the founding Governing Board members and, in addition:

- An applicant must attend at least two board meetings within the current academic year.
- Understand the current educational environment by reading *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick and *The Schools We Need and Why We Don't Have Them* by E.D. Hirsch Jr.
- Visit a class at three different grade levels.
- Have a commitment to the School by contributing Work, Wisdom or Wealth.
- Embrace the ideals of classical education.

The Governing Board retains the authority to interview and select any candidate for the Governing Board.

A new member of the Governing Board shall be issued an orientation binder contains the School's charter agreement, corporate bylaws, student/parent handbook and the employee handbook. The new Governing Board member will also be required to affirm in writing an agreement to abide by the School's charter, mission statement, corporate bylaws and all state and federal statutes concerning a charter school. All new members will also be required to participate in governance training as previously noted.

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

The School is currently in the process of determining interest by community leaders in

joining the School's Founding Board. At the present time there are currently eight Founding Board Members. Detailed biographies are shown in Appendix 2. The Founding Board members include...

Jack Capra, Member - St. Johns

U.S. Navy Judge Advocate General's Corps
Served in Operation Noble Eagle, Enduring Freedom & Iraqi Freedom
U.S. Navy Recognition – Purple Heart & Combat Action Ribbon
Staff Judge Advocate, U.S. Navy Fifth Fleet
Estate Attorney
Member, Vero Beach City Council
Assistant City Attorney, Vero Beach
Assistant General Counsel, FL Dept. of Juvenile Justice
BS FSU, JD St. Thomas University College, MS Laws & Taxation U. of Miami
MBA City University, MAR Liberty University, MS Arts in History Sam Houston State University
DCS Columbia evangelical Seminary

Jennifer Carroll, Member - Duval

Florida's 18th Lieutenant Governor
Florida State Legislator 7+ Years
Senior Advisor, Global Digital Solutions
Chair, Space Florida
Advocate, Florida Military & Defense Industry
Chair Enterprise Florida Trade Missions
Small Business Owner
U.S. Navy Lieutenant Commander
MBA, St. Leo University

Denise Maynard, Member & Secretary

Management Consultant
Customer Service, Marketing, Sales, Development, & Operations
Government & Public Officials Liaison
BS Bus. Admin cum Laude. Misericordia University

William Korach, Founder, Network Executive

Citi Bank Sr. VP
Former Commander, United States Naval Reserve
President Navy League of St. Augustine
Member, the Naval Order
Member, Military Officers Association
Chair, St. Johns Republican Executive Committee
Member, National Association of Scholars
BA History, University of Wisconsin

Rev. Martin McCarthy, Member

President, Regent Schools of the Carolinas
Rector, St. John's Episcopal Church
Founder of Five Schools, Trinity Episcopal School K-8 Charlotte, Palisades Episcopal School JK-8, etc.
BS Double Major, Emory & Henry
M. Div., Virginia Theological Seminary

Gerald Merckel, Member & Treasurer
Professor of Electrical Engineering, University of North Florida (UNF)
UNF Associate Dean & Innovation Program Director
One of the Top Ten Contributors to the IBM PC Company
2009 Engineer of the Year, Florida Engineering Society
Multiple Startup Companies
BS Electrical Eng., MS Nuclear Eng., MS Eng. Physics, PhD Eng. Science

Antoinette (Tina) D. Meskel, Member - Duval
Licensed Professional Engineer, Florida & Georgia
Founder/President, Meskel & Associates Engineering
President, Florida Engineering Society (FES) Northeast Florida Chapter
Member/FES/National Society of Professional Engineers (NSPE)
Member, Florida Engineers Political Action Committee (FEPAC)
Member, Consulting Engineers Legislative Council (CELC)
Alumni, Florida Institute of Consulting Engineers (FICE) Leadership Institute
BSCE, University of Pittsburg; MBA, University of North Florida

Ray Sanchez, Member - Volusia
President, Volusia 912 Patriots
Radio Host, Volusia Watchdogs
Writer, Sunshine Examiner
Board Member, Parents & Educators for Education Reform
Board Member, Taxpayers action Group
Board Member, Children's Constitutional Patriot Camp
Teacher, Prince of Peace Catholic Church

Alan Stevenson, Member - Clay
U.S. Navy Captain
Naval Aviator
AirTran Airline Captain
Administrator, Pinewood Presbyterian Church, Middleburg
Regional Director, Florida Family Policy Council
Member, Green Cove Springs Planning & Zoning Board
BS Chemistry, Columbus State University

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

school.

The teacher invariably has the most direct knowledge of a student and can do more to remedy or meliorate a situation than can a Principal or the Governing Board. Some parents may be "conflict averse." Nonetheless, teachers are eager to help each student in whatever way possible. Teachers do not "take it out on a child" whenever a parent has expressed a concern. Should a parent have a problem concerning a particular class or the administration of the School, that problem should be resolved using the "chain of command".

Teacher
Problems that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else. Parents should schedule a meeting with the teacher through the School's office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his own.

Assistant Principal
If the problem cannot be resolved with the teacher, and the matter regards discipline, the parent should schedule a meeting with the Assistant Principal.

Principal
If the problem cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the Principal.

School Advisory Committee
If the problem cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit the problem in writing to the School Advisory Committee.

If resolution is not achieved by the foregoing process two other options are available:

Problem Submitted in Writing to the Governing Board
The Governing Board will review the summary and will make one of the following determinations:

- May decide to support the previous decision.
- May appoint up to two Board members to address the problem.
- May address the issue in an open Board format.
- May address the problem in an executive session, in accordance with the Florida Open Meetings Law.

Board of Directors Meeting
Parental concerns or problems may also be raised during the community comments portion of the Board of Governors meeting. The concern or problem must be submitted in writing and no more than three minutes will be granted. Problems or discussions involving specific personnel will not be entertained. It is recommended that the concern or problem be addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Governing Board Member. Problems

regarding an administrator should be directed to that individual first, then in writing at the Governing Board meeting.

In accordance with the Charter all grievances must be resolved at the School. Though chartered through the District, the District does not have general oversight of the School operations. Only violations of the charter should be reported to the District.

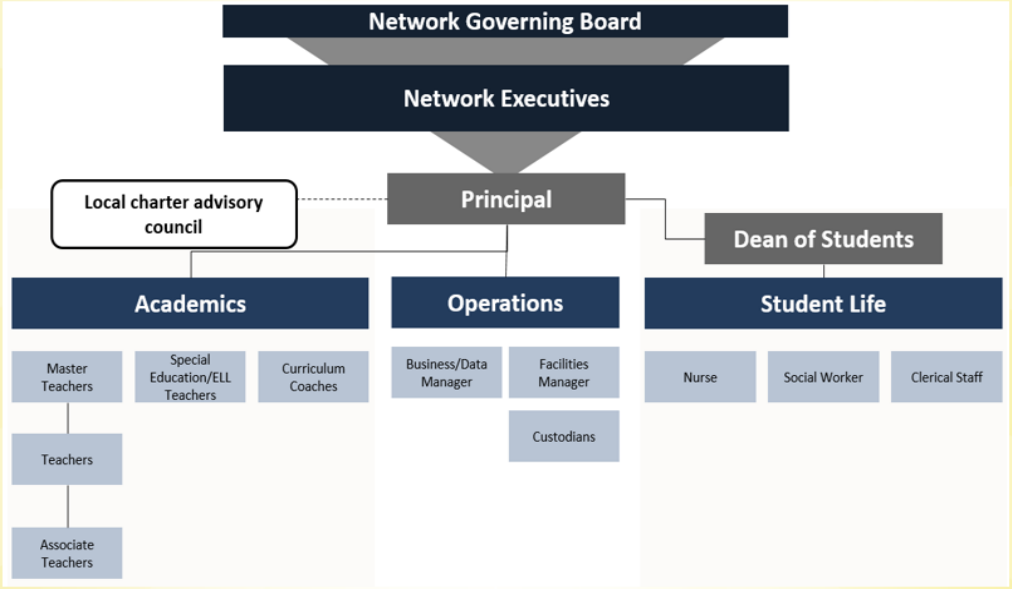
General Concerns/Questions/Suggestions
A locked suggestion box will be placed in the School's front office. The School will review the concern/question/suggestion and look to respond accordingly. The School will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the School.

Section 10: Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

Management Structure

The Governing Board is responsible for the School. The Principal reports to the Network Executive Director and serves as the external interface for the School and is responsible for the day-to-day operation of the School. The Assistant Principal assists the Principal in school management, curriculum development and student services. Administrative and academic staff report to the Assistant Principal. Cornerstone Classical Educational Foundation, a charter network organization, is responsible in the startup and operation of the School.



Key School Position Descriptions

PRINCIPAL

Immediate Supervisor: Governing Board

RESPONSIBILITIES: Manage the school and to provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the School's approved charter. Principal may delegate any of the authority and responsibilities of the position. However, the Principal is not relieved of final responsibility for actions taken under such delegation.

GOVERNING BOARD/COMMITTEE RELATIONSHIPS

- Attend and participate in meetings of the Governing Board/Committees.
- Inform and advise the Governing Board/Committees about the programs, practices, and problems of the school, as well as activities operating under the authority of the Governing Board.
- Implements Governing Board/Committees policies and advise the Governing Board/Committees when there is need to add, modify, or delete a policy.

- Submit recommendations to the Governing Board/Committees relative to matters requiring Governing Board/Committees action, supported by data and information as necessary to make informed decisions.
- Annually recommend to the Governing Board/Committees on school-wide goals.
- Monitor and report back to the Governing Board/ Committees, at least semi-annually, on the progress toward achieving goals.
- Work with the Governing Board/Committees to develop a tactical and strategic comprehensive long-range plan that accomplishments the school's mission.

BUDGET

Prepare an annual operating budget recommendation based on guidelines set by the Governing Board/Committees and assist Governing Board/Committees in developing the final annual budget. Implement the approved budget and ensure the annual operating budget is not exceeded without Governing Board approval.

EDUCATIONAL LEADERSHIP & CURRICULUM

- Assure high academic performance outcomes for all students.
- Keep informed of current curricular and educational thoughts, trends, and practices, as well as proposed legislation impacting the school. Inform the Governing Board/Committees of significant developments in these areas.
- Oversee development and implementation of objectives and long-range plans for curriculum and instructional evaluation and improvement.
- Assure continuous study and revision of curriculum guides and courses of study to best support teacher needs and meets classical curriculum objectives.

PERSONNEL

- Hire all administrators, teachers and support staff.
- Ensure the hiring of qualified and competent personnel.
- Assign, transfer, and promote employees as the interests of the School may indicate.
- Assure professional development opportunities are provided to all School staff.
- Assure systematic performance evaluation of school personnel and take necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Hold meetings of School personnel as necessary for discussion of matters related to the welfare and improvement of the school.
- Oversees employee relations in the school.

FACILITIES

- Hire facilities personnel.

- Determine, with the Governing Board/Committees, short and long-range building needs and oversee implementation of construction, operation and maintenance programs.

GENERAL MANAGEMENT

- Take necessary steps to assure the safety and welfare of students and employees in the school and at School sponsored activities
- Maintain records for the school, including financial accounts, business and property records, personnel, scholastic, and School population records. Act as custodian of such records and of all contracts, documents, securities, title papers, books, and other papers of the Governing Board/Committees.

COMMUNICATIONS/PUBLIC RELATIONS

- Maintain open lines of communication and cooperative working relationships with the Governing Board, support organizations and other committees.
- Maintain open lines of communication and cooperative relationships with School staff, the Governing Board/Committees, parents and the community at-large.

OTHER GOVERNING BOARD TASKS AS ASSIGNED

- Administer Governing Board policies, state and federal requirements and applicable laws.
- Accountable for student achievement, budget management, expenditure of funds, dissemination of information, District or charter school communications, development, implementation and evaluation of all other District or charter school business.
- Attend all School local board or governing body meetings and when necessary, designate an administrator to attend.
- Ensure that School patrons and the public are informed and involved in acquisition, planning, and development of School facilities and students are provided with adequate facilities which conform to state and federal mandates.
- Accountable for student and staff safety.
- Ensure that all students are supervised while on school property and while attending or traveling to School events or activities on school-provided transportation.
- Ensure that all buildings, grounds and facilities provide a safe and orderly environment for public use.
- Ensure that a process is in place to train personnel on activities in classrooms, which shall include, but not be limited to, the following:
  - The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
  - The employee must use hands and arms to manipulate objects.
  - The employee must use keyboards, tools and other controls.
  - The employee must sit and stand for long periods of time.
  - The employee will escort students around campus.
  - The employee must have normal vision and hearing with or without aid.

- The employee must be able to move about assigned locations unaided during the work day.

PHYSICAL DEMANDS
The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this position with or without reasonable accommodation.

- Occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- Use hands and arms to manipulate objects.
- Use keyboards, tools and other controls.
- Sit and stand for long periods of time.
- Escort students, parents and visitors around campus.
- Have normal vision and hearing with or without aid.
- Able to move about assigned locations unaided during the work day.

ASSISTANT PRINCIPAL

Immediate Supervisor: Principal

RESPONSIBILITIES: Assists the Principal in all aspects of School management, curriculum development and student services.

POSITION

- Develop, implement and review school policies and procedures.
- Coordinate implementation of classical curriculum instructional program and ancillary and operational support programs.
- Serve as instructional leader at the school.
- Monitor School activities and policies for adherence to all district, state and national regulations.
- Assess appropriateness of school services and programs.
- Recommend changes in programs, personnel, facilities, materials and equipment.
- Evaluate the work of assigned School staff, provides reports to the Principal and cooperate in recognition or remediation of staff members as requested.
- Design in-service training programs at the School.
- Assist in the recruitment and selection of applicants for school based positions.
- Establish programs and communication procedures to encourage committee participation, student organizations, community support and extra-curricular activities.
- Develop and maintain student discipline procedures following established guidelines.
- Assist in the development of budget recommendations for the School.

CURRICULUM

- Oversee all aspects of scheduling, course descriptions and registration and assign duties as necessary.
- Oversee all aspects of District mandated standardized testing.

- Oversee all aspects of student records.
- Assist Principal as legal representative for the School.
- Oversee textbook inventory.
- Creates and serve on committees as necessary inside and outside of the school.

ATTENDANCE/DISCIPLINE

- Establish attendance and discipline referral and reporting procedures.
- Develop parental notification procedures.
- Direct the preparation of suspension, neglect, referral and tardy forms.
- Respond to inquiries from welfare, probation, legal and security agencies.
- Create and serves on committees as necessary inside and outside the School.

BUILDING & GROUNDS

- Supervise employees completing operational tasks on campus.
- Verify completion of work orders.
- Maintain orderly school environment.
- Contact security as necessary.
- Serve as contact for outside contractors and oversee custodial work.
- Create and serve on committees as necessary inside and outside of the school.

OTHER DUTIES

- Comply with state-approved Code of Ethics of the Education Profession and uphold and enforce rules, administrative directives and regulations, School policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the School's mission and values.
- Safeguard confidentiality of privileged information.
- Prepare and maintain accurate and complete records and reports as required by law, state directives, District policy and administrative regulations.
- Share the responsibility for the supervision and care of School inventory, proper and safe use of facilities, equipment and supplies, and report safety hazards promptly.
- Maintain professional relationships and work cooperatively with employees, the community and other professionals.
- Maintain professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attend and/or conduct staff meetings and participate on committees within area of responsibility.
- Perform other tasks related to area of responsibilities as requested or assigned by immediate supervisor.

EXPERIENCE, KNOWLEDGE, SKILLS, & ABILITIES

The minimum expectations for this position are as follows:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Interpersonal skills with diverse populations, in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines, work on multiple projects and coordinate the work of

others.
- Knowledge of district policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Three years of teaching experience.

EDUCATION & LICENSURE
The minimum requirements for this position are as follows:
- Bachelor's degree in Education or equivalent.
- Graduate Degree in any field, preferably in Education or equivalent.

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ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:
- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the district.
- Frequent interactions with people in person and on the phone will be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position with or without reasonable accommodation:

- Occasionally lift and move up to 25 pounds requiring bending, stooping and lifting.
- Use hands and arms to manipulate objects.
- Use keyboards, tools and other controls.
- Sit and stand for long periods of time.
- Escort students, parents and visitors around campus.
- Have normal vision and hearing with or without aid.
- Move about assigned locations unaided during the work day.

In the spirit of a performance based merit system, each administrator, staff and teacher will have an annual Performance Plan which details various performance objectives for the year. Relationship with Others is another evaluation parameter. The annual performance review outcome can be Highly Effective, Effective, Needs Improvement or Unsatisfactory. Bonus payments, salary increases and promotions will be based on the annual performance evaluation.

CLASSROOM TEACHER

Immediate Supervisor: Principal

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development;

by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS: EDUCATING STUDENTS

- Cooperates in the development and implementation of the school program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Florida Department of Education standards and the School goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting stated objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Shows commitment to the school‘s mission, academic program and student academic outcomes as outlined in the approved charter.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the School grounds.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATING STUDENT PROGRESS

- Evaluate the learning progress of students on a regular basis using appropriate assessments.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assess the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the School testing program.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems

- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, School policy and administrative regulations.
- Shares the responsibility for the supervision and care of School inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with the Code of Ethics, upholds and enforces rules, administrative directives and regulations, school policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the School.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to School policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.

- Interpersonal skills with diverse people in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of School policies on immunization, medication, first aid, emergencies and child abuse and neglect
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Minimum Bachelor's degree.
- Current Florida teaching certificate endorsed in the area to be taught.

WORKING ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the School.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- Must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- Must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- Must use hands and arms to manipulate objects.
- Must use keyboards, tools and other controls.
- Must sit and stand for long periods of time.
- Must occasionally work outside.
- Must be able to use and move/lift variety of instructional materials in the classroom.
- Must be able to see and hear on a continuous basis as well as speak frequently.
- Must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- Can walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- Dealing with students may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in, judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.

- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the ―coming late, leave early‖, or "often absent' syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.

SPECIAL EDUCATION TEACHER

Immediate Supervisor: Principal

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS: EDUCATING STUDENTS

- Cooperates in the development and implementation of the School's program of instruction.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Florida Department of Education standards and the School goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employ instructional methods and materials that are most appropriate for assuring high student outcomes including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Florida Department of Education Standards and the School goals and objectives and individual student IEP plans if appropriate
- Participates in all IEP meetings and ensures the educational goals of the IEP are met in the classroom.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Create a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATING STUDENT PROGRESS

- Evaluate the learning progress of students on a regular basis.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.
- Assess the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the School testing program.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintain open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, School policy and administrative regulations.
- Shares the responsibility for the supervision and care of School inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with the Code of Ethics and upholds and enforces rules, administrative directives and regulations, School board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the School.
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to School policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse people in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of School policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor‘s degree.
- Current Florida teaching certificate endorsed in the area to be taught or pursuing alternative licensure program. (Exceptional Student Education, Hearing Impaired, Speech Language, Visually Impaired as appropriate).

WORKING ENVIRONMENT

- The incumbent works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the School.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.

PHYSICAL DEMANDS

- Must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- Must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- Must use hands and arms to manipulate objects.
- Must use keyboards, tools and other controls.
- Must sit and stand for long periods of time.
- Must occasionally work outside.

- Must be able to use and move/lift variety of instructional materials in the classroom.
- Must be able to see and hear on a continuous basis as well as speak frequently.
- Must be able to move quickly from place to place on occasion over smooth to uneven surfaces on the playground or on grass.
- Can move through classroom and be able to maneuver tight spaces, e.g. between desks.

- Dealing with students may entail kneeling, squatting, stooping and bending on an occasional to frequent basis on a given day.
- Requires daily attendance at job.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in, judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the coming late, leave early, or "often absent' syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.
- Requires daily attendance at job.

OFFICE ASSISTANT

Immediate Supervisor: Principal or Assistant Principal

SUMMARY: To provide clerical support as necessary to ensure completion of required projects at the school site and to perform a variety of responsible data entry, typing and general clerical activities in support of an academic or administrative function.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Enroll and register students.
- Maintain Student Information System.
- Assist Counselors in class scheduling duties.
- Researches data and prepares statistical reports as required.
- Daily record keeping of absences and tardiness.
- Manage sign-in and sign-out sheet for students (must have parent permission until age 18).
- Answers attendance questions.
- Perform a variety of responsible office duties, enter a variety of text or numerical data into a computer; enter, update, and maintain accuracy of information.
- Type written materials from straight copy or rough draft utilizing a computer.
- Perform a variety of clerical duties involving data and information processing of materials and resources.
- Perform routine typing of reports from detailed copy; post records; proof completed typing assignments.
- Maintain records, inventories, index, and cross reference files; file data numerically or alphabetically.
- Operate a variety of office equipment, including a personal computer, typewriter, calculator, copier, and other machines pertinent to the assignment.
- Inspect and review documents to assure data is complete before entering into computer or before processing.
- Duplicate items; package and distribute completed copies.
- Assure the timely distribution and receipt of records, reports, and bulletins as directed.
- Make telephone calls as directed; take and relay messages.
- Greet and assist students, faculty, staff, parents, and others; answer phones and refer telephone calls and visitors to appropriate personnel; answer routine questions according to established guidelines.
- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information
- Perform other duties as assigned.

KNOWLEDGE

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Computer, English, bookkeeping and mathematics skills.
- Interpersonal skills with diverse people in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines and work on multiple projects.
- Knowledge of word processing, database and spreadsheet software.
- Keyboarding requirement: 50 words per minute.
- Modern office practices, procedures, and equipment.
- Operation of a variety of office machines including personal computer.
- Alphabetical, numerical, and subject matter filing systems.
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Telephone techniques and etiquette.
- Intermediate/advanced working knowledge of Microsoft software
- Modern office practices, procedures, and equipment.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Operation of a personal computer and a variety of other office equipment including calculators, copiers, and fax machine.

ABILITY TO

- Perform clerical duties such as filing, duplications, typing and maintaining routine records.
- Operate a personal computer, copier, typewriter, adding machine, and fax machine.
- Learn to operate various software applications, including word processing and data entry.
- Understand and follow oral and written directions.
- Work cooperatively with others.
- Complete work with many interruptions.
- Work independently with little direction.
- Compose correspondence from verbal direction or from a rough draft independently.

EDUCATION AND EXPERIENCE

Any combination equivalent to graduation from high school supplemented by college course work in business, office practices, or related field and minimum of three (3) years of responsible secretarial office experience.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Duties are primarily performed in a normal School environment.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- Must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- Must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- Must use hands and arms to manipulate objects.
- Must use keyboards, tools and other controls.
- Must sit and stand for long periods of time.
- Must occasionally work outside.
- Must have normal vision and hearing with or without aid.
- Must be able to move about assigned locations unaided during the day.

Other types of personnel will be engaged by the School over time such as a Guidance Counselor will have comparable position descriptions. Other services such as maintenance and school lunch will be contracted to qualified service providers.

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

Criteria
The Governing Board is responsible for selecting the School's principal. The Governing Board will form a search committee including members of the Governing Board and others selected by the Governing Board. Hiring criteria for the Principal will include references and criteria shown but not limited to the following:

Principal Hiring Criteria
Educational Background in Education
Educational Leadership Experience
Teaching Experience
Classical Curriculum & Philosophy Knowledge
Awareness of Academic & Administrative Computing
Fiscal Management Experience
Ability to Communicate Orally & Written
Committed to Personnel Professional Development
Ability to Create a Positive School Environment

Process

The hiring process follows the academic process of a Search Committee as shown in the following table. The objective is to identify a pool of viable candidates then use a vetting process to select the final candidates for the principal's position. The on campus interview utilized by Search Committee deliberations ideally results in the top candidate accepting the position. If a candidate is not selected, the time is extended and the vetting process continues until a principal is hired.

Search Committee Process
Form Search Committee
Develop Advertised Position
National Advertising Including Social Media
Networking with Other Classical Charters
Review Applications & Select Call List
Telephone Interviews
Select Candidates for Visit
Visit – Interview Search Committee, Public Presentation, etc.
Check References & Background
Rank Candidates & Make Offer

Evaluation

The School conducts an annual performance evaluation based on criteria agreed to between the principal and the Governing Board. If a situation arises, the Governing Board may conduct an evaluation before year end. The annual evaluation is based on meeting the criteria previously agreed to between the parties. The evaluation may result in Highly Effective, Effective, Needs Improvement and Unsatisfactory rating. Key areas include Academic Excellence, Superior Culture, Operational Management, Fiscal Management and Growth. Examples of performance evaluation parameters may include:

Academic Excellence	Superior Culture	Operational Relationships	Fiscal Management	School Growth
Curriculum	Leadership	Student	Develop Budget	Enrollment
Community	Morale	Parents	Manage Budget	Hiring
Safety	Strategic Plan	Governing Board	Fund Raising	Succession Plan
Computing	Fellowship	District	Contracts	Training

mance & Feedback

The School academic performance is determined by participation in Florida assessment exams required of public schools. School surveys are conducted with parents and staff. Other evaluation measurements are those established by the Governing Board. The Governing Board members will also conduct School visits. Feedback will be provided by the Governing Board to the Principal. This and other measures are part of a continuous improvement process resulting in the School Improvement Plan (SIP) annually.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

The School's projected enrollment begins with 293 students in grades K-8 and by AY19/20 will reach an enrollment of 710 students in grades K-8. Given the popularity of a classical education, the School anticipates no more than a 2% attrition reduction to the School's enrollment capacity.

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K – 8	293	302
Second Year	K – 8	435	448
Third Year	K –8	574	590
Fourth Year	K – 8	710	728
Fifth Year	K – 8	710	728

The projected School staff required to support the student enrollment population as a function of time is shown in the following staffing table.

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	16	23.5	31	38	38
ESE Teachers	1	1.3	1.8	2.4	2.4
Gifted Teachers	0.3	0.4	0.4	0.5	0.5
Other Teachers	1.8	2.5	2.9	4	4
Principal	1	1	1	1	1
Assistant Principal	0.5	0.5	0.75	1	1
Guidance Counselor			1	1	2
Business Manager	1	1	1	1	1
Office Assistant			0.5	0.75	1
Data Prep Clerk	1	1	1	1	1
Educational Assistant	1	2	2.5	3	4
Maintenance 1	1	1	1	1	1
Maintenance 2	1	2	2	3	3
Total Employees	**25.6**	**36.2**	**46.85**	**57.65**	**59.9**

The projected School teaching staff and their teaching specialties required to support the projected student enrollment is shown in the following table.

		Year 1		Year 2		Year 3		Year 4		Year 5	
Elementary (K-5) Calculations	Classroom Teachers	9.0	9	13.0	13	17.0	17	24.0	24	24.0	24
	Art Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Music Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Wrld Lang Teacher(s)	0.2	0.2	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4
	Phys Ed Teacher(s)	0.8	0.8	1.1	1.1	1.4	1.4	2.0	2	2.0	2
Middle School and High School (6-12) Calcualtions	Full Time Middle/High Teachers (w/ Benefits)	7.0	7	10.5	11	14.0	14	14.0	14	14.0	14
	Part Time Middle/High Teachers (NO Benefits)	0.0		0.0		0.0		0.0		0.0	
	Reading Specialst(s)	0.4	0.4	0.5	0.5	0.6	0.6	0.8	0.8	0.8	0.8
	ESE Teacher(s)	1.0	1	1.3	1.3	1.8	1.8	2.4	2.4	2.4	2.4
	Gifted Teacher(s)	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5
	Title 1 Teachers	0.0		0.0		0.0		0.0		0.0	
	Other Academic 1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
	Other Academic 2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
	Other Academic 3	0.0		0.0		0.0		0.0		0.0	

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

Recruitment

All teachers are required to meet or exceed the expectations for certification as required by Chapter 1012 and Florida Statutes. The School will comply with all teacher/paraprofessional certification requirements of School District. Parents and the community will be informed of the qualifications of teachers as per the guidelines in the No Child Left Behind Act (NCLB) legislation, and as required by Florida Statutes. The School will not violate the anti-discrimination provisions of Florida Statutes or the Florida Education Equity Act. The School will conduct the necessary background checks and fingerprinting to meet the Florida Statutory employment requirements. An average teacher salary of $40,000 is used for the first year of the plan. Teachers will be able to receive pay increases on an annual basis. Average benefit contributions for all salaried employees amount to approximately 30%. Teacher qualifications will be available in writing for parents and the community. Recruiting for the staff members will follow the customary policy of locating appropriate sources of staff members needed and inviting qualified candidates to interviews.

Selection

The Principal will be responsible for the selection of staff members. Two minimum requirements to be considered for employment as teachers are State of Florida Certification and being of high moral character.

The recruiting process is similar to the recruitment process employed for the Principal.

Search Committee Process
Form Search Committee
Develop Advertised Position
National Advertising Including Social Media
Networking with Other Classical Charters
Review Applications & Select Call List
Telephone Interviews
Select Candidates for Visit
Visit – Interview Search Committee, Public Presentation, etc.
Check References & Background
Rank Candidates & Make Offer

Interested applicants apply directly to the principal. The strongest candidates will be contacted and a telephone interview will be conducted. Applicants who pass this initial screening will be invited to the school for an in-person interview with the principal and members of the interview team. The phone screening questions are the same for all prospects. Those teachers who pass the initial phone interview will be invited to interview in-person and to teach a mock lesson. The interview will establish mastery of

subject area, a commitment to the principles of a classical education, and a passion for working with students. After the interview and mock lesson, the Principal and Board Member(s) will score the teacher on a pre-established rubric. Rubrics from all applicants will be compared and discussed before a final decision is made. The Principal and Executive Director make the final decision regarding all teacher hires. The Principal recommends the staff to the Governing Board.
All employees will be hired on probation for the first school year of their employment. The School may terminate employment at any time during this probationary period. Upon successful completion of the probationary contract, the school may award an annual contract pursuant to F.S. 1012.34 (2) (c).

Development
Teachers will begin their training during the month of July of 2016 in order to be ready to implement the curriculum when the School begins in August of 2016. Funds have been allocated each academic year for staff to attend relevant conferences and training programs in addition to hiring consultants to provide training at the School site. The Principal or Assistant Principal shall serve as the School's Professional Development Coordinator. Each staff member will have an individual development plan.

Teacher training and development programs focus on key areas which are required for a successful classical education. For example...

The *Socratic Seminar Method* of teaching is employed in grades 6-8.
Students are engaged in intellectual discussion by responding to questions using questions instead of answers. Reading assignments have been assigned prior to conducting a seminar. Open ended questions are employed within the seminar. Teacher training includes...

- Texts to be utilized within the school's curriculum.
- How to formulate questions that encourage critical thinking and expression of ideas with clarity and confidence.
- Norms for the student groups to follow.
- Train teachers on how to conduct Socratic Seminar discussions.

Singapore Math is the mathematics curriculum of choice for children in K-6.
Singapore Math must be followed with fidelity in order for students to be successful. Teachers are trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing. Teachers are also trained in the implementation of effective Singapore Math Strategies in their classrooms.

Singapore Math contains different elements that comprise daily lessons (mental math, teacher directed, guided practice, activity, and independent practice) that align with their conceptual and skill building framework to teaching math. What needs to be included in a lesson, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate for students is clearly presented in a logical sequence, Mastery of the material is expected before students move from one level to the next level.

This process is followed for all teachers in the various curriculum areas such as...

-*Core Knowledge Sequence* – language arts, history, science and the arts curriculum for all grades.
-*Spalding's Writing Road to Reading* – a time tested multi-sensory integrated language arts approach to reading literacy.

-*Singapore Math* – a conceptual approach to mathematical skill building and problem solving.
-*Full Option Science System* (FOSS) - a hands-on approach to scientific inquiry with emphasis on fundamentals.

Retention

The School environment is one of the keys in retaining staff. A philosophy of *respect for each individua*l, the *pursuit of excellence* and "*customer" satisfaction* lend to a positive environment.

A compensation package that meets or exceeds the District compensation program is important. Opportunity for continuing professional development is another important aspect.

One of the most important aspects of a positive work environment is employee participation in the planning and operation of the School. A collegial faculty atmosphere, an open atmosphere for the exchange of ideas on curriculum development and classroom methods, high expectations for faculty, staff and students and a positive rapport among faculty and administration are the keys to success and staff retention.

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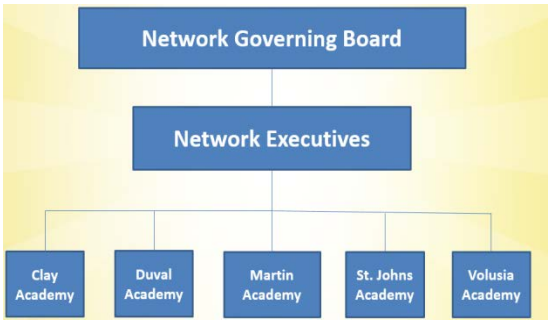
Section 11: Education Service Provider (ESP)

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



Cornerstone Classical Education Foundation (**CCEF**), does not utilize ESP services. CCEF handles all aspects of its network schools. The mission of Cornerstone is to create a network of academically rigorous, college preparatory schools in the classical tradition. The ultimate goal of Cornerstone is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens in NE Florida.

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, and renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

Not Applicable.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were concluded to inform the selection and how the relationship with the ESP will further the school's mission.

Not Applicable.

D. Explain the ESP's role and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide the relationship.

Not Applicable.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length" performance-based relationship exists between the governing board and the ESP/Governing Board Relationship.

Not Applicable.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Not Applicable.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools. Other ESP Schools.

Not Applicable.

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Section 12: Human Resources & Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School is a publically funded and privately operated charter school with nonsectarian employment practices consistent with F.S. 1000.05 guidelines. Staff will be privately employed.

The Governing Board philosophy is to have a competitive compensation plan in order to attract, reward and retain its best employees. The School's performance based compensation plan includes:

- Merit increases for teachers and administrators based on performance metrics when funding allows.
- Incentive bonuses for teachers based on student achievement.
- Bonuses for administrators based on pre-determined goals.
- Bonuses for teachers and administrators for achieving predetermined school-wide goals.

Performance metrics will comply with FS 1012.34, Personnel Evaluation Procedures and Criteria, where at least 50% of the evaluation will be based on student performance on state assessments or End of Course (**EOC**) district assessments when there is no state assessment. Parent input will also be solicited and included in the performance evaluation. The annual performance evaluation will result in Highly Effective, Effective, Needs Improvement or Development for teachers in their first three years or Unsatisfactory. Per FS 1012.22 Public School Personnel, merit increases and bonuses will follow a performance based salary schedule.

The compensation plan established by the Governing Board will begin with a base pay for a new hire. Credits will be given for years of experience, higher education degree and critical shortage areas such as science and mathematics. The School will also seek to participate in external grant programs that recognize excellence in education such as:

FL DOE Merit Award Program (MAP) – Incentives to the top 25% performing teachers and administrators. http://www.fldoe.org/JustForTeachers/performancepay/

U.S. Department of Education Teachers Incentive Fund – A Federal program designed to support teacher effectiveness. http://www2.ed.gov/programs/teacherincentive/index.html

FL DOE Florida School Recognition Program – Financial awards to schools who demonstrate high performance. http://www.fldoe.org/faq/default.asp?Dept=177&ID=613

In order to be competitive with the market, the School seeks to meet or exceed the District pay scale for all applicable positions within the school resources permitting.

Clay County 2013-14 Teacher Compensation

Salary Level	BS	MS	Specialist	PhD
1	$38,000	$40,000	$40,700	$41,300
12	$43,000	$45,000	$47,200	$46,300
23	$52,000	$52,000	$54,700	$55,300

http://oneclay.net/wp-content/uploads/2014/08/COMPLETE-2013-2014-SALARY-SCHEDULE.pdf

In addition, the School plans to match the District as shown in the above table. The one time advance degree supplements of $2,000 MS, $2,700 Specialist, $3,300 PhD will also be matched.

Other components of the compensation plan include components such as retirement benefits, health benefits, vacation and sick time benefits and professional development grants.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by the governing board.

The School's Employee Handbook includes various sections such as Introduction, Employee Policies, Wage & Salary Policies, Performance, Standards of Conduct, Termination & Discharge, and Benefits. Upon approval of the School's charter application, the School will provide the Employee Handbook to the District no later than February 2016. An initial draft of the Employee Handbook is shown in Appendix 4.

The Governing Board endorses the philosophy of lifelong learning. The Governing Board school budget includes resources for professional development. Each teacher is expected to participate in at least one professional development activity each year. Professional development opportunities may be on site or by attending local, state or national conferences.

Of particular importance is to ensure that teachers and staff are proficient and current in teaching in a classical curriculum. Major classical curriculum components include Core Knowledge History, Geography Visual Arts, Music, Mathematics and Science. Singapore Mathematics, Spalding English Language Arts, Socratic Seminars, Virtue Instruction and Eight Pillars of Characters are other academic areas of significance. The Governing Board will provide resources to ensure that all teaching staff participate in an annual professional development activity related to the classical curriculum.

Funds for annual professional development for teachers and staff have been allocated in the School's financial projections as shown in Appendix 5.

Section 13: Student Recruitment & Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might not have easy access to information on available educational options.

The School seeks to enroll a diverse student population that reflects the community in race, national origin, religion, gender, ethnicity and disability. The School will be in compliance with F.S. 1000.05 (2) (a), Florida Educational Equity Act and the 1990 Florida Consent Degree. The School has a three phase approach in marketing to students and parents and recruiting students.

Phase I begins with a detailed study of population demographics and geographical distribution. The study includes a competitive analysis of other schools in terms of curriculum offering and student performance. Other parameters will also be considered such as facility availability.

Phase II begins the marketing communications to the community. The marketing campaign will begin immediately upon approval by the District of the charter school application. The marketing communication is multi-dimensional. Communication channels include local print media such as newspapers, periodicals and magazines. Radio and television advertisement will be employed. Presentations will be made to various community organizations such as social and professional societies, civic groups and local government bodies. Meet and greet meetings will be held at the School and at various locations in the community such as libraries and churches. The use of social media marketing will be extensive, from the School's web site to social sites such as LinkedIn, Facebook, Twitter and YouTube.

Phase III is the enrollment of students. If enrollment exceeds the School's class size capacity, a random lottery will be employed for admittance to the School.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

All students who meet Florida's eligibility requirements for attending a public school are invited to apply for admission. The School is committed to achieving a racial/ethnic balance reflective of the community per various Florida Statutes that forbid discrimination on the basis of race, gender, national origin, disability, ethnicity or marital status.

Marketing communications will include a focus on all community segments. Communication activities in various languages such as English and Spanish will include:

- School web site with enrollment applications.
- Broadcast media such as TV and radio.
- Print advertising such as newspapers and community publications.
- Information sessions within the community at libraries and other local organizations.
- Social media marketing such as LinkedIn, Facebook, Twitter and YouTube.
- Targeted direct mail.
- Display signs.

C. Describe the schools proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Pursuant to F.S. 1002.33, the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such a case, all applicants shall have an equal chance of being admitted through a random selection lottery. The School open enrollment period in Year 1 is targeted for February through March. If enrollment exceeds capacity a lottery is held after the enrollment period ends as noted in the following Enrollment Calendar table. If enrollment numbers are not met by the end of the enrollment period, the school will give sufficient public notice and extend the application deadline through the start date of the upcoming school year. Once all grades are filled, any additional students who register shall be placed at the end of the waiting list on a first come, first served basis.

Enrollment Calendar

YEAR 1	ACTIVITY
Advertise	Dec - July
Open Enrollment	Feb - March
Application Verification	April
Lottery Notification	April
Lottery	May
Admission/Waitlist Notifications Sent	May
Registration	June - Ongoing
YEAR 2	**ACTIVITY**
Current Students Recommit Letters	January
Open Enrollment	Jan - Feb
Application Verification	March
Lottery Notification	March
Lottery	April
Admission/Waitlist Notifications Sent	April
Registration	May - Ongoing

The School will give enrollment preference per F.S. 1022.33 (10) (d) to:

- Students of the School employees.
- Students of the School's Governing Board.
- Students who have siblings currently enrolled in the School.
- Students who are children of active duty members of the U.S. Military.

Information items required from enrolled students includes:

- Proof of residence.
- Birth certificate.
- Current immunization record and medical history.
- Report card and transcript.
- Home language survey.

The lottery process utilizes a random manual selection of applicant names. Only student applications received in the open enrollment period are eligible for the lottery. If the number of applicants is less than the number of seats for a particular grade, no public lottery shall be
held for that grade. If the number of applicants exceeds the grade capacity, the remaining names are drawn and are placed on an ordered waiting list. Any additional students who register shall be placed on the waiting list in the order received.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Parents are an important part of the education process for a child. Active parental participation in the education of their children enhances academic performance. The theme of the School partnership with parents is characterized by the Family & School Guidelines. There is no student and/or family contract as a requisite for initial and continued enrollment in the School.

FAMILY & SCHOOL GUIDELINES

SCHOOL VISION & MISSION

The vision of the School is to prepare its graduates for success in the most highly selective colleges and universities in the nation, and to be leaders in creating a more philosophical, humane and just society. The graduated students will have a moral compass, can reason and think and make a contribution to their community and America and provide opportunities for themselves and for future generations.

The mission of Clay Classical Academy (CCA) is to create an academically rigorous, college preparatory school in the classical tradition. The ultimate goal of CCA is to inculcate a strong sense of virtuous character, enabling graduates to become purpose driven responsible citizens.

SCHOOL

Students and parents respect the teachers as role models and instructors and their commitment to truth and genuine concern for children. Parents expect and appreciate direct and regular feedback regarding their children. Likewise, parents are responsive to suggestions from teachers and administrators for helping their children.

By providing moral and ethical standards, the School prepares students to accept the privileges and responsibilities of citizenship in a democratic society. Every child is capable of achieving his/her potential to the fullest extent when afforded respect, fairness, kindness, discipline and appropriate instruction.

PARENTS

Parents are expected to be a partner in their children's education. This includes helping their children develop effective study habits and oversee reading, writing and mathematics skill development. Parents are expected to uphold the School goals by getting children to school on time, conducting homework review and holding high expectations for their children's academic success. Parents are encouraged to volunteer approximately of 20 hours per academic year at the School.

STUDENTS

Teachers prepare lessons to teach students who they are and what the world offers them. Students are expected to take full advantage of these lessons and make best use of this time to prepare their minds for the opportunities and challenges that await them. Students should fully engage themselves in the education that the School provides.

THEREFORE

We uphold the School's Student/Parent Handbook which includes support for high academic standards, the uniform code, the code of discipline, the code of good athletic sportsmanship and the general culture for the respect for the administration, teachers and students of the School.

Parent's Signature: _____

Student's Signature: _____

Date: _____

A parent(s) is obligated to be responsible for their child/children abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. Failure to abide by these obligations may result in a loss of re-enrollment the following year per the ruling of the Florida Department of Education General Counsel.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

The School seeks parental involvement and volunteering during the academic year as a key component of a child's success. All parents of the School's students are members of

the Parents Association. The purpose of the Parents Association is to:

- Promote communication between the School and parents.
- Promote friendly relationships among parents.
- Acquaint parents with the School's academic program.
- Ensure parents understand their role in the child's academic program.
- Secure parent involvement in the School, academically, socially and financially.
- Encourage pride in the children and the School.

Parents will be encouraged to attend and participate in the School's Governing Board meetings. In addition, there will be periodic parent/teacher conferences as well as semiannual surveys soliciting feedback for School improvement.

The School will be proactive in reaching out to the community to such organizations as:

- Law & fire agencies.
- Nearby medical facilities.
- Health & human services agencies.
- Nonprofit agencies.
- Local businesses.
- Chamber of Commerce.

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III. BUSINESS PLAN

Section 14: Facilities

IF THE SITE IS ACQUIRED

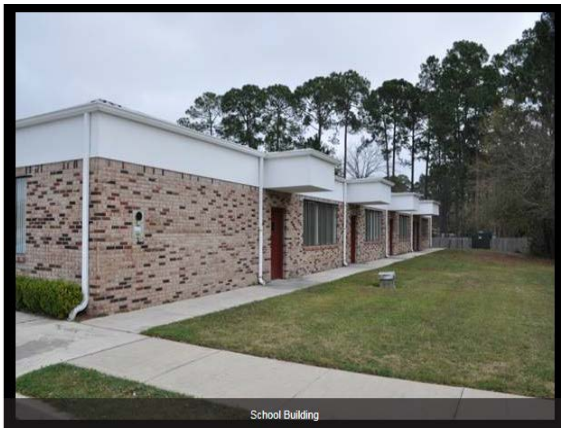
A. Facility Needs

Describe the proposed facility including location, size, and layout of space.

The School Founding Board is exploring available Clay District school space. Likewise, the School is also exploring available land in Clay County where a new school may be located. Example properties under investigation by the Founding Board include an office building in the Doctors Inlet Center and the church/school located on HY 17.

Doctor's Inlet Center

Berean Christian Academy located on Highway 17 in Fleming Island



student enrollment capacity is projected to grow from 302 students in Academic Year 2016/17 to 728 students in academic year 2019/20.

Student Enrollment Capacity by Grade

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K – 8	293	302
Second Year	K – 8	435	448
Third Year	K –8	574	590
Fourth Year	K – 8	710	728
Fifth Year	K – 8	710	728

Number of Class Sections by Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	2 Sections 36 Students	3 Sections 54 Students	4 Sections 72 Students	4 Sections 72 Students	4 Sections 72 Students
1st Grade	2 Sections 36 Students	2 Sections 36 Students	3 Sections 54 Students	4 Sections 72 Students	4 Sections 72 Students
2nd Grade	2 Sections 36 Students	2 Sections 36 Students	3 Sections 54 Students	4 Sections 72 Students	4 Sections 72 Students
3rd Grade	1 Sections 18 Students	2 Sections 36 Students	2 Sections 36 Students	4 Sections 72 Students	4 Sections 72 Students
4th Grade	1 Sections 22 Students	2 Sections 44 Students	2 Sections 44 Students	4 Sections 88 Students	4 Sections 88 Students
5th Grade	1 Sections 22 Students	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students	4 Sections 88 Students
6th Grade	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students	4 Sections 88 Students	4 Sections 88 Students
7th Grade	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students	4 Sections 88 Students	4 Sections 88 Students
8th Grade	2 Sections 44 Students	3 Sections 66 Students	4 Sections 88 Students	4 Sections 88 Students	4 Sections 88 Students
Total Possible Enrollment	**15 Sections 302 Students**	**22 Sections 448 Students**	**29 Sections 590 Students**	**36 Sections 728 Students**	**36 Sections 728 Students**

At a square footage per student in the range of ~55 sq. ft. the total facility space required is in the range of ~17,000 sq. ft. initially to ~41,000 sq. ft. for the School in Year 4. This is the space recommended by the Financial Calculator for the Clay Classical Academy.

The space calculations also include facility space that is required to support the classrooms. This space includes offices and hallways. This auxiliary space required depends upon the size of the school.

School Auxiliary Space Examples

Area		Sq. Ft.
Teacher Lounge		400
Lobby/Reception		400
Offices		800
Hallways		1000
Storage		500
Central Halls		600

The CCEF Founding Board is also currently in discussions with various construction firms that have extensive experience in designing and building K-8 schools.

B. Facility Compliance

Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Facility

The CCA Founding Board will utilize a licensed and insured construction firm if required that has extensive experience in building schools. The CCA school will be in compliance with all state and local laws, regulations and policies such as FL Building Construction Standards,

Chapter 553, the FL Fire Prevention Code and the Life Safety Code 633 and elements of FL Uniform Building Code for Public Educational facilities F.S. 1013.37. In addition, the CCA seeks to be in compliance with the latest "green" recommendations from the U.S. Green Building Council (USGBC). "Green schools make a tremendous impact on student health, school operating costs and the environment." (American School Board Journal, Editor in Chief). http://centerforgreenschools.org/usgbc-chapters.aspx

For example, "*daylighting*" in a classroom has a significant impact on student performance.

"The **daylighting** conditions at the Capistrano school district were the most diverse, and the data from that district were also the most detailed. Thus Capistrano became our most precise model. In this district, we were able to study the change in student test scores over a school year. Controlling for all other influences, we found that students with the most **daylighting** in their classrooms progressed 20% faster on math tests and 26% on reading tests in one year than those with the least. Similarly, students with the largest window areas were found to progress15% faster in math and 23% faster in reading than those with the least. And students that had a well-designed skylight in their room, one that diffused the daylight throughout the room and which allowed teachers to control the amount of daylight entering the room, also improved by 19-20% faster than those students without a skylight. We also identified another window-related effect, in that students in classrooms where windows could be opened were found to progress 7-8% faster than those with fixed windows, regardless of whether they also had air conditioning. These effects were all observed with **99% statistical certainty.**"

http://h-m-g.com/projects/daylighting/summaries%20on%20daylighting.htm#Daylighting in Schools – PG&E 1999

Compliance with the various laws, regulations and policies is achieved by standard construction inspections during the various phases of construction. The design and build of the school building will be performed via a phase review approach in order to insure the school facility is opened the first day of school in August, 2016.

Class Size

The School will also comply with class size as specified per F.S. Section 1003.03:

1003.03 Maximum class size.—
(1) CLASS SIZE MAXIMUMS.—Each year, on or before the October student membership survey, the following class size maximums shall be satisfied:

(a) The maximum number of students assigned to each teacher who is teaching core-

curricula courses in public school classrooms for ***prekindergarten through grade 3 may not exceed 18 students.***

(b) The maximum number of students assigned to each teacher who is teaching core-curricula courses in public school classrooms for ***grades 4 through 8 may not exceed 22 students***. The maximum number of students assigned to a core-curricula course in which a student in grades 4 through 8 is enrolled shall be governed by the requirements in paragraph (c).

With exceptions as specified per F.S section 1003 (2) (b):

b) Students who enroll in the School after the October student membership survey may be assigned to an existing class that *temporarily exceeds* the maximum number of students in subsection (1) if the district school board determines it to be impractical, educationally unsound, or disruptive to student learning to not assign the student to the class. If the district school board makes this determination:

1. ***Up to three students*** may be assigned to a teacher in ***kindergarten through grade 3*** above the maximum as provided in paragraph (1) (a);

2. ***Up to five students*** may be assigned to a teacher in ***grades 4 through 8*** above the maximum as provided in paragraphs (1)(b) and (c), respectively; and

3. The district school board shall develop a plan that provides that the school will be in full compliance with the maximum class size in subsection (1) by the next October student membership survey.

The School facility classrooms will be designed to accommodate the maximum number of students as specified by F.S. 1003.03. Likewise, the School's fiscal plan is structured to support the maximum allowed classroom enrollment.

C. Facility Capacity (Class Size Requirements)

Describe how the facility will meet the school's capacity needs for students to be served.

School's Capacity

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K – 8	293	302
Second Year	K – 8	435	448
Third Year	K –8	574	590
Fourth Year	K – 8	710	728
Fifth Year	K – 8	710	728

ollment

The students to be served are anticipated to come from residences within approximately five miles of the School. The Clay County population of ~190,000 in 2010 has grown

approximately 1% per year in population. Thus, in the 2016 there are ~200,000 people in Clay. A demographic study is done for each potential facility location to ensure enrollment objectives are met as shown in the following two potential facility sites.

Demographics for 4459 US Highway 17, Fleming Island, FL 32003

Pitney Bowes MapInfo

Population	1-mi.	3-mi.	5-mi.
2013 Male Population	2,048	12,831	44,366
2013 Female Population	2,094	13,390	46,534
% 2013 Male Population	49.44%	48.93%	48.81%
% 2013 Female Population	50.56%	51.07%	51.19%
2013 Total Population: Adult	3,200	19,062	69,188
2013 Total population: Under 5 years	163	1,309	4,690
2013 Total population: 5 to 9 years	209	1,892	5,829
2013 Total population: 10 to 14 years	308	2,398	6,673
2013 Total population: 15 to 19 years	361	2,272	6,975
% 2013 Total population: Under 5 years	3.94%	4.99%	5.16%
% 2013 Total population: 5 to 9 years	5.05%	7.22%	6.41%
% 2013 Total population: 10 to 14 years	7.44%	9.15%	7.34%
% 2013 Total population: 15 to 19 years	8.72%	8.66%	7.67%

Demographics for 400 College Dr, Middleburg, FL 32068

Population	1-mi.	3-mi.	5-mi.
2013 Male Population	2,760	21,942	47,446
2013 Female Population	2,741	23,297	50,168
% 2013 Male Population	50.17%	48.50%	48.61%
% 2013 Female Population	49.83%	51.50%	51.39%
2013 Total Population: Adult	4,007	33,056	71,403
2013 Total Daytime Population	3,918	32,560	79,765
2013 Total Employees	893	8,146	26,593
2013 Total Population: Median Age	35	37	37
2013 Total Population: Adult Median Age	45	47	47
2013 Total population: Under 5 years	350	2,801	5,885
2013 Total population: 5 to 9 years	462	3,374	7,138
2013 Total population: 10 to 14 years	409	3,612	7,946
2013 Total population: 15 to 19 years	447	3,735	8,060

The Founding Board is also currently in discussions with a building contractors for the school complex. Typical schools are shown in the following table.

School	Location	Features
Pembroke Pines Charter Elementary	Pembroke Pines, Florida	65,705 SF 950 Students PK-5 Design/Build 9M
Oasis Charter Elementary School	Cape Coral, Florida	48,788 SF 600 Students 2 Story Classrooms 1 Story Admin. Design/Build <12M
Margaret Brent Elementary School	Stafford, Virginia	87,800 SF 950 Students Single Story
The Villages Middle School	The Villages, Florida	43,350 SF 465 Students Design/Build
Oasis Charter Middle School	Cape Coral, Florida	68,838 SF 660 students 2 Story Classrooms 1 Story Admin Gymnasium Design/Build 16M

D. Facility Costs

Explain anticipated costs for the facility including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities related costs.

Facility Costs & Funding

The School is projected to have 728 students requiring a space of ~40,000 square feet. Facility construction costs including land preparation, design and build are ~$8M dollars. This projection is based on ~$200 per square foot times 40,000 square feet for the facility. The current plan for funding the facility is to seek donors who will contribute the funds. The objective is to be debt free. However there are other facility funding alternatives such as raising construction financing via low costs bonds, lease to purchase or a Certificate of Participation.

Facility Budget

The facility budget including rent, utilities and maintenance reaches ~$912,381 per year in the fifth year of operation.

Facilities Budget

Maximum Facility Expense	$ 334,484	$ 507,827	$ 689,667	$ 908,772	$ 912,381
Minimum Building Size	$ 16,610	$ 24,640	$ 32,450	$ 40,040	$ 40,040
Maximum cost per square foot	$ 12.73	$ 14.55	$ 16.36	$ 18.18	$ 18.18
Operating and Fixed Costs	$ 123,084	$ 149,427	$ 158,667	$ 180,772	$ 184,381
Mortgage Payments/Rent	$ 211,400	$ 358,400	$ 531,000	$ 728,000	$ 728,000

E. Describe the back-up facilities plan.

The School is currently in discussion with various Clay parties in securing an appropriate location for the facility. The objective is to have the facility plan completed by September 2015. This allows architects and contractors to manage the facility and design and construction phase. The objective is to have the facility to be complete in July 2016.

The School would also be interested in any excess facilities the Clay County School District may have. Also, the School would be interested in any school conversion the District may be interested in pursuing.

If a realistic plan is not closed by February 2016, the School will advise the District and may request a one year deferral in the School opening.

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Section 15: Transportation

A. Transportation Plan

Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss to the greatest extent possible, the issues relevant to the school's transportation plans.

The School does not offer transportation. The School does provide assistance in helping families establish car pools to ensure that transportation is not a barrier to attendance.

In special circumstances such as students with disabilities or hazardous walking conditions, the School will work with the parents to ensure enrollment will not be restricted because of transportation for those who live within a reasonable distance from the School, ~2-4 miles. The School will make arrangements to ensure that students with disabilities will not be restricted due to transportation.

During the enrollment process, applicants are accepted without regard as to whether transportation is required.

In the case of instructional activities beyond the campus, transportation will be provided by the School.

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Section 16: Food Service

A. School Food Service Plan

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

The School seeks to contract for onsite cafeteria food services with an approved FL DOE Child Care Food Service provider who is compliant with the National School Lunch Program. For example, Duval County Schools Food and Nutrition Service provider(s) such as Chartwells are a potential vendor source.

Of particular interest is SLA Management, an approved FL DOE Child Care Food Service Provider. SLA management is also an approved National School Lunch Program (**NSLP**) food management company. Under the NSLP program a portion of the School's student population will be eligible for free and reduced cost lunches. SLA Management will handle all aspects of financial management with the NSLP. In addition, SLA Management offers a school:

- The program cost to the School is *nothing*. SLA assumes all financial responsibilities for the program. There are no hidden fees or costs and there is no student participation minimum.
- The School administration has the final say on how the food service program functions.
- High quality, balanced, nutritious and appetizing meals at all times and compliant with NSLP standards.

SLA MANAGEMENT
http://slamgmt.com/

Complete Management Services

It is our objective to relieve schools of cumbersome administrative responsibilities associated with managing a school lunch program. We supply the certified staffing and the food, prepare and serve the meals, and clean up, as well as performing all administrative functions related to the school lunch program. Teachers should be educating, not operating a restaurant.

All SLA Management school lunches mirror the National School Lunch daily requirements for protein, vegetable, fruit, dairy and grain. Please see our sample menu. For upper schools we have an extensive a la carte program of healthy and affordable selections.

A managed school lunch program should generate positive revenue for your school. If it does not, it should. Let us show you how.

The Benefits

- Increase Quality and Nutrition
- Alleviate administrative burdens
- Generate positive revenue
- Reduce liability exposure
- Cut capital expenditures
- Benefit Accreditation

The Process:

- SLA will conduct a thorough review of the existing lunch program
- SLA will custom design your schools lunch program to meet your specific needs
- SLA will formulate a list of recommendations and a management proposal

The Objective:

- An efficient, positive daily lunch experience for our children
- A high quality, nutritious, and filling school lunch, expertly prepared by our certified staff

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Section 17: Budget

FLDOE Charter Application Requirements
http://www.fldoe.org/core/fileparse.php/7700/urlt/IEPC_M1.pdf

A. Operating Budget

Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

Financial Plan

The School financial projections are based on the FLDOE Florida Education Finance Program (FEFP) for the 2014/15 academic year. This is the latest academic year provided by the FLDOE. The Florida Charter School Budget Template provides a five year financial projection for a charter school based on the enrollment projections and the FEFP 2014/15 school revenue projections. http://www.fldoe.org/fefp/chartinst.asp http://flcsu.org

Projected Student Enrollment

The School opens August, 2016 with a projected enrollment 293 students in K-8. By 2019 the School reaches an enrollment of 710 students in K-8. Each grade level features four classrooms by year four. Each classroom is assumed to be at 98% capacity for the purpose of the revenue projections. Note that charter schools that feature a classical curriculum are typically at 100% enrollment capacity by the second year and beyond.

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K – 8	293	302
Second Year	K – 8	435	448
Third Year	K –8	574	590
Fourth Year	K – 8	710	728
Fifth Year	K – 8	710	728

Anticipated Fund Balances Based on Revenue Projections

	PY	Y1	Y2	Y3	Y4	Y5
Revenue	**355,000**	**1,973,631**	**2,973,401**	**3,897,388**	**5,075,790**	**5,122.608**
Expense	**260,656**	**1,874,929**	**2,765,665**	**3,764,115**	**4,754,877**	**4,854,878**
Balance	**94,344**	**98,702**	**146,736**	**133,273**	**320,913**	**267,730**

Note that the Expense category in the above table includes a reserve fund for the School.

	PY	Y1	Y2	Y3	Y4	Y5
School Reserve	**-**	**57,109**	**84,146**	**112,656**	**142,156**	**144,878**

Five Year Operating Budget

A detail comprehensive five year financial plan is shown in Appendix 5: School Finances. The operating budget contains revenue projections, expenses and anticipated fund balances. The financial projections are based on the projected enrollments. The financial projections are in accord with the FLDOE requirements for school financial projections. http://www.fldoe.org/finance/fl-edu-finance-program-fefp/financial-program-cost-accounting-repo.stml

ANNUAL SPENDING PLAN BASED ON PROJECTED REVENUES & EXPENSES

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

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	$ -	$ 1,898,071	$ 2,797,881	$ 3,746,824	$ 4,728,783	$ 4,798,335
Federal Revenue Sources	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ -	$ -	$ -	$ -	$ 160,849	$ 136,721
IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
NSLP Funds	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation Funds	$ -	$ 5,576	$ 6,970	$ 8,364	$ 9,758	$ 11,152
Interest from Investments	$ -	$ -	$ -	$ -	$ -	$ -
Interest from Loans	$ 325,000	$ -	$ -	$ -	$ -	$ -
Other Income Sources	$ 30,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 355,000**	**$ 1,973,631**	**$ 2,912,401**	**$ 3,897,388**	**$ 5,075,790**	**$ 5,122,608**
Expenses						
Academic Expenses						
Employee Salaries	$ 50,000	$ 1,015,168	$ 1,415,886	$ 1,876,791	$ 2,334,740	$ 2,442,670
Employee Benefits	$ 2,650	$ 104,570	$ 147,471	$ 191,744	$ 236,447	$ 246,031
Employer Costs	$ 4,666	$ 95,870	$ 133,709	$ 176,470	$ 218,777	$ 228,814
Total Employee Costs	**$ 57,316**	**$ 1,215,608**	**$ 1,697,067**	**$ 2,245,004**	**$ 2,789,965**	**$ 2,917,515**
Academic Supplies	$ 66,590	$ 28,677	$ 88,740	$ 106,909	$ 179,232	$ 139,503
Services and Contracts	$ 53,000	$ 85,782	$ 155,396	$ 216,511	$ 295,434	$ 299,872
Facilities Costs	$ -	$ 211,400	$ 358,400	$ 531,000	$ 728,000	$ 728,000
Insurance	$ -	$ 26,808	$ 31,689	$ 36,662	$ 41,725	$ 42,559
Utilties	$ -	$ 45,949	$ 47,837	$ 49,782	$ 51,783	$ 52,869
Maintenance	$ -	$ 2,500	$ 7,575	$ 7,752	$ 7,934	$ 8,120
Furniture	$ 7,500	$ 11,286	$ 16,675	$ 21,064	$ 25,453	$ 25,453
AV / Computer Equipment	$ 60,500	$ 1,172	$ 37,001	$ 43,141	$ 50,742	$ 50,936
Software	$ 5,000	$ 2,000	$ 7,000	$ 7,000	$ 7,140	$ 7,283
Other Equipment	$ -	$ 6,446	$ 9,570	$ 12,628	$ 17,040	$ 17,040
Travel Costs	$ 150	$ 850	$ 864	$ 878	$ 893	$ 908
Food	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ 10,600	$ 28,145	$ 35,556	$ 149,152	$ 157,556	$ 159,462
District Administrative Fees	$ -	$ 81,214	$ 80,599	$ 81,777	$ 83,425	$ 84,674
Reserve Fund	$ -	$ 57,109	$ 84,146	$ 112,656	$ 142,156	$ 144,285
Total Expenses	**$ 260,656**	**$ 1,874,929**	**$ 2,765,665**	**$ 3,764,115**	**$ 4,754,877**	**$ 4,854,878**
Net Revenue	**$ 94,344**	**$ 98,702**	**$ 146,736**	**$ 133,273**	**$ 320,913**	**$ 267,730**

Start-Up Budget

The following is the start-up budget balance sheet showing revenue projections, sources, expenses and projected fund balance prior to receiving FTE payments in July 2016. Assumptions for the planning year follow the budget sheet. Details on the financial projections are found in Appendix 5: School Finances.

Other Income				
	3440	Gifts, Grants and Bequests	$	30,000
	3720	Financing / Loan Proceeds	$	325,000
		Total Income	**$**	**355,000**
Expense Estimates				
Function 5100 - Basic Instruction				
5100	510	Supplies	$	5,000
5100	520	Textbooks	$	58,590
5100	621	AV Materials-Capitalized	$	27,000
5100	643	Computer Hardware-Capitalized	$	31,500
5100	690	Computer Software	$	5,000
		5100 Sub Total	**$**	**127,090**
Function 5200 - Exceptional Education				
5200	510	Supplies	$	3,000
		5200 Sub Total	**$**	**3,000**
Function 6400 - Instructional Staff Training				
6400	310	Professional and Technical Services	$	5,000
		6400 Sub Total	**$**	**5,000**
Function 6500 - Instructional-Related Technology				
6500	310	Professional and Technical Services	$	5,000
		6500 Sub Total	**$**	**5,000**
Function 7100 - Board				
7100	310	Professional and Technical Services	$	3,000
7100	330	Travel	$	150
		7100 Sub Total	**$**	**3,150**
Function 7300 - School Administration				
7300	110	Administrator Salaries	$	50,000
7300	210	Retirement	$	928
7300	220	FICA	$	3,825
7300	240	Worker's Compensation	$	625
7300	250	Unemployment Compensation	$	216
7300	290	Other Employee Benefits	$	1,723
7300	370	Communications	$	5,000
7300	390	Other Purchased Services	$	35,000
7300	641	Furniture, Fixtures-Capitalized	$	7,500
7300	643	Computer Hardware-Capitalized	$	2,000
7300	750	Other Personnel Services	$	850
		7300 Sub Total	**$**	**107,666**
Function 7500 - Fiscal Services				
7500	720	Interest Payment / Debt Service	$	9,750
		7500 Sub Total	**$**	**9,750**
	0	Reserve Fund	$	-
		Total Expenses	**$**	**260,656**
		Total Income	**$**	**355,000**
		Net Revenue	**$**	**94,344**
		Cash On Hand	**$**	**94,344**

Assumptions for the planning Year financial projections include:

- $325,000 start-up funds is secured as part of the School facility financing.
- Donor funds of $30,000 are provided for start-up purposes.

- ❖ Three text books at $70 per text book are purchased for each student.
- ❖ Fifty computers for students and twenty computers for teachers are purchased.
- ❖ Classroom AV technology is purchased.
- ❖ Computer software subscriptions are procured.
- ❖ Supplies for academic and ESE purposes are procured.
- ❖ Professional development funds are allocated for teachers and staff.
- ❖ Governing Board funds are allocated for training and expenses.
- ❖ The Principal is hired in March 2016 for start-up activities.
- ❖ Marketing funds of $35,000 are allocated for enrollment recruiting purposes.
- ❖ Funds for a website, internet connection and phones is allocated.
- ❖ Furniture and computers are procured for the administrators.

C. Budget Criteria

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

The detail on the School's five year financial projections is found in Appendix 5. The financial projections were developed using the Florida Charter Support Unit calculator. The School's revenue for the start-up and operating financial projections are shown b

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
Florida Educational Finance Program (FEFP)	$ -	$ 1,898,071	$ 2,797,881	$ 3,746,824	$ 4,728,783	$ 4,798,335
Federal Revenue Sources	$ -	$ -	$ -	$ -	$ -	$ -
Capital Outlay	$ -	$ -	$ -	$ -	$ 160,849	$ 136,721
IDEA Funds	$ -	$ -	$ -	$ -	$ -	$ -
Title 1 Funds	$ -	$ -	$ -	$ -	$ -	$ -
NSLP Funds	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation Funds	$ -	$ 5,576	$ 6,970	$ 8,364	$ 9,758	$ 11,152
Interest from Investments	$ -	$ -	$ -	$ -	$ -	$ -
Interest from Loans	$ 325,000	$ -	$ -	$ -	$ -	$ -
Other Income Sources	$ 30,000	$ -	$ -	$ -	$ -	$ -
Total Revenue	**$ 355,000**	**$ 1,973,631**	**$ 2,912,401**	**$ 3,897,388**	**$ 5,075,790**	**$ 5,122,608**

assumptions in developing the revenue projections include:

- ❖ The FLDOE FEFP 2014/15 revenue projection was increases by 3% for the 2016/17 academic year. Thereafter, an annual increase of 1.5% in FEFP funds was assumed.
- ❖ No Federal funds are projected in the financial projections. However, through the Federally Connected Children of military families, additional funds may be available to the School.
- ❖ The School receives no revenue from the Individuals with Disabilities Education Act (**IDEA**), Title 1 Funds for Parent Involvement, Disadvantaged, Migrant or At Risk students, and Loan Interest.
- ❖ The School does not have a transportation program. However, in the case of a severely impaired student needing help to get to and from school, the School will assist the parent(s) as necessary.
- ❖ Capital Outlay funds become available to the School in years 4 and 5 of operation.
- ❖ It is assumed that the School can secure a low interest loan of $325,000 at 3% to be

paid off in year 5 and only interest payments are made for the first three years.

The School's expense projections for the planning year and five years of operation is shown below. Note that the major expense component are personnel expenses. Assumptions on expense are also noted below.

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Expenses						
Academic Expenses						
Employee Salaries	$ 50,000	$ 1,015,168	$ 1,415,886	$ 1,876,791	$ 2,334,740	$ 2,442,670
Employee Benefits	$ 2,650	$ 104,570	$ 147,471	$ 191,744	$ 236,447	$ 246,031
Employer Costs	$ 4,666	$ 95,870	$ 133,709	$ 176,470	$ 218,777	$ 228,814
Total Employee Costs	**$ 57,316**	**$ 1,215,608**	**$ 1,697,067**	**$ 2,245,004**	**$ 2,789,965**	**$ 2,917,515**
Academic Supplies	$ 66,590	$ 28,677	$ 88,740	$ 106,909	$ 179,232	$ 139,503
Services and Contracts	$ 53,000	$ 85,782	$ 155,396	$ 216,511	$ 295,434	$ 299,872
Facilities Costs	$ -	$ 211,400	$ 358,400	$ 531,000	$ 728,000	$ 728,000
Insurance	$ -	$ 26,808	$ 31,689	$ 36,662	$ 41,725	$ 42,559
Utilties	$ -	$ 45,949	$ 47,837	$ 49,782	$ 51,783	$ 52,869
Maintenance	$ -	$ 2,500	$ 7,575	$ 7,752	$ 7,934	$ 8,120
Furniture	$ 7,500	$ 11,286	$ 16,675	$ 21,064	$ 25,453	$ 25,453
AV / Computer Equipment	$ 60,500	$ 1,172	$ 37,001	$ 43,141	$ 50,742	$ 50,936
Software	$ 5,000	$ 2,000	$ 7,000	$ 7,000	$ 7,140	$ 7,283
Other Equipment	$ -	$ 6,446	$ 9,570	$ 12,628	$ 17,040	$ 17,040
Travel Costs	$ 150	$ 850	$ 864	$ 878	$ 893	$ 908
Food	$ -	$ 69,984	$ 107,550	$ 142,200	$ 176,400	$ 176,400
Transportation	$ -	$ -	$ -	$ -	$ -	$ -
Other Expenses	$ 10,600	$ 28,145	$ 35,556	$ 149,152	$ 157,556	$ 159,462
District Administrative Fees	$ -	$ 81,214	$ 80,599	$ 81,777	$ 83,425	$ 84,674
Reserve Fund	$ -	$ 57,109	$ 84,146	$ 112,656	$ 142,156	$ 144,285
Total Expenses	**$ 260,656**	**$ 1,874,929**	**$ 2,765,665**	**$ 3,764,115**	**$ 4,754,877**	**$ 4,854,878**
Net Revenue	**$ 94,344**	**$ 98,702**	**$ 146,736**	**$ 133,273**	**$ 320,913**	**$ 267,730**

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	16	23.5	31	38	38
ESE Teachers	1	1.3	1.8	2.4	2.4
Gifted Teachers	0.3	0.4	0.4	0.5	0.5
Other Teachers	1.8	2.5	2.9	4	4
Principal	1	1	1	1	1
Assistant Principal	0.5	0.5	0.75	1	1
Guidance Counselor			1	1	2
Business Manager	1	1	1	1	1
Office Assistant			0.5	0.75	1
Data Prep Clerk	1	1	1	1	1
Educational Assistant	1	2	2.5	3	4
Maintenance 1	1	1	1	1	1
Maintenance 2	1	2	2	3	3
Total Employees	**25.6**	**36.2**	**46.85**	**57.65**	**59.9**

The assumptions in developing the expense projections include:

- The average teacher salary is assumed to be $40,000 plus a 2% annual increase as well as $3,300 in benefits. The Principal's starting annual salary is $80,000 and the

Assistant Principal at $75,000. The hourly position compensation is based on industry standards. Other employee expense items include 7.65% for FICA and Medicare, 2.7% of the first $8,000 for Worker's Compensation Insurance. A cost of 1.7% of per employee salary is used for payroll processing.

- Substitute teachers are paid $90 per day. A full time teacher is allowed up to 10 days for sick leave.
- Academic Supplies includes expense items such as $30 per student in Year 1 and $35 per student thereafter for academic supplies. $5,000 is allocated in the Planning Year for academic supplies and $3,000 for additional ESE student supplies.
- Three text books per student at $70 per text book are procured. $58,590 is expended in the Planning Year for text books in Year 1.Text book replacements are procured beginning in Year 4.
- Classroom furniture is estimated at $2,850 per classroom. Sufficient funds have been allocated to provide classroom furniture for all classrooms during the five year period.
- Professional development expenses are projected to be ~$13,500 per year. $5,000 is allocated in the Planning Year for this purpose.
- A district fee of 5% of FEFP per student for the first 250 students has been allocated.
- An expense of ~$12,000 per year has been allocated for accounting services.
- Food service revenue and expense are shown in the financial projections. The revenue and expense are essentially the same. The School looks to contract this activity to a service provider.
- The School does not plan to provide transportation. However, funds have been allocated to provide transportation assistance for severely disabled students.
- Annual insurance for liability/professional insurance and property/renter insurance expenses have been projected. Total expense in Year 1 is ~$26,000 increasing to approximately $54,000 in Year 5.
- A facilities expense of $700 per student in Year 1 increasing to $1,000 per student by Year 5 has been allocated.
- Electricity costs are projected to be ~$45,000 per year. A $1.10 per square foot electricity costs in Year 1 increasing by 2% per year to $1.19 in Year 5.
- A reserve fund of 3% of FEFP revenue has been allocated for the School.

D. Budget Shortfalls

Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

Controls that Safeguard Finances & Projected Enrollment

The Governing Board is responsible for defining the School's annual financial plan and oversight of the School's operation. In exercising its oversight and maintaining the budget, the Governing Board shall provide for a balanced general operating fund. The Governing Board shall review the School's financial statement monthly variance report. It shall be the Governing Board's responsibility to ensuring retention of an independent auditor for the annual financial audit, reviewing and approving the audit report, including audit findings and recommendations.

Should the School experience a financial emergency, the Governing Board will be responsible for the completion of a corrective action plan, and for monitoring that plan in order to ensure compliance and financial viability.

The School's monthly financial statements will include a budget to actual comparison. Additionally, during the first year of operations, beginning with the September financial statements, the Governing Board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments.
After the first year, this projection will be provided to the Governing Board as requested by the Board. The Governing Board will amend the budget as needed.

E. Monthly Cash Flow

Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Planning Year Monthly Cash Flow Projections

Func	Obj	Description	Planning Year Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
		7100 Sub Total	$ 3,150	T	$ 250	$ 250	$ 265	$ 265	$ 265	$ 265	$ 265	$ 265	$ 265	$ 265	$ 265	$ 265	$ 3,150
Func	Obj	Description	Year 1 Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
7300	730	Dues and Fees	$ 1,172	3	$ -	$ -	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 117	$ 1,172
7300	750	Other Personnel Services	$ 3,211	3	$ -	$ -	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 321	$ 3,211
		7300 Sub Total	$ 285,712	T	$ 25,275	$ 25,275	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 23,516	$ 285,712
Function 7500 - Fiscal Services																	
7500	310	Professional and Technical Services	$ 11,100	10	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 278	$ 4,163	$ 4,163	$ 11,100
7500	720	Interest Payment / Debt Service	$ 9,750	1	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 813	$ 9,750
		7500 Sub Total	$ 20,850	T	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 1,090	$ 4,975	$ 4,975	$ 20,850
Function 7600 - Food Services																	
7600	510	Supplies	$ 2,000	5	$ 750	$ 750	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 2,000
7600	570	Food	$ 69,984	3	$ -	$ -	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 6,998	$ 69,984
		7600 Sub Total	$ 71,984	T	$ 750	$ 750	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 7,048	$ 71,984
Function 7900 - Operation of Plant																	
7900	160	Other Support Personnel	$ 30,480	1	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 30,480
7900	210	Retirement	$ 2,523	1	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 210	$ 2,523
7900	220	FICA	$ 2,332	1	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 2,332
7900	240	Worker's Compensation	$ 381	1	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 381
7900	250	Unemployment Compensation	$ 421	1	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 421
7900	290	Other Employee Benefits	$ 4,686	1	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 391	$ 4,686
7900	320	Insurance and Bond Premiums	$ 18,018	7	$ 9,009	$ 9,009	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 18,018
7900	350	Repairs and Maintenance	$ 2,500	1	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 2,500
7900	360	Rentals	$ 211,400	1	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 17,617	$ 211,400
7900	370	Communications	$ 3,516	1	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 293	$ 3,516
7900	380	Public Utilities	$ 1,905	1	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 159	$ 1,905
7900	390	Other Purchased Services	$ 5,900	1	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 492	$ 5,900
7900	430	Electricity	$ 44,044	1	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 3,670	$ 44,044
7900	510	Supplies	$ 5,860	5	$ 2,198	$ 2,198	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 147	$ 5,860
7900	750	Other Personnel Services	$ 518	1	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 518
		7900 Sub Total	$ 334,484	T	$ 37,090	$ 37,090	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 26,030	$ 334,484
	0	Reserve Fund	$ 57,109	3	$ -	$ -	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 5,711	$ 57,109
		Total Expenses	$ 1,874,929		$ 89,080	$ 89,080	$ 168,900	$ 168,900	$ 168,900	$ 168,900	$ 168,900	$ 168,900	$ 168,900	$ 168,900	$ 172,785	$ 172,785	$ 1,874,929
		Total Income	$ 1,973,631		$ 158,173	$ 158,173	$ 160,300	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 166,332	$ 1,973,631
		Net Revenue	$ 98,702		$ 69,092	$ 69,092	$ (8,600)	$ (2,568)	$ (2,568)	$ (2,568)	$ (2,568)	$ (2,568)	$ (2,568)	$ (2,568)	$ (6,453)	$ (6,453)	$ 98,702
		Cash On Hand	$ 193,046		$ 163,436	$ 232,528	$ 223,928	$ 221,360	$ 218,792	$ 216,224	$ 213,656	$ 211,088	$ 208,520	$ 205,952	$ 199,499	$ 193,046	

ions

Appendix 5: School Finances provides a detail School five year financial plan.

The School's specific spending priorities from year to year are specified by the Governing Board. The School seeks to deliver the highest quality education possible. The spending priorities are:

- ❖ Direct educational delivery for all students in accordance with all laws, statutes and rules and including the costs of providing for student health and safety.
- ❖ Education support activities.
- ❖ Administration and other functions.

If the Governing Board needs to make budget adjustments, those items which are essential to the mission of the School will be the highest priority while those items which could be helpful will be reduced or eliminated.

A Classical Academic Program – Not STEM

The School's academic program does not specialize in STEM (Science, Technology, Engineering and Mathematics). The School features a classical curriculum that emphasizes areas such as mathematics and science. In addition, there is a focus on methods that teach students to reason and think. Thus, a student who graduates from a classical academic program has a strong foundation to enter a STEM field in college. As an example, approximately 60% of students graduating from the Great Hearts classical academic programs enroll in STEM collegiate academic programs. This compares to ~4% of high school graduates in America that enroll in a STEM collegiate academic program.

Since the School does not offer a STEM academic program, there are no funds in the School's financial plan to support a STEM program such as hiring a technology teacher.

2013	SAT MATH	ACT MATH
Great Hearts Academies	615	27.2
AZ Public Schools	525	20.3
U.S. Public Schools	522	21.1
2012	**ACT SCIENCE**	**ACT MATH**
Ridgeview Classical School	25.7	25.7
CO Public Schools	20.8	20.5
U.S. Public Schools	20.7	20.7

Fund Raising Plan

Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

The School's Founding Board members have recently initiated a capital campaign for startup funds from a list of ~15 high worth individuals. The objective is to have

sufficient funds for the Planning Year such that the low interest loan is not necessary. At this time, $10,000 has been received which is being used for expense items.

The Governing Board is currently in discussions with a commercial developer for providing a school facility which the School would lease or mortgage. A preliminary agreement has been reached between the Cornerstone Classical Education Foundation and the Hector Companies. The following letter outlines the agreement. Note that this includes funds to support the Planning Year expenses.

HECTOR
COMPANIES

June 30, 2015

Mr. William Korach
CEO Founder
Cornerstone Classical Charters

RE: Hector Companies – Cornerstone Classical Education Foundation Partnership School Facilities

Dear Bill:

Per our conversation, Hector Companies is pleased to partner with Cornerstone Classical Education Foundation in the pursuit of education excellence via charter schools that provide a classical curriculum. Pursuant to customary levels of due diligence, Hector Companies will act as investment partner, owner, or manager of all real estate related acquisitions and construction projects of charter school facilities. Cornerstone Classical Education Foundation will lease/mortgage the school facilities. Preliminary assumptions for a K-8 facility include:

Physical Plant:
Building Area- 50,750 Square Feet
Student Capacity- 750
Development Costs- $6,836,847 ($134.72/SF)
Cornerstone is responsible for all facility fixed and operating expenses.
Planning Year Expenses of ~$350k are included as part of the facility costs.

I believe this preliminary proposal meets your immediate school facility needs.

Respectfully,

HEC TOR COMPANIES

Erik G. Hector

COMMERCIAL
REAL ESTATES SERVICES

P 904 . 517 . 1415

13720 OLD ST AUGUSTINE RD
SUITE 8 #300
JACKSONVILLE, FL 32258

FLORIDA
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MASSACHUSETTS
VIRGINIA

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Section 18: Financial Management & Oversight

A. Financial Management

Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The School looks to secure a service provider such as School Financial Services (SFS) to

provide assistance in the design, development, planning, financing, staffing, maintenance, operations, and fiscal oversight of the School.

School Financial Services provides back office accounting services to over 50 charter schools in Florida. The firm limits its practice to charter schools, thereby providing access to knowledgeable professionals who are focused on charter schools in general and on the Classical Academy specifically.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls. This report provides two benefits to client schools of School Financial Services: (1) The school's independent auditor can reduce testing of transactions, thus reducing the cost of the school's audit, and (2) The school can have confidence in the services provided by School Financial Services.

School Financial Services uses Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. Cougar Mountain has integrated general ledger, accounts payable, payroll, and bank reconciliation functions. The comprehensive nature of this software coupled with the internal controls in place facilitates the recording of transactions by fund, function, and object. This allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Property records are maintained in accordance with state requirements. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow the preparation of financial statements in accordance with generally accepted accounting principles and in compliance with Redbook.

Having appropriate financial statements allows the preparation of projections of budget performance and cash balances through the fiscal year, thus allowing the School to adjust activity as necessary to maintain fiscal integrity.

The system as described has undergone numerous audits of dozens of schools by at least seven different auditors in three states without any finding relating to the accounting system, demonstrating the effectiveness of the process of fiscal management.

School Financial Services will prepare, on an annual basis, a budget in cooperation with the Principal. The budget will outline all anticipated revenues and expenditures, by object and function. The budget will be submitted to the Governing Board for approval. Upon approval, a copy of the budget will be filed with the board minutes for public record, a copy will be held at the School site, and a copy will be provided to the District.

SFS, on behalf of the School, shall prepare monthly financial statements, which shall

include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the Florida DOE publication, Financial and Program Cost Accounting and Reporting for Florida Schools (the "Red Book").

The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of Florida. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

B. Financial Controls

Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The Governing Board is responsible for defining an annual school budget which includes all revenue and expense. The annual school budget is prepared with the viability and sustainability of the School in mind. Any change to the annual budget requires approval of the Governing Board.

Per F.S. 1002.33(9) (j) (1), the School will conduct an annual financial audit that is performed by an independent certified public accounting firm such as School Financial Services, Inc.

School Financial Services is SSAE 16 certified. SFS has undergone an attestation engagement performed by an independent certified public accounting firm under the guidelines of Statement on Standards for Attestation Engagements (SSAE) No. 16, Reporting on Controls at a Service Organization. The resulting report indicated a positive opinion of management's description of SFS's internal control system and suitability of the design and operational effectiveness of internal controls.

Internal controls are based on sound practice, such as segregation of duties or compensating controls, use of pre-numbered forms, limited access to cash, and monthly reporting to the Governing Board and Sponsoring District. The business process also emphasizes the seamless and convenient delivery of service so that school staff can easily comply with internal controls and are able to concentrate on the educational process.

The internal control policy of the School shall be guided by the *following broad principles*:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured & inventoried and appropriate employees bonded.
- Adequate procedures for cash receipts, disbursements, and record keeping will be in place.
- The School will undergo regular and independent audits.

Specific *internal controls* include, but are not limited to:

- Only one primary operating bank account will be maintained by the School.
- The bank statement will be opened intact by the reconciler.
- The bank statement will be reconciled by an employee who has access to neither the general ledger nor check-writing system.
- Items outstanding for 180 days will be investigated.
- All funds will be deposited to the bank account on a daily basis intact or whenever practical.
- At a minimum, no receipts will go longer than three days without being deposited.
- All checks received will be immediately stamped "For Deposit Only".
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements).
- Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. (School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account is only resupplied after reconciliation of prior use with a complete and full accounting of expenditures supported by receipts.)
- Checks require two signatures.
- Checks will not be pre-signed under any circumstances.
- Checks for expenses other than payroll will be issued only upon verification by the Principal of receipt of the good or services ordered in good condition and correct quantity. The School may authorize SFS to make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods and services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Appropriate documentation will be maintained for disbursements (invoice, contract, etc.). All invoices will be reviewed and initialed for approval before a check is issued.
- Employees will be paid only upon verification of employment by the Governing Board.
- Appropriate legal forms (W-4, I-9, etc.) must be completed prior to employees being paid.
- Investment activity will comply with 112.661, FS.
- Property will be tagged.
- Property will be inventoried at least annually.
- Discrepancies in the property inventory will be investigated and reconciled.
- Financial statements (see below) will be reviewed by Charter School Board monthly, evidenced by action.
- The budget will be approved by the Charter School Board prior to the beginning of each fiscal year, evidenced by action.
- Budget amendments will be approved as necessary.
- Financial reports will be submitted to the sponsor as required by Charter and Rule.
- School financial records, including files for receipts, invoices, bank statements, and

cancelled checks will be kept up-to-date and fully accessible at all times.
- An annual audit will be conducted by an independent CPA (see below).
- Under no circumstances are school funds to be used for personal benefit or gain or administration or staff.

The above provides a conceptual framework for the internal controls which will in place, but many of the specific limits and individual assignments must be determined by the Governing Board.

Detailed financial variance statements will be prepared on a monthly basis for analysis by the School's Governing Board. These financial variance statements will be reviewed by the Governing Board at monthly meetings and will be submitted to the School District for review per their requirements.

The monthly financial statements will be in compliance with Rule 6A-1.0081, F.A.C and include:
- Balance Sheet.
- Revenue and Expense Report.
- Year-to-date comparison of budgeted versus actual revenues and expenditures.

Notes to Accompany Financials include:
- Projected enrollment for the current school year.
- Actual enrollment at the time the statement is submitted.
- Notes to the monthly financial statement to include other material information.

During the first year of operations, beginning with the September financial statements, the Governing Board will receive a projection of both cash and budget performance monthly, including projected cash deficits and proposed budget amendments. After the first year, this projection will be provided to the Governing Board as needed or as requested by the Governing Board at least quarterly or when there is a potential negative cash flow.

Additionally, Bank Reconciliation and Bank Registers will be submitted to the Governing Board along with the financial statements.

Providing further transparency, the Principal and the Governing Board will have access to the bank register and images of paid invoices and checks at any time through an on-line document storage facility.

The School will adhere to the audit selection requirements per Florida Statutes and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the District and the Charter Governing Board. The auditing firm shall be selected by request for proposal (RFP) process and only those firms experienced in audits of charter schools will be considered. The audit will be of assistance to the School's Governing Board in carrying out its responsibility to

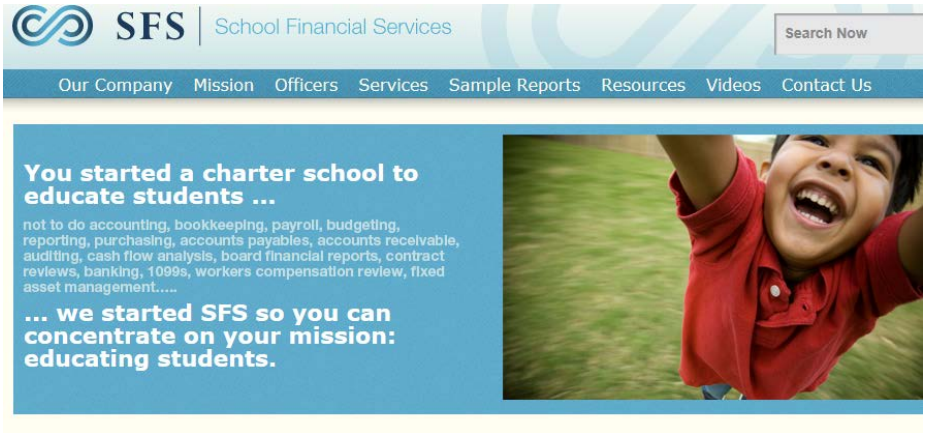
assure that its financial resources are properly managed.

C. Accounting
Describe the method by which accounting records will be maintained.

The School will maintain all financial records in an accounting system that is in accordance with the FL accounts and codes prescribed in "Financial and Program Cost Accounting and Reporting for Florida Schools" (*Redbook*), pursuant to § 1002.33(9)(i)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting. The uniform chart of accounts addresses topics that include governmental accounting standards, program cost accounting, and reporting. http://www.fldoe.org/fefp/redtoc.asp

The School is responsible and accountable for fiscal integrity per the approved Governing Board financial plan. The School seeks to contract out the day-to-day financial accounting activity to an entity such as School Financial Services (SFS), Incorporated. SFS utilizes Cougar Mountain Fund Accounting software, which is specifically designed for not-for-profits. The Cougar Mountain application has integrated general ledger, accounts payable, payroll, and bank reconciliation functions that allows for transactions to be recorded accurately and appropriately, including properly identifying purchases of property. Source documents supporting transactions are preserved, facilitating the audit process. General ledgers and books of original entry are kept so as to allow financial statements in accordance with generally accepted accounting principles and in compliance with *Redbook*. http://www.cougarmtn.com/

School Financial Services



http://www.schoolfin.com/

The financial documents comprising the accounting records will be kept in accordance with the General Records Schedule for Local Government Agencies GS1-L, as authorized by 119 and 257, FS. (Section D. Student & Financial Records).

D. Student & Financial Records

Describe how the school will store student and financial records.

Student and financial records will be kept in accordance with the General Records Schedules GS1-SL for State and Local Government Agencies and GS7 Public Schools Pre-K-12, as authorized by F.S. Chapter 119 Public Records and F.S. Public Libraries and State Records Chapter 257.

"Record" includes any pertinent information, regardless of the media stored upon. Therefore, written record, audio recordings, video recordings, disks, etc., are all considered records. Records will be made available to the District School Board as required for monitoring and oversight.

Student records will be stored in secure, locked, fire-proof cabinets. Confidentiality of student information will be maintained. Access will be controlled by a records custodian and limited to specific need and authority. Such access will be logged. Financial records will be kept in electronic and paper formats. Permanent documents, such as deeds, mortgages, etc., will be kept in secure, locked, fire-proof cabinets.

E. Insurance

Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and director's and officer's liability coverage.

The School will, at its own expense, provide evidence of insurance consistent with the District's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. The School will only acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance	Coverage
Health	Employee coverage per the Affordable Care Act.
Workers Compensation	Part I per Florida Statute. Part II $500,000 each accident; $500,000 disease per employee; $500,000 disease policy limit.
Commercial General Liability	$1,000,000 per occurrence. $3,000,000 annual aggregate.
Director's & Officer's Liability	$1,000,000 per occurrence. $1,000,000 annual aggregate.
Property	Property insurance on all real and tangible property with a value greater than $500.
School Leaders Errors & Omissions	$1,000,000 per occurrence. $1,000,000 annual aggregate.
Automobile Liability	$1,000,000 per occurrence. $3,000,000 annual aggregate. Owned, hired, and non- owned automobiles.
Fidelity Bonds	Insurance for employees receiving or disbursing cash.
Builder's Risk	Replacement cost for actual replacement.
Others To Be Determined	Student, Educator's Liability, Employment Liability, General, etc.

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Section 19: Action Plan

A. Time Table

Present a projected timetable for the school's start-up, including but not limited to the following key activities.

- **Identifying and securing facility.**
- **Recruiting and hiring staff.**
- **Staff training.**
- **Governing Board training.**
- **Policy adoption by Board.**
- **Lottery, if necessary.**
- **Student enrollment.**

The activities should align with the start-up budget described earlier in the application. If an activity will be paid by a source of funding not included in the start-up budget, it should be clearly indicated. (The timetable is a projection and is not meant to be binding on the school.)

Identifying and Securing Facility

Land and facility exploration is currently underway by the Founding Board members. The objective is to identify a specific facility plan by September 2015. The Governing Board will finalize and approve the School facility and participate in facility construction or lease negotiations. The Governing Board will also continue to participate in fund raising for the school facility.

Recruiting and Hiring Staff

The Governing Board will hire a Principal in 2Q16. Teacher and staff hiring will begin in 3Q16 and be completed by school opening, August 2016.

Staff Training

Arrangements have been made with Great Hearts for Principal training on the classical charter school academic program and operation. Likewise, Great Hearts has agreed to provide training in July 2016 for the School teachers and staff.

Governing Board Training

With the approval of the School charter application, Founding Board members who wish to continue as Governing Board members will have a background check in September 2015 time frame. This will be followed by Board member training in roles and responsibilities and FL Sunshine requirements.

Policy Adoption by Board

In general, the Governing Board's powers and duties are consistent with those set forth by Florida Statutes. Only the Governing Board acting collectively has the authority to formulate policy. The Governing Board is also responsible for insuring that the school is in compliance with fiscal integrity and academic performance, on District charter approval and on-going.

Lottery if Necessary

If enrollment applications exceed seating capacity, a lottery for admission will be

conducted in a public forum in May 2016.

Student Enrollment

A marketing enrollment plan will be developed beginning 3Q15 and will include a school web site, social media marketing, a demographic analysis of potential students in a five mile radius for targeted marketing and marketing handouts. The plan also includes community events to advertise the new school. Marketing enrollment efforts will begin after District approval of the application. Open enrolment will begin in January, 2016 and continue until April, 2016 when a lottery will be held if enrollment exceeds capacity. If under enrolled, the marketing campaign will continue through August, 2016.

Charter School Timetable

Selection of Governing Board	Current – March ‘15
Fundraising campaign continues	Current – Aug. ‘16
Apply for non-profit status	1Q15
Board approval of Bylaws	2Q15
Create marketing plan and materials	2Q15 -3Q15
Begin developing charter contract with the District	September, 2015
Governing Board fingerprinting	3Q15
Governing Board training	3Q15
Identify and secure facility	3Q/15 – 1Q/16
Recruit and hire principal	3Q15 - 2Q16
Create school website	4Q15
Begin advertising campaign	4Q15
Develop student and parent handbook	4Q15
Submit grant proposals	TBD
Facility improvements if needed	4Q15 -3Q16
Develop personnel handbook	4Q15-1Q16
Open enrollment	1Q16
Hire registrar to help with enrollment	2Q16
Recruit and hire teachers and staff	3Q16
Lottery if needed	April, 2016
Order curriculum	June, 2016
Staff training	July, 2016
School begins	August, 2016

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for the Clay Classical Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provisions of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep all necessary permits, licenses and certification related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows William Korach, Executive Director, to sign as the legal correspondent for the school.

Signature _____ Date: August 1, 2015

Printed Name: William Korach

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