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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: **Somerset Academy Palmetto - Cutler Bay High School**

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: **Somerset Academy, Inc.**

The Organization has applied for 501(c)(3) Non-profit Status: **Yes** **X** No

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

NAME OF CONTACT PERSON: **Andreina Figueroa/cc: Christine McGuinn**

TITLE/RELATIONSHIP TO NONPROFIT: **Governing Board Chair**

MAILING ADDRESS: **In Care Of : 6340 Sunset Drive, Miami, FL 33143**

PRIMARY TELEPHONE: **(305) 970-2659**

E-MAIL ADDRESS: **christinemcguinn@yahoo.com**

NAME OF EDUCATION SERVICE PROVIDER (if any): **Academica, Corp.**

NAME OF PARTNER/PARENT ORGANIZATION (if any): **N/A**

Projected School Opening: **2012-2013**

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity
First Year	9-10	Up to 500	Up to 500
Second Year	9-11	Up to 675	Up to 675
Third Year	9-12	Up to 800	Up to 800
Fourth Year	9-12	Up to 800	Up to 800
Fifth Year	9-12	Up to 800	Up to 800

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

Andreina Figueroa
Printed Name

Governing Board Chair
Title

July 25, 2011
Date

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

The mission of Somerset Academy Palmetto Cutler Bay High School (hereinafter, “the School”) is:

To provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners.

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

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

In accordance with the law, the proposed School will “meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state’s public school system.” The applicant, Somerset Academy, Inc., is a SACS -CASI accredited educational school system, with a proven record of meeting high standards of student achievement and providing high-quality K-12 public charter school programs in Florida since 1997.

Through implementation of the strategies fully addressed in this application, the School will meet and exceed requirements by:

- Providing a highly rigorous curriculum, infused with effective, proven teaching strategies, that incorporates the Sunshine State Standards with scientifically based reading initiatives that encourage success for every student;
- Implementing mechanisms to continuously monitor, evaluate, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement year to year; and
- Providing opportunities for active and genuine involvement of students, families, and community partners in the School development process in an effort to create a richer, more nurturing educational experience for all.

The School will inform parents and the community of the educational opportunities available for their children through a non-discriminatory marketing plan, thereby providing them with “*flexibility to choose among diverse educational opportunities*” as per the legislation.

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

The School promotes financial efficiency and will be accountable to its students, their families, and other stakeholders, providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent data relative to its student body and subsequently set goals to target student performance and achievement. The school is responsible for its students’ success and thus, will determine and meet each child’s individualized educational needs. To meet these needs, the

School will continuously monitor student progress in order to ensure all students are receiving the services they require in order to progress. When available, student assessment records from previous years will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, and behavioral records, Individual Education Plans (IEP), and/or LEP Plans, as applicable. This data will be made available to teachers who, as stakeholders, will share in the responsibility of providing appropriate services to promote student academic success.

Further, upon accessing data from the State's Annual Accountability Reports, the School will objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students' academic success to financial efficiency, after an appropriate implementation timeframe, and prior to any contract renewals, the academic programs which are utilized at the School will be re-evaluated, and the School's administration will discuss with the Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the School will promote continuous academic success and financial efficiency by aligning responsibility with 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.*

Consistent with the Just Read Florida! Initiative, the School will provide parents with Student Standardized Assessment Results on a yearly basis for every year their child participates in the FCAT. This means of communication informs parents whether or not their child is reading at grade level and whether or not their child has gained a year's worth of learning for every year spent at the School. The School will also provide its parents with Adequate Yearly Progress (AYP) reports based on FCAT results, communicating to the parent the child's reading learning gains for each year. Through detailed assessment of academic performance using standardized test scores and other assessments the School will:

- Identify students who are a level below, at grade level, or a level above grade level;
- Identify those students not making adequate progress toward the Sunshine State Standards institute applicable measures for improvement; and
- Report student progress throughout the academic school year on standards-based report cards.

Once academic performance data is disaggregated, the School will identify students not making adequate progress towards the Next Generation Sunshine State Standards (and or Common Core Sate Standards, as adopted) and institute applicable measures for improvement.

Additionally, the School may utilize other assessments to communicate annual progress for students in eleventh and twelfth grade as follows: Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT): grades 9, 10 & 11; College Placement Test (CPT): grades 10-12; National Assessment of Educational Progress (NAEP), as applicable; Advanced Placement Examinations (AP): grades 9-12; College Board SAT Tests; and/or the ACT Assessment. The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

In addition, ongoing communication regarding the child's progress will occur between the School and the parents through mid-quarter progress reports and quarterly report cards. The School may also plan parent conferences, host parental involvement workshops and utilize other appropriate forms of written and oral communication, as necessary. Other such methods of communication may include Educational Plans (EPs), Individual Education Plans (IEP), and Individual LEP Plans (as applicable). The School will strive to maintain an open channel of communication with parents and other stakeholders at all times.

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

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

- *Improve student learning and academic achievement.*

The School will offer a well-rounded, dynamic educational program that will hold itself and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and the Sponsor. The educational philosophy of the School is rooted in increasing learning opportunities and raising the academic achievement of all its students. To meet this goal, the school commits to:

- Deliver increased learning opportunities for its all students, by providing a challenging curriculum within a nurturing, quality learning environment;
- Design and implement a continuous improvement methodology wherein student assessment results offer opportunities for differentiated and targeted instruction tailored to students' individual needs, ensuring consistent increased student achievement outcomes;
- Expect and encourage that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies, and provide the means for these students to reach their potential;
- Match or surpass the average student academic performance of the local district in all required public accountability tests, (e.g. FCAT); and
- Seek out, establish, and maintain sound, mutually beneficial partnerships with local higher education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the immediate classroom.

The School will be highly effective in improving student learning and academic achievement as is evidenced by the success of its Somerset "sister schools".

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

The school will increase learning opportunities for all students through careful, continuous monitoring and assessment of student performance. Emphasis will be placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of Next Generation Sunshine State Standards. Differentiated instruction methods and other appropriate measures for targeted instruction will then be instituted for these students, and those who are not performing at grade level will be placed on a Progress Monitoring Plan (PMP).

Reading proficiency is of the highest importance to the School, and thus, is one of the main focuses of the curriculum. As such, implementation of the Sponsor's Comprehensive Research-Based Reading Plan (CRRP) will be instituted and implemented with fidelity.

Further, the School's curriculum will serve students of all ability levels in accordance with the Florida Next Generation Education Sunshine State Standards (and/or Common Core State Standards, as adopted). Remedial students and students with special learning needs will have access to supervised study time and tutoring after school (and possibly on Saturdays, as well) to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize their potential and advance their progress.

- *Encourage the use of innovative learning methods.*

The school will offer an in-depth advanced curriculum of college preparatory coursework, wherein a core philosophy focused on students' intellectual and social development will be established. The School supports innovative, dynamic learning methods that "break the mold" and historically achieve results. Thus, innovative programs and learning methods will be incorporated into the curriculum framework. While the School accepts the curriculum of M-DCPS as its basic curriculum, it will not be restricted to the content of the curriculum, and whenever appropriate, will introduce new elements to the courses offered.

The School will maintain a commitment to the Next Generation Sunshine State Standards (or Common core Standards, as adopted) and its students' mastery of the standards. However, a variety of instructional methods will be used by teachers at the School to deliver the coursework in the most effective way possible. In addition, while setting high academic expectations for all students, the School will provide students the means to reach these expectations through differentiated instruction methodology, and hands-on inquiry-based investigations, in all subjects but especially in content area coursework. By combining these methods with a dedication to student achievement, the School will offer a disciplined, balanced and enriched education of the highest quality, thus preparing its students for a successful postsecondary education.

- *Require the measurement of learning outcomes*

The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the State and/or Sponsor. Subsequently, the School will utilize data from the State's published FCAT, Graduation and AYP Reports to measure its progress in meeting the needs of its student population, and the School will:

- Identify students not making adequate progress towards mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) with emphasis on low-performing students and students exhibiting reading deficiencies
- Annually develop measurable learning objectives over the major subject areas to target student learning and development needs
- Implement the Sponsor's Comprehensive Research-Based Reading Plan
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects

Apart from the introspective reflection that the school community will undergo through the development of the School Improvement Plan, the School will also disaggregate data and students not making adequate progress towards mastery of the Next Generation Sunshine State Standards (or Common core Standards, as adopted) will be identified, and appropriate measures for remediation will be instituted and prescribed, with parent input, for development of a PMP. By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the *School Improvement Plan* will serve as a viable vehicle for continuous school-wide academic and financial improvement.

The School will report progress on its goals, the learning outcomes of its students, and other pertinent school wide data through the State issued Annual Accountability Report. This report requires the School to document whether or not the school goals written in the School Improvement Plan have been met. In addition, it requires other important data, such as professionalism and credentials of faculty, salary information for staff, financial audit information, and etc.

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.

- *Create innovative measurement tools*

The School believes that each student is unique, has a different learning style, and should be assessed in a variety of ways. For this reason, in addition to all required state and district assessments, the school will utilize other measurement tools, such as, teacher made assessments, projects, portfolios, computer-assisted assessments, expositions, fairs, lab activities, project based learning activities, etc. to encourage and then measure student growth as it is relevant to the coursework taught. These measurements provide valid, reliable, and timely information, and some will be focused on allowing students to demonstrate what they do know and have learned, versus what they do not know and may not have learned, as is often the norm. This innovative method reinforces knowledge and boosts student confidence. Based on these various measurements, teachers will modify their instruction, monitor student progress, select appropriate classroom activities, and use assessment results more effectively. These methods will inform teachers of the effectiveness of their teaching, as well as improvement made by students in order to ensure continuous progress.

Additionally, school climate surveys from parents, students, and teachers will be used to evaluate teaching and learning processes, and data gathered from these will be utilized to improve the school environment on a consistent basis.

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

The School seeks to provide rigorous competition within the local school district, and thereby stimulate continual improvement in all public schools through the creation of a new, successful college preparatory high school program. It is the goal of School to provide students with a quality choice education, that produces successful college bound and college ready students.

One of the guiding principles of the school program, and of education in general, is that “Success breeds success.” This doctrine is instilled in the rigorous academic curriculum, which sets high expectations and specific, individualized goals for both students and teachers. Given their track-record of exemplary academic achievement, the existing Somerset Academy, Inc. educational programs have proven successful. By adopting the educational design of the existing schools, the School is expected to have the same academic success in serving similar student populations. Thus, based on the principle that “Success breeds success”, the inception of the School will provide for a successful and rigorous program to stimulate continual improvement and success for all public schools.

After implementing various educational programs, the School will share the best practices and innovations with other interested schools to stimulate continual improvement in Miami-Dade County, throughout the state of Florida, and beyond.

- *Expand the capacity of the public school system*

One main function of charter schools is to provide parents with a variety of choices within the state's public education system. The School will expand the capacity of the public school system by providing parents seeking a rigorous, individualized educational experience for their children with an additional high quality option.

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

The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation.

Teachers and staff will be involved in the development and implementation of all programs, thus making them an integral part of the educational process. In addition, at the time of program review, teachers and staff will be invited to offer their comments, discuss findings with colleagues, and make the necessary modifications to ensure students' success.

Continuous growth is also a goal of the School, for teachers as well as students. As such, all instructional staff will be encouraged to participate in professional development programs, conferences, or workshops in order to progress academically, enhance their skills, and network amongst other professionals who share their same curricular expertise and have the ability to stay current in their areas of curriculum. The School also promotes communication amongst colleagues, for example, regarding effective techniques used in the classroom. In addition, teachers will receive training to improve their technology skills and learn effective ways to integrate technology throughout the curriculum.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

The School Application is being submitted for a High School program, which will be open to students in grades nine through twelve (approximately 14 through 18 years of age). The target population traditionally served by the Somerset schools represents an 84% minority rate¹, mirroring the US Census Bureau report for Miami-Dade County; wherein 2010 there was an 84.6% minority rate (as indicated by a white non-Hispanic rate of 15.4%)². It is anticipated that the School will serve similar populations of minority students who should be afforded a quality option of high rigor, as is often offered by other Somerset schools. Therefore, the School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional public schools and community it will serve.

¹ <http://schoolgrades.fldoe.org/default.asp>

² <http://quickfacts.census.gov/qfd/states/12/12086.html>

The school will not discriminate on the basis of race, religion, or national or ethnic origin in the admission of students. The School will welcome students and their families, who choose to attend a school of high academic standards and will deliver a rigorous and advanced curriculum, with an emphasis on mastery of the content of core academic areas. Any eligible student who submits a timely application will be accepted, unless the number of applicants is more than the capacity of the program. In such case, all applicants shall have an equal chance of being admitted through a random selection lottery process conducted by the school's accounting firm in conformity with Florida's Charter School Legislation.

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.

Projected estimated enrollment for the duration of the proposed application is as follows:

Year of Charter	Grades Served	Total # Enrolled	# Students per grade	# Students in Each Core Class
2012-2013	9 th - 10 th	Up to 500 students	Approximately 250 students per grade level*	Average of 25 students**
2013-2014	9 th - 11 th	Up to 675 students	Approximately 150 - 9 th * Approximately 200 - 10 th * Approximately 175 in 11 th *	
2014-2015	9 th - 12 th	Up to 800 students	Approximately 200 per grade level*	
2015-2016	9 th - 12 th			
2016-2017	9 th - 12 th			

Note: * The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

Note: ** The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.

Section 3: Educational Program Design

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The Educational Program Design of the School (schedule, annual calendar, etc.) is based upon current mandates and requirements of the State and Sponsor. As the Sponsor implements new State and or Federal mandates, the School will make adjustments or updates to their educational program, to be compliant with all Federal, State, and/or Sponsor program guidelines required for charter schools.

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

Daily Schedule:

A student day shall consist of at least 360 minutes, and all hours of instructional time will be aligned with state and district requirements for high school grades. It is anticipated the School will operate a seven-period day. The instructional day at the School is anticipated to commence at 7:30am and end at 2:30pm each day.

Sample Daily Schedule: The school will conduct a seven period alternating block as follows:

7 Period Block Schedule Sample		
	A Day	B Day
7:30 – 9:00	1 st Period	2 nd Period
9:05 – 9:35	Homeroom (Silent Reading Block)	
9:40 – 11:10	3 rd Period	4 th Period
11:15 – 1:30	5 th Period and Lunch	
	1 st Lunch	11:15 – 11:45
	2 nd Lunch	12:00 – 12:30
1:35 – 2:30	7 th Period	

The aforementioned school hours may be adjusted, if necessary, to ensure students can earn an annual credit through a minimum of 135 hours of instruction in a designated course of study which contain performance standards, or the equivalent of six semester hours of college credit. Similarly, the School will ensure the hourly requirements for one-half credit are earned at a rate of one-half the requirements for an annual credit.

Annual Calendar:

The School will follow (and mirror) the annual public school calendar established by the Sponsor, which requires a minimum of at least 180 actual instructional days per school year.

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

Excellence and performance drives the teacher’s pedagogical efforts, and their commitment to the students manifests itself in all aspects of the school. Teacher’s will deliver instruction to address the respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and place emphasis in certain subject matters by employing effective research-based strategies such as hands-on learning, inquiry-based research projects, science experimentation, technology rich environments, CRISS (Creating Independence through Student-owned Strategies), Reciprocal Teaching, and high expectations for all students, to name a few.

The School’s educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of all its students through high expectations and character development. To that end, the School will combine the best practices developed by model schools with “powerful guiding ideas” and principles driving essential school reform nation-wide. Outlined below are the teaching methods which will be incorporated into courses and substantiated by the research of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company’s *New Urban High School Design Principles*^[2] (NUHS) (that address the core principles of high school reform) which have been implemented successfully at other model schools, as follows:

^[1] CES - Coalition of Essential Schools - “*Interpreting the Nine Common Principles*” [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#): CES National, 1992.

^[2] NUSH - *New Urban High School: A Practioner’s Guide*: The Big Picture Company, 1998

PRINCIPLES	INSTRUCTIONAL STRATEGIES
<p>Intellectual Focus - <i>The school should focus on helping adolescents learn to use their minds well. (CES)</i></p> <p>Intellectual Mission - <i>Articulate a common intellectual mission for all students (CES)</i></p> <p>Universal Goals - <i>The school's goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of adolescents (CES).</i></p>	<p><i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i></p> <p>Academic Excellence and Character Development are at the heart of the School's educational philosophy. Accordingly, the school's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</p> <p>"Push and Pull" Method of Instruction student's academic and emotional progress will be monitored and addressed using a "push and pull" method. We will identify and "pull" students in need of remediation and "push" students at grade level to take the most challenging curriculum in which they can be successful to maximize upon their potential:</p> <ul style="list-style-type: none"> ▶ Personalized Education Plans students achieving below grade level will have a plan of action to remediate deficiencies. The plan contains student's academic profile in the areas needing remediation, a timeline for remediation and strategies to be utilized to bring the students back on track. The plan allows students to prepare academic and personal goals for the school year and allows teachers and parents to track student progress towards these goals and graduation. Parents will have access to academic reports through traditional means such as report cards and parent conferences but will also be able to track academic progress of their children through continuous communication with academic mentors. ▶ Target Tutoring – the School believes that each student has a unique learning style and will use data to drive instruction and remediation strategies for targeting each student's academic need as well as to enrich instruction and accelerate learning for students showing potential in specific areas. The school will provide opportunities and tutoring sessions to teach one student or a small "targeted" number with the same instructional needs or potential. ▶ Home learning policy– we will expect that all teachers grade, discuss, and comment on homework regularly. Attention is given to both quality and quantity of home learning projects. <p>Professional Development Plan – the School will provide staff, development, support and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence.</p> <p>Universal Student Goals - Specific goals have been designed for the targeted student population which will apply to all students at the School:</p> <ul style="list-style-type: none"> ▶ Habits of Work Goal: students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and be creative. Through development of effective work habits, students gain greater autonomy and realize their potential. ▶ Self -Esteem and Character Development Goal: students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase-self-esteem by providing opportunities for academic

	<p>success. Character development will be encouraged through community service programs and volunteerism.</p> <p>► Community Building Goal - we expect all students to be active and contributing citizens of their school and community. Students will receive and sign an agreement stating their responsibilities for learning, behavior, and service learning requirement. Students will understand the effect that they have upon the community, and will take the initiative to better themselves and the community as a whole.</p>
<p><i>Personalization – create settings where teachers and students can know each other well. (NUHS)</i></p> <p><i>Less is More - curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. Teaching and learning should be personalized to the maximum feasible extent. (CES)</i></p>	<p><i>We believe that students learn best in a personalized small school setting:</i></p> <p>Small Class Sizes – the School will commit to meet Class Size Reduction mandates, as applicable to charter schools, and to implement a standards-based teaching approach to allow greater attention and service to the individual student.</p> <p>Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</p> <p>Differentiated and Standards-Based Instruction –The School’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:</p> <p>► Direct Instruction (lecturing/modeling): this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on Florida’s Sunshine State Standards. This instruction is structured and based on mastery learning. Frequent Curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <p>► Scaffolding - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing their learning, and learning becomes more autonomous</p> <p>► Cooperative Learning – Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include Jigsaw II, STAD-Student Teams, or Group Investigation.</p> <p>► Inquiry-Based Learning - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.</p> <p>► Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing</p>
<p><i>Context for Reflection – provide interactive, reflective contexts for students (NUHS)</i></p>	<p><i>We believe in providing opportunities for students to reflect on their own work and its meaning outside of school.</i></p> <p>Reflection allows students connect their experiences with academic and real world standards. The school will provide reflective contexts for students through:</p>

<p>Student as Worker - Use a prominent pedagogy of coaching to provoke students to learn how to learn and thus to teach themselves(CES)</p>	<p>► College Prep Seminar for grades 9-12 - A central component of these programs will focus on critical thinking and study skills. The teacher will allow students to practice study skills and require that students apply these skills across the curriculum. The school will provide reflective contexts for students through Advisory groups, College Preparation and internship seminars and Community Building Initiatives. These allow students connect their experiences with academic and real world standards.</p> <p>Further, the School will provide its students extensive study skills training and opportunities for self-reflection about learning through these classes. Students will understand different aspects of learning through discussions. Students will explore how they learn, what their learning strengths and weaknesses are, and why different learning strategies are used in different situations.</p>
<p><i>Teacher- as-Generalist - Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices – (CES)</i></p>	<p>Horizontally and Vertically Aligned Instructional Teams – The School will use professional development throughout the school year to allow for common planning and teaching teams both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers share universal goals, confront what is and isn’t working and transform their own thinking and practice.</p> <p>► Vertical Alignment (by Departments)- Courses will be correctly aligned and teachers will be permitted common planning time by department to permit teachers to quickly assess what students mastered in the preceding grade and to focus on building skills and knowledge, as opposed to consuming valuable time with unnecessary reviewing and re-teaching.</p> <p>► Horizontal Alignment (by grade level) – The School will utilize Curriculum Pacing Guides of a common grade level to address specific subject matter following the same time line through common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.</p>
<p><i>Teacher as Designer – Conceive of the teacher as designer, inquirer, clinician.(NUHS)</i></p> <p>Democracy and Equity - <i>The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities. (CES)</i></p> <p><i>The tone of the school should explicitly and self-consciously stress values of expectation (attitude, parent involvement, collegueship, comradeship, trust and decency, and cooperation) (CES)</i></p>	<p><i>We believe that highly effective educators are those who feel ownership of the school program</i></p> <p>The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT providers of information Using the differentiated instructional strategies, teachers will tailor their instruction and adjust the curriculum to students’ needs rather than expecting students to modify themselves to fit the curriculum.</p> <p>Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with most current Sunshine State Standards.</p> <p>► Curriculum development will reflect what and how best to present a core body of knowledge.</p> <p>► Teacher participation in curriculum development will also serve to increase their “buy-in” to the pedagogical process</p>
<p>Real World Immersion- <i>situate students directly in the world beyond school (NUHS)</i></p>	<p><i>We believe that learning should take place beyond the classroom.</i></p> <p>The world of work and learning will be accessible to our students through job shadowing, project-based learning initiatives, executive internship opportunities, dual enrollment opportunities, and community service.</p> <p>Service Learning –Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Service-learning activities will be embedded in academic courses (English, Math Science, Social Science, and Foreign Language) to achieve the existing course objectives and to help students meet content standards the School will provide Service Learning opportunities in grades 9-10 with a requirement for Service Learning Experience in</p>

<p>Community Partnership – <i>Work closely with family and community (NUHS).</i></p> <p>Tone of Decency - <i>The tone of the school should explicitly and self-consciously stress values of expectation (attitude, parent involvement, collegueship, comradeship, trust and decency, and cooperation) -CES</i></p>	<p>grades 11 through 12.</p> <p><i>We believe in working closely with family and community.</i></p> <p>The School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.</p> <p>Community Partnerships - Teachers, students, parents and the administration will work together with the governing board and the School to identify potential community partners for service learning and other community based initiatives at the school.</p> <p>Parental Involvement enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success as well as to the advancement of the School’s mission and vision. Parental involvement agreements will encourage parents to contribute a minimum of 30 volunteer hours to ensure their active participation in their child’s education. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child’s learning and behavior at school.</p> <p>Parental involvement will also be encouraged through Parent Teacher Student Association (PTSA) and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.</p>
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C. Describe the research base for the educational program.

The research base draws on the design principles driving school reform nation-wide. Combining the best practices of model schools with “powerful guiding ideas” and those essential principles driving school reform nation-wide, the School will implement their educational philosophy as presented in the aforementioned section. To that end, the School’s philosophy is substantiated by the research of the Coalition for Essential Schools *Common Principles*^[1] (CES) and the Big Picture Company’s *New Urban High School Design Principles*^[2] (NUHS), which have been implemented effectively and proven fruitful at other successful schools. .

Furthermore, the school will utilize research based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject, and some, which may include:

- State approved - K-12 Comprehensive Research-Based Reading Plan of the Sponsor of (to be implemented with fidelity) and which will provide an array of state adopted and scientifically research based reading program materials options;
- Jamestown Navigator (Glencoe/McGraw-Hill)
Jamestown Reading Navigator is a comprehensive research-based program developed specifically to raise reading competencies and test scores of struggling middle-school and high-school students. The program is targeted at middle school and high school students reading at least two levels below grade level. Jamestown Reading Navigator incorporates online and print-based student and teacher materials. The online component of Jamestown Reading Navigator improves students’ comprehension by utilizing direct, explicit instruction

^[1] CES - Coalition of Essential Schools - “*Interpreting the Nine Common Principles*” [Patricia Wasley](#), [Barbara Powell](#), [Donna Hughes](#): CES National, 1992.

^[2] NUSH - *New Urban High School: A Practitioner’s Guide*: The Big Picture Company, 1998

and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading content written specifically for secondary students, viewing interactive multimedia, and writing in response to reading. The print-based readings from the in Time magazines and the in Class Reader Anthologies and Reader Audio Library give students an opportunity to extend their learning beyond the computer and encourage collaborative or independent learning. Teachers monitor student progress utilizing the online Learner Management System where scores from formative and summative assessments are recorded. Placement testing may be delivered online or on paper. The curriculum is comprised of four Treks. Trek 1: Reading levels 1.0-2.9 (including phonics and decoding skills), Trek 2: Reading levels 3.0-4.9, Trek 3: Reading levels 5.0-6.9, or Trek 4: Reading levels 7.0-9.9+. Jamestown Reading Navigator is designed for flexibility in its implementation, accommodating instructional blocks of 45 or 90 minutes. (www.readingnavigator.com/mkt/home.html);

- Carnegie Cognitive Tutor

Carnegie Learning's Cognitive Tutors are the most **extensively researched** mathematics curricula on the market today. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities. This approach helps students connect prior knowledge with the new skills and concepts they learn. Each curriculum combines software-based, individualized computer lessons with collaborative, real-world problem-solving activities. Students spend 40% of their class time using the software and the balance of their time engaged in classroom problem-solving activities.

- Gizmos through explore learning -

In a meta-analysis (Marzano, 1998) that summarized findings from over 100 research studies involving 4,000+ experimental/control group comparisons, the following instructional techniques were all shown to have an average effect size greater than 1 [An effect size greater than 1 corresponds to a percentile gain of more than 34% in students' achievement.]. Representing new knowledge in graphic/nonlinguistic formats; using manipulatives to explore new knowledge and practice applying it; generating and testing hypotheses about new knowledge; direct presentation of new knowledge, followed by application.

- Junior Great Books

Junior Great Books use age-appropriate literature with the shared inquiry method of discussion to bring literature to life, and help students discover a joy of reading they will carry with them into adulthood. Junior Great Books is proven to help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the regular reading curriculum. The program meets or exceeds many of the Sunshine State Standards. It employs a before, during and after approach to text and uses Socratic questioning techniques to increase critical thinking. Also, novel study and reading a wide variety of text will round out this program.

- Kaplan SAT Advantage

Students enrolled in Kaplan SAT Online Prep take an initial diagnostic pre-test that determines each individual's specific strengths and weaknesses. Following the diagnostic,

students receive a prescriptive study plan, formative drills within lessons, summative drills at the end of each lesson, answer-specific feedback, individual up-to-the-minute results and progress reports, access to a practice area with hundreds of SAT-like practice items and approximately 450 flashcards for additional study. Kaplan SAT Online Prep is available as a retail program for individual students, and also as an institutional program for schools and districts. An add-on Educator Package provides teachers and administrators with score reports showing student, class and school results, progress reports, professional development, educator handbooks and ongoing support from Kaplan. The course includes approximately 50 hours of SAT prep content including strategy lessons; math, critical reading and writing lessons; basic test prep lessons covering topics such as coping with stress, and full-length practice tests which include instant scoring feedback and essay grading. www.study-smart.com/SATPrep.htm

- Teenbiz

Achieve3000™ solutions utilize a five-step pedagogy that is designed to improve students' reading comprehension, vocabulary development, reading fluency and writing skills. Equally important, our solutions are designed to motivate students and encourage use, as well to develop an intrinsic interest in literacy and learning.

Achieve3000™ Differentiated Instruction Solutions are scientifically proven to accelerate results in language arts instruction in the form of Lexile™ gains and dramatically increased scores on end-of-the-year standardized reading tests - including the Scholastic Reading Inventory (SRI), TerraNova and the Iowa Test of Basic Skills tests. In addition, the differentiated instruction component of our solutions is also scientifically proven effective.

Importantly, these results have been proven in multiple independent, large-scale scientific evaluations - aligning Achieve3000 with the criteria stipulated by NCLB for selecting and implementing educational programs.

Five Step Literacy Routine:

Foundation: Developing Intrinsic Interest in Literacy

Step 1: Set a Schema

Step 2: Read for Information

Step 3: Demonstrate Mastery

Step 4: Construct Meaning

Step 5: Form an Opinion

<http://www.achieve3000.com/article/a3k/index.php?c=5&sc=17>

- ACT's Quality Core-

During the 2003–04 academic year, ACT teamed with The Education Trust on a study, **On Course for Success**, to determine the courses, level of rigor, and instructional practices most likely to lead to student success. The study focused on high schools producing graduates who are meeting or exceeding ACT's College Readiness Benchmarks in proportions greater than those seen nationally.

Researchers identified college-ready students and examined their coursework and teachers. They surveyed the teachers about their experience, teaching philosophy, and practices, and examined lesson plans and instructional materials. They interviewed and observed the

teachers in their classrooms. Next, the team collected data from a wider sample of high-performing high schools nationwide.

The study team's analyses provided the foundation for QualityCore's program components. Course objectives deemed essential by a majority of teachers became the basis for the test specifications of the end-of-course assessments. Course syllabi, course descriptions, course content, pacing charts, and instructional materials informed the development of model syllabi for QualityCore courses.

The QualityCore **educator's resources**, which are aligned to the objectives and the end-of-course assessments, reflect ACT's vision of rigorous high school courses. All were created in collaboration with practicing, well-qualified high school teachers: experienced classroom teachers, published in professional journals, recipients of educational awards.

<http://www.act.org/qualitycore/development.html>

○ FCAT Explorer DADE

The Math Timeline provides comprehensive practice with the math benchmarks tested on the 10th grade FCAT. Using a timeline-based navigation, the Math Timeline includes problems that focus on history, science, culture, and career. In addition, the Math Timeline allows students to freely navigate through the program or work on problems related to a specific benchmark. In addition, the Math Timeline offers instructional lessons on Strand C: Geometry and Spatial Sense benchmarks. This program is available to all schools through the mathematics portal and can be accessed from home by teachers, parents, and students.

The School will also employ various research-based approaches, in support of the educational mission, to deliver the quality curriculum, including, but not limited to:

- **Tutoring** – “Teaching one student or a small number with the same abilities and instructional needs can be remarkably effective.”³ (*Cohen, Kulik, Ehly, Medway*) Teachers and peers will provide tutoring at the School. It will be offered during class time at the teachers' discretion, after school, and may also be offered on Saturdays. Tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.
- **High expectations** - According to a report released by the National Center for Education Statistics, “The more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year College institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic challenges, test scores, or a poor initial year in college.” The curriculum of the School will meet and in some cases exceed the requirements to be considered a rigorous program.

³Educational Outcomes of tutoring: a meta-analysis of findings. American educational research journal (Washington DC), vol. 19, no. 2.

The School will also implement: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, Creating Independence through Student-owned Strategies (CRISS), Reciprocal Teaching, and the Small learning communities philosophy.

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

The School is dedicated to prepare students to not only be college bound but also be college ready. The educational program is in perfect concert with the School's mission, which is to provide a college preparatory educational environment that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed, and responsible life-long learners. The School's educational philosophy is grounded in the expectation of increasing learning opportunities and raising the academic achievement of all its students, through high expectations and character development. The School's educational philosophy, values, and educational programming, are all in direct alignment with the school's mission and therefore support and facilitate fruition of the school's mission.

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

The School is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs; the goal remains that all our students attain and demonstrate mastery of NGSSS (and/or Common Core State Standards, as adopted). Teachers will utilize differentiated instruction, as well as other modes of instruction including, but not limited to peer tutoring, individual instruction, and group work. Additionally, the School will ensure that students with special needs, such as ESE and ELL students, are effectively served in accordance with the policies and procedures of Miami-Dade County Public Schools.

All students will be monitored to ensure they are making adequate progress toward the NGSSS. In this way, students who are struggling and/or below-level will be identified so that any problems can be effectively remediated. Teachers and other support staff will use data from all available assessments, including, but not limited to, state and district required assessments, to develop instruction that meets the needs of all students so that each child can realize his or her highest potential.

As deemed necessary, according to student need, the School will employ a qualified Reading coach (or a language arts department head) as well as ELL and ESE personnel to provide services to students as identified in their IEP and/or as needed in order for the child to be successful. Classroom teachers will utilize research-based, state adopted texts, enhanced by supplementary materials and programs, to ensure students make progress toward the NGSSS (and/or Common Core State Standards, as adopted) as required.

The stakeholders of Somerset Academy, Inc. are committed to meet the needs of the target student population by hiring qualified staff and creating a School Advisory Council that will mirror the diverse characteristics and incorporate multiple perspectives in school development. Further, the Governing Board members reflect diversity in their personal and career backgrounds and areas of expertise, with skills ranging from business ownership to educational leadership, for example, they will well serve to monitor and guide the school and the surrounding community's reciprocal needs.

Through a sustained commitment of the Applicant and the School to maintain:

- high expectations for students and teachers;
- creative endeavors as an integral part of the growth and development of all students, as well as an emphasis on character development through a code of excellence;
- increased self-esteem through mechanisms that ensure the improvement of the students' self-image as learners; and
- sustained parental involvement obligation "that works" for all stakeholders students will benefit and have positive academic learning outcomes through a true school: home partnership.

Further, students will understand and appreciate their learning styles, accommodate, plan, and monitor their learning, kindling a desire and ability for lifelong learning. The aforementioned concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special effort made to help low performing students have success and increased learning gains.

If the school intends to replicate an existing school design:

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

The School will be a highly effective replication of the existing Somerset Academy school educational programs in existence in Dade, Broward and Duval counties. Somerset Academy was founded in 1997, and has since established high-quality educational programs that have and continue to achieve academic success. The educational program is likely to result in improved educational performance for the target population, since the existing programs have proven to be highly effective in improving the educational performance while serving high minority student populations.

Founded in 1997, Somerset Academy was one of the first charter schools to open in Broward County and was also one of the first charter schools in Florida to be accredited by the Southern Association of Colleges and Schools (SACS - CASI). Since then, every Somerset program has each sought and obtained accreditation, informing stakeholders that every Somerset school is a quality school, committed to continuous improvement.

In further pursuit of academic accountability and excellence, the organization obtained District accreditation for the Somerset schools. In April of 2009, Somerset Academy was awarded SACS-CASI District Accreditation for its proven commitment to quality, continuous improvement and educational excellence. It was the first charter school system in the nation to pursue and achieve "district" accreditation. Throughout the process, The Quality Assurance Review Team representing the SACS- CASI examined the effectiveness of the system's methods for quality assurance. An excerpt from the report findings validates a direct relationship between the program elements and student achievement:

"Somerset Academy, Inc. has a laser-like focus and drive towards excellence and long-range success...[the organization] encourages stakeholder involvement, uses data analysis to improve classroom instruction and student learning, and provides leadership at the district and school level to encourage innovation in all areas. The system also aligns curriculum with the Florida

Sunshine State Standards. The board delegates administrative functions to the principals and collectively they have studied and revised the vision and purpose of the school system...” (Dr. Olivine Roberts, Chair, Quality Assurance Review Team – SACS-CASI - Report of the Quality Assurance Review Team for Somerset Academy, Inc. April 26-29, 2009).

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as a SACS-CASI accredited school from its inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels - the proposed School will prove highly effective in raising student achievement.

Somerset’s continuous compliance with legal, organizational, and financial requirements coupled with increasing academic performance annually for all schools, has yielded approved and/or renewed charter school contracts over the past ten years. Today, there are nearly 30 Somerset Academy programs in Dade, Broward and Duval counties offering complete Pre-K through high school systems across 15 campuses.

These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their student populations as evidenced by their academic performance track record that follows:

These programs have proven to be highly effective in improving the educational performance of their student populations as evidenced by their student populations as evidenced by their academic performance track record that follows:

Somerset Academy, Inc. Elementary Schools Report Card

School	Level	Year	Grade	Points Earned	% Mtg. High Standards in Reading	% Mtg. High Standards in Math	% Mtg. High Standards in Writing	% Mtg. High Standards in Science	Free/Red Lunch	Minority Rate
Somerset Academy	K-5th	2010-11	A	566	83	86	86	61	31	91
		2009-10	B	536	86	84	97	53	37	91
		2008-09	A	601	85	86	96	53	19	87
		2007-08	A	568	81	80	91	51	15	86
		2006-07	A	580	82	78	93	56	14	82
		2005-06	A	431	82	76	76	N/A	13	80
		2004-05	A	451	81	76	85	N/A	15	76
		2003-04	A	418	75	71	90	N/A	13	72
Somerset Academy (Miramar Campus)	K-5th	2010-11	A	593	85	96	53	86	55	91
		2009-10	A	579	81	94	59	81	61	93
		2008-09	A	565	81	78	84	43	57	94
		2007-08	A	582	75	75	88	55	43	93
		2006-07	B	502	77	77	100	48	39	91
Somerset Academy East Prep	K-5th	2010-11	A	552	72	81	67	63	73	96
		2009-10	C	487	59	84	29	68	69	95
Somerset Pines Academy	K-5th	2010-11	C	463	75	68	51	73	63	62
Somerset Prep (North Lauderdale)	K-8th	2010-11	D	417	52	69	19	51	81	94
Somerset Village Academy	K-5th	2010-11	C	453	61	67	24	66	81	80
Somerset Academy (Silver Palms)	K-8th	2010-11	B	500	75	62	76	45	80	95
		2009-10	A	539	73	69	89	37	80	94
		2008-09	A	580	71	71	92	41	72	91
		2007-08	B	519	65	62	85	39	59	90
Somerset Academy Charter Elementary (South Homestead)	K-5th	2010-11	A	645	74	82	87	50	67	85
		2009-10	D	422	61	54	83	34	61	82
Somerset Academy Elementary School South Miami	K-5th	2010-11	A	693	91	93	88	80	14	79
		2009-10	N/A	594	91	91	93	79	12	81
Somerset Arts Academy	K-5th	2010-11	A	558	78	79	81	50	33	65
		2009-10	N/A	495	82	84	89	50	48	67
Somerset Academy Charter	K-5th	2010-11	A	603	91	90	75	66	54	91
		2009-10	A	625	85	88	91	61	45	91
		2008-09	B	583	86	87	87	55	43	90
		2007-08	A	604	82	86	86	51	43	86
		2006-07	A	589	81	79	88	52	44	89
		2005-06	A	461	84	75	88	N/A	43	89
Somerset Academy Davie Charter	K-5th	2010-11	A	661	92	90	75	94	42	59
		2009-10	A	625	92	82	63	92	45	60
		2008-09	A	656	90	90	96	56	99	62

Somerset Academy, Inc. Middle & High Schools Report Card										
School	Level	Year	Grade	Points Earned	% Mtg. High Standards in Reading	% Mtg. High Standards in Math	% Mtg. High Standards in Writing	% Mtg. High Standards in Science	Free/Red Lunch	Minority Rate
Somerset Academy Middle School	6-8th	2010-11	A	604	81	93	61	83	27	86
		2009-10	A	606	80	93	67	80	28	79
		2008-09	A	580	76	80	96	52	21	81
		2007-08	A	563	74	74	97	52	16	78
		2006-07	A	539	72	68	94	43	20	79
		2005-06	A	464	70	71	91	N/A	17	79
		2004-05	B	409	60	65	93	N/A	18	80
		2003-04	A	413	61	61	87	N/A	9	76
Somerset Academy Charter Middle School	6-8th	2010-11	A	575	81	77	79	76	46	87
		2009-10	A	618	83	84	85	45	37	87
		2008-09	A	587	74	75	94	37	46	90
		2008-09	A	557	68	71	95	38	46	90
		2008-09	A	504	77	62	90	34	36	89
		2008-09	A	485	81	74	88	N/A	32	89
		2008-09	A	282	29	18	81	N/A	50	92
		2010-11	A	642	88	97	62	82	55	91
Somerset Academy Middle (Miramar Campus)	6-8th	2009-10	A	605	76	96	46	77	59	92
		6-8th	A	610	73	78	100	60	54	89
Somerset Academy Middle Country Palms	6-8th	2007-08	A	534	72	64	95	43	46	93
		2008-09	N/A	451	60	40	94	39	64	100
Somerset Academy Middle School South Campus	6-8th	2010-11	A	591	70	72	89	63	65	77
		2009-10	A	552	67	66	94	15	53	77
Somerset Academy Village Middle School	6-8th	2008-09	N/A	693	90	90	94	39	86	93
		2010-11	C	438	39	90	49	50	87	80
Somerset Prep Charter Middle School	6-8th	2010-11	A	544	52	90	49	74	79	97
Somerset Academy Charter Middle School South Miami	6-8th	2010-11	A	645	93	89	84	47	8	82
		2009-10	N/A	647	91	100	89	39	8	67
Somerset Academy Middle (Country Palms)	6-8th	2009-10	N/A	397	55	0	89	39	27	100
		2008-09	N/A	451	60	40	94	39	64	100
Somerset Academy Charter High	9-12th	2010-11	*	532	86	80	41	59	36	81
		2009-10	A	556	85	91	34	57	36	85
		2008-09	A	529	48	85	83	22	26	82
		2007-08	B	495	50	76	84	17	20	83
		2006-07	C	444	35	66	93	33	21	83
		2005-06	B	408	47	74	94	N/A	19	83
		2004-05	C	351	35	69	82	N/A	17	85
		2003-04	P	383	35	71	84	N/A	14	79
Somerset Academy Charter High School	9-12th	2010-11	*	541	37	93	75	43	81	94
		2009-10	A	538	51	83	87	46	72	94
		2008-09	B	508	49	77	85	49	76	94
		2006-07	A	594	64	93	83	64	29	90
Somerset Arts Conservatory	9-12th	2010-11	*	629	91	100	62	75	36	87
		2009-10	A	582	79	88	96	25	22	87
		2008-09	N/A	608	67	96	88	39	15	81
Somerset Academy Charter High School (South)	9-12th	2009-10	*	524	38	77	85	34	80	85

*High Schools pending final grade from FL-DOE

Based on the organization’s accreditation, the proposed school under the operation of Somerset Academy Inc. will open as a SACS-CASI accredited school from its inception and will be held to the same standards of accountability of the existing programs. Thus, by replicating the successful educational design of the existing schools – with a full-range of services targeted to students of all performance levels - the proposed School will prove highly effective in raising student achievement.

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

Somerset Academy, Inc. is a Florida not-for-profit educational institution with a proven fourteen-year track record of successful development and operation of thirty high-performing charter schools serving nearly 9,000 students in Pre-K through 12th grade in Miami Dade, Broward, and Duval counties as well as in San Antonio, TX. The institution and its board of directors have

over a decade of experience in charter school operations, management and oversight of public funds. The School will be a replication of the existing highly effective Somerset Academy school educational programs in existence in Dade, Broward and Duval counties.

Somerset Academy has developed a multi-tier system (management, instruction, assessment and professional development) that has achieved increased performance across all student populations and subgroups as evidenced by their academic performance over the past 10 years. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and have proven these strategies to be successful with all student populations, including ELL, ESE and students entering the school below grade level. The results on standardized exams and learning gains, especially in mathematics, have proven successful. Somerset has successfully replicated nearly 30 other high quality programs across Miami-Dade, Broward and Duval Counties, which have and continue to increase student performance in grades K-12.

The governing board of the proposed school is comprised of the same individuals responsible for the operation of the existing Somerset schools. These highly experienced professionals possess the expertise in the areas of curriculum, assessment, finance, law, school management and governance to be able to replicate the existing design. Somerset Academy, Inc. has financial and human resources available to replicate a high quality model, the ownership of the existing school design, and most importantly has a proven track record of success in replicating the design. These factors all support Somerset's capacity to replicate the existing school design.

Strategies for replication of the existing design are fully detailed in the sections referenced below. These include, but are not limited to, the following:

- Implementing the same core values and beliefs of the existing programs (*Section 3- 4*)
- Adopting the research-based educational concept for the existing programs (*Sections 3-8*)
- Utilizing the team of experts (who have ownership of the Somerset educational program) as consultants who continuously provide training to the proposed school's administrators, faculty and staff (*Sections 9 and 11*)
- Adopting common expectations of student behavior and parental involvement (*Section 8 and 13*)
- Adopting common Professional Policies and Standards for staff (*Section 10 and 12*)
- Implementing the policies for financial management and oversight proven effective in the existing schools (*Section 18*)
- Providing ongoing communication, training, and support for the school's changing operational needs (*Section 9 and 12*)

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 Standards.

The School will seek to expand each student's foundation in each core subject to build upon the preceding acquired knowledge in order to prepare student to compete in a global market. All curriculum course offerings will be aligned with Miami-Dade County Public Schools' Curriculum Course Codes. The school's curriculum will be standards-based in keeping with the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted)

and results rather than processes will be emphasized. The School will deliver a curriculum to prepare all students not only for college entry but also for successful completion of their postsecondary education, as evidenced by college course completion without the need for remediation. It is anticipated that students will meet and/or exceed the requirements for a standard high school diploma, demonstrating mastery of all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted).

Meeting the needs of all students - The School curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation for not making adequate progress towards mastery of the Next Generation Sunshine State (and/or Common Core State Standards, as adopted) and/or students with special learning needs will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement).

Similarly, students performing at grade level and above will have access to the full range of academic courses. Students who wish to pursue an advanced academic program will be provided with honors and Advanced Placement courses. Additionally, students will have the opportunity to earn additional credits through, for example, Dual Enrollment Courses at institutions of higher education and/or through Virtual School and/or Summer Programs, and students will be advised and made aware of those options by qualified personnel. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful.

Notwithstanding, the School will serve students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FCAT exam or not passing an EOC, as applicable) will receive a school-wide PMP in reading and/or mathematics. Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutorial programs; Saturday class; and/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process.

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- targeted interventions for struggling readers and students performing below grade level (and implementation of the Sponsor's K-12 CRRP with fidelity);
- School Improvement Plan (SIP) maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- Literacy integration across all disciplines;
- Curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Sponsor's curriculum pacing guides to ensure all NG SSS (and/or Common Core State Standards, as adopted) and course content Material is covered for mastery within specified timeframes);

- continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective NG SSS (and/or Common Core State Standards, as adopted);
- ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- research-based instructional practices will be utilized (e.g. Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, the Big Picture Company's *New Urban High School Design Principles* (NUHS), and Coalition of Essential School's principles);
- assessment data utilized to make instructional decisions and plan interventions (e.g. Sponsor's Interim Assessments, teacher-made assessments, end of chapter assessments, embedded assessments, FAIR Assessments in Reading three times per year, with OPMs given if student performs below the threshold every 20 instructional days, embedded assessments, etc.);
- ongoing relevant professional development workshops to target learner needs;
- before and afterschool targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;
- integration of long term thematic projects across the curriculum;
- focus on differentiated instruction for varied learning styles;
- reading and writing across the curriculum; and
- integration of technology across the major disciplines.

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.

Differentiated and Standards-Based Instruction –The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

Some of these instructional practices will include:

- **Direct Instruction (lecturing/modeling)**- This methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.

- ▶ **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, thus becoming more autonomous.
- ▶ **Cooperative Learning** – Teachers will guide small-group learning to increase communication and team-building skills. This is done based on grouping small teams of students heterogeneously according to ability, interest, background, etc.
- ▶ **Inquiry-Based Learning** - Based on the scientific method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- ▶ **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, CRISS Strategies, (e.g. KWL, reciprocal teaching, graphic organizing, scaffolding, webbing, etc.)
- ▶ **Accountability** - Teachers at the School are required to document instruction of the Next Generation Sunshine State Standards (NG SSS), (and/or Common Core State Standards, as adopted) and ELL strategies by completing daily lesson plans, as well as records of weekly and monthly thematic unit plans. Lesson plans identify specific objectives taught and benchmarks met as listed in the curriculum. The member of the administrative team will check lesson plans weekly and conduct daily classroom walk-throughs to ensure that curricular objectives which are documented in each teacher's lesson plan book are being taught accordingly.

The following is a substantive overview of the core curriculum and courses that will be offered at the School. However, in fulfillment of graduation requirements other core courses may be offered as electives if necessary, to benefit the students.

The Core Curriculum

The School will implement the Miami-Dade County Public Schools *Student Progression Plan** as a vehicle to guide the progression and implementation of the curriculum to be taught and in the manner described herein the following section. Accordingly, the curriculum is specifically tailored to ensure that all students meet the requirements for high school graduation -- including mastery of all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) while participating in an innovative college preparatory program.

The School's commitment to deliver a college preparatory curriculum dictates a curriculum with high rigor and relevance in core subject areas. The school program will be highly prescribed to engage students in a very rigorous curriculum. All programs focus upon the consolidation of study skills, a core of common learning, and emphasis in the development of higher level thinking skills. The School will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college ready.

The recommended course of study for all students will include:

- English - 4 credits required (English I - IV (regular, honors, gifted or AP) or English I-IV through ESOL (with a major concentration in composition and literature and reading for information) are required to meet the English/language arts graduation requirement);
- Mathematics - 4 credits required - one of which must be Algebra I, its equivalent, or higher - the School course recommendation is Algebra I, Geometry, and 2 courses at the Algebra II level or higher;
- Science -3 credits required (Earth/Space Science, Biology I, two courses with a lab component) the School recommendation is 4 credits as follows: Earth/Space Science, Biology I, and two course(s) in: Chemistry, Physical Science, Physics, or higher;
- Social science - 3 credits required ((World History 1.0, United States History 1.0, United States Government 0.5, and Economics 0.5 are required) the School recommendation is students complete four social science credits;
- Performing/Fine/Practical/Arts -1 credit required (Performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination) to meet the graduation requirement;
- PE/Health - 1 credit required to meet graduation the requirement;
- Electives (8 credits required to meet graduation requirement) with the goal that, whenever possible, some of the electives be dual enrollment and/or advanced placement courses;
- Foreign language (the School will require students to meet the prerequisite for state university school system admittance through completion of two sequential courses in the same foreign language. In addition, this requirement will allow our graduates to be eligible for Florida's Bright Futures Scholarship.).

Furthermore in addition to aforementioned course requirements, students will also:

- earn a passing score on the Reading and Mathematics sections of the FCAT graduation Tests** (and/or achieve an approved concordant score on the ACT or SAT, as allowed by State) and/or End of Course Tests (See the chart below, which details EOC assessment graduation requirements***);
- demonstrate computer literacy from completion of at least one on-line course taken between ninth and twelfth grade, in accordance with the s.1002.321, F.S.; Digital Learning Now Act;
- complete a community service project, wherein a minimum of 75 hours of community service are completed, in fulfillment of Florida Bright Futures Scholarship eligibility requirement;
- earn a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale. Additionally, students must earn a minimum of a grade of D, in order to earn a course credit. Promotion from grade to grade will be in accordance with the requirements set forth in the *M-DCPS Student Progression Plan**.

NOTE* -The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

NOTE** - *In accordance with state mandates, as needed, remediation courses (Intensive Reading, Intensive Reading Plus, and/or Intensive Mathematics) will be offered within State and Sponsor guidelines for those students who qualify for said intensive programs as a result of not meeting grade level proficiency and/or not mastering respective NG SSS, as evidenced by their achievement scores and results on the FCAT or EOC exams.*

NOTE***:

**New High school EOC Assessment Requirements for Graduation		
Year 9th graders entering High School	Year of Graduation	Requirements:
2012-2013	2015-2016 (and thereafter)	<ol style="list-style-type: none">1. Algebra I EOC for credit2. Geometry EOC for credit3. Biology EOC for credit4. Algebra 2 credit required for graduation5. Chemistry and/or Physics (or equally rigorous science course) will be a graduation requirement for students entering grade 9 in 2013-14).

Notwithstanding, the School will address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students in courses and always for the benefit of the student. In addition, we encourage the students to pursue the most challenging coursework in which he or she can demonstrate success.

That is to say, students will be advised as to course recovery options, individually and by a school counselor, who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through a Virtual Education Course, to recover a mandated course credit, as necessary.

The School will utilize different metrics to advise students, including a combination of PSAT scores (students will take PSAT in 9th grade) class grades, and FCAT scores. To identify a student for advanced work, the School may utilize a combination of the CollegeBoard's AP Potential, Core Subject Grades, as well as FCAT Scores and teacher recommendations. The combination of such metrics will provide for a holistic approach to student advisement. The School will therefore offer differentiated educational programs beyond those normally provided by the regular school program in order to realize potential student contributions to self and society. Some of these options include:

- Honors courses,
- Advanced placement program, and
- Dual enrollment program.

The following is an overview of the core curricular program and courses that may be offered at the School. However, in fulfillment of graduation requirements, other core courses may be offered as electives, if necessary, to benefit the students.

Reading/Language Arts:

The School will implement the state-approved *M-DCPS- K-12 Comprehensive Research-Based Reading Plan (CRRP)*, as approved by the FL-DOE. The CRRP will provide teachers a systematic framework for literacy instruction, and will align all departments to focus on the teaching of reading and writing throughout all areas of the curriculum. The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Teachers will address all Next Generation Sunshine State Standards and benchmarks for Language Arts instruction (and/or Common Core State Standards, as adopted) and will prepare students for mastery of

those standards. In addition, the Reading Program Specifications document will be used as a framework for implementation of the Language Arts/Reading program.

Additionally, the School will implement other research-based strategies that have proven successful in teaching reading including, but not limited to, designating an uninterrupted reading block for Reading Instruction and utilizing state-adopted textbooks and programs. The School will also implement: structured independent reading time, reciprocal teaching methodology, vocabulary development, CRISS (Creating Independence through Student-owned Strategies), Literature circles, differentiated instruction, use of research based reading software such as Reading Plus, Teenbiz, and FCAT explorer; the use of research based instructional Materials such as SpringBoard, and will utilize strategies such as graphic organizers, marginal note-taking, to name a few, and will include instruction and implementation of reading strategies in a variety of professional developments.

The School believes learning continues beyond the classroom. Home learning will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in reading by encouraging family literacy practices, and communicating information regarding students' reading progress to parents. The idea will be that reading should take place in the home as well as in the classroom, and parents will be encouraged and instructed as to the creation and encouragement of literacy-rich environments for their children whenever possible.

The Reading Leadership Team (RLT) will design workshops to address the needs of classroom instruction. The Language Arts Department chair, and/or when available, the Reading Coach (or language arts department head) will meet with the Reading Leadership Team and other grade levels/departments to review assessment data and share best practices. For further intensification, model lessons, peer coaching, peer observation and additional professional development opportunities will be made available to the faculty. The RLT will also provide classroom support by developing on-site teacher professional development and utilizing reading intervention programs.

It is the intention of the Applicant that all students will be well accomplished in all aspects of reading to ensure they are successful in whatever career they pursue. Reading strategies in the content areas are to be provided to students in all grades, and these strategies should be in addition to those taught within language arts classes.

NOTE: The School will utilize the curriculum and specific guidelines for Language Arts as proffered by the State. The School further commits to abide by the Sponsor's CRRP, as approved by the State.

Additional details regarding reading plan instruction, for students reading below grade level, is provided in the question included herein towards the end of this section

- *Describe the School's reading curriculum, and evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.*

Language Arts:

The school will adopt the *Just Read, Florida!* K-12 Comprehensive Research-Based Reading Plan, as established by the Florida Department of Education. The purpose of the School's Language Arts program is to provide instruction and promote academic excellence in reading,

writing, oral communications, and the interpretation of literature. Instruction in Language Arts will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for the FCAT, PSAT, SAT, and ACT sections of Writing and English. Effective use of speaking and listening skills and higher-order reading skills will prepare our students for the Florida Comprehensive Assessment Test, and those same study skills will enable their success in school and beyond when entering the world of work.

Writing:

As part of the Language Arts Curriculum, students will enhance writing skills through daily writing assignments in various modes, including, but not limited to, expository, persuasive and narrative. In addition to the elements of focus, organization, support, and conventions described in current FCAT Writing rubrics, students will also receive instruction in the correct use of standard English conventions in preparation for the more stringent criteria on FCAT Writing scoring, which will assume few, if any, errors in the conventions of sentence structure, mechanics, usage, punctuation and spelling in order for students to earn a passing score. Additionally, the School will also strengthen the requirements for quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities, while students learn to create the expectation that relevant supporting detail for clarification of meaning are the expectation for quality writing at all grade levels. Lastly, the Writing curriculum will prepare students in the elements of writing persuasive responses that will well prepare students in the art of Writing as well as allow them to meet the muster of the new calibrated scoring rubrics and increased expectations for 2012-13 and beyond on the FCAT Writing test.

To that end, all students at the School will be required to write across the curriculum on a daily basis. As part of the Writing program, students will be instructed with SAT and ACT prompts regularly and will be able to respond to them. Additionally, there will be an emphasis on the writing process, amongst all grade levels. A writing journal will be required for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. The use of technology in the writing process further enhances the program, as students publish their work. Writing skills that enhance the students' ability to perform well on the FCAT and FCAT Writing will be incorporated into the curriculum and formal grammar and usage instruction will be provided, especially in preparation for PSAT, SAT, and ACT sections on Writing and English.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. The secondary DBQ will have a maximum of 8 documents; at least 2 of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis.

Document-based questions consist of Science and Social Studies Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, require student to apply skills they use as adults, are criterion referenced and employ a scoring rubric.

Materials:

Some of the curriculum, programs, state-adopted texts, and supplements the School intends to use, to deliver Language Arts instruction and achieve student mastery of the NG SSS (and/or Common Core State Standards, as adopted) include:

- Textbook publishers for Language Arts may include, but are not limited to: Holt, McDougal Littell, Prentice Hall, and Glencoe including (or other state-adopted text as new adoptions are proffered);
- Reading Plus software;
- Jamestown Timed Readers;
- SAT Advantage as a supplement for Advanced and Honors courses;
- Classroom libraries representing a variety of genres.

The aforementioned curricula and curriculum support Materials are all research-based and support the philosophy, goals and objectives of the School.

Course content for these courses will be delivered in accordance with course descriptions provided by the FL-DOE available at http://www.fl DOE.org/bii/curriculum/course_descriptions/ and will ensure mastery of respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). Also, course delivery will ensure teachers cover concepts for student mastery of those Standards. The School will use the M-DCPS Pacing Guides as a means for prioritizing the timing/delivery of NG SSS. In addition, Regular and Honors English courses will emphasize FCAT-tested benchmarks for grades 9 and 10, and specific emphasis will be given to SAT Critical Reading and ACT Reading at grades 11 and 12.

The following is a list of Language Arts courses* that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Reading	9-12	1
Intensive Reading Plus	9-12	1
Intensive Reading Enrichment	9-12	1
English I	9	1
English I Honors	9	1
English I Honors Gifted	9	1
English I through ESOL	9	1
English II	10	1
English II Honors	10	1
English II Honors Gifted	10	1
English II through ESOL	10	1
English III	11	1
English III Honors	11	1
English III Honors Gifted	11	1
English III through ESOL	11	1
English IV	12	1
English IV Honors	12	1
English IV Honors Gifted	12	1
English IV through ESOL	12	1
AP English Language and Composition	11-12	1
AP English Literature and Composition	12	1

Language Arts Electives:

COURSE TITLE	GRADE LEVEL	CREDIT
Speech I	9-12	1
Speech II	10-12	1
Journalism I, II, III, and IV (Yearbook and/or Newspaper)	9-12	1
Semantics and Logic	11 & 12	0.5
Creative Writing I	9-12	0.5
Creative Writing II	9-12	0.5

ESOL Electives:

COURSE TITLE	GRADE LEVEL	CREDIT
ESOL Developmental Language (L1)	9-12	1
ESOL Developmental Language (L2)	9-12	1
ESOL Developmental Language (L3)	9-12	1
ESOL Developmental Language (L4)	9-12	1

*English I, II, III, and IV or English I-IV through ESOL are required to meet the graduation requirement for this subject area.

Mathematics:

The purpose of the Mathematics program is to provide instruction and promote academic excellence in education through the study of Mathematics. Notwithstanding, with a focus towards increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, the School will implement the Math NG SSS (and/or Common Core State Standards, as adopted) and the objectives from the state course code descriptions for senior high content, as the base for instruction. The School will develop students understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel in our ever changing world.

The School will embrace the new mathematics standards, which are organized into familiar Bodies of Knowledge such as: Algebra; Geometry; Trigonometry; Calculus; Probability; Statistics; Discrete Mathematics; and Financial Literacy, making students college-ready at the conclusion of their High School career. Additionally, the mathematics program of the School will uphold certain principles, endorsed by the National Council of Teachers of Mathematics (NCTM)⁴, as follows:

- Equity: Excellence in mathematics education requires equity, high expectations and strong support for all students;
- Curriculum: A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well-articulated across the grades;

⁴ The National Council of Teachers of Mathematics is a public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students. <http://www.nctm.org/standards/>

- Teaching: Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well;
- Learning: Students must learn mathematics with understanding, actively building new knowledge from building on prior knowledge and experience;
- Assessment: Assessment should support the learning of mathematical concepts and furnish useful information to both teachers and students; and
- Technology: Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The School will utilize the *M-DCPS Comprehensive Mathematics Plan* as a pedagogical guide for mathematics instruction. The School will provide quality instruction, high expectations, and consistent standards for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

In addition, the School will instruct and develop teachers who are also able to make the connection between the mathematics content (numbers and operations, algebra, geometry, measurement, and data analysis and probability) and process standards (problem solving, reasoning and proof, communication, connections, and representations) within the curriculum.

Research-Based Materials: The School will use research-based curriculum that is rigorous and standards-based. Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Mathematics instruction and achieve student mastery of the NGSSS (and/or Common Core State Standards, as adopted), include:

- State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers, such as: Brooks/Cole, Glencoe, Holt, John Wiley, Key Curriculum Press, McDougal Littell, Prentice Hall, Brooks/Cole, Holt, John Wiley & Peoples Publishing, Key Curriculum Press, and McDougal Littell (or other state-adopted text as new adoptions are proffered);
- Carnegie Learning's Cognitive Tutor Programs (Algebra I, Geometry, Algebra II, Integrated Math I, II, III, and Test Prep, as appropriate) for delivery of online individualized instruction, practice, immediate feedback and coaching;
- FCAT Explorer – as a technology supplement for Intensive Math for students to have additional practice on the FCAT tested benchmarks and infusion in or beyond the School; and
- USA Today's signature daily learning resource to incorporate data analysis by means of graphs and charts.

The School will utilize the M-DCPS Mathematics Pacing Guides for Algebra I, Geometry and Algebra II, to ensure the course Material is taught sequentially, consistently and in a challenging format. Furthermore, the School will ensure courses are delivered with integrity to course content outline and that teachers cover concepts and utilize Materials that are appropriate for mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). Implementing a standards-based instructional model, the school will provide students a deeper understanding of content rather than a broad base of knowledge.

The School's mathematics curriculum is designed to serve students of all ability levels, and therefore, students in need of remediation or not making adequate progress towards mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and/or students with special learning needs (struggling learners, or learners identified as SPED and/or ELL) will have access to supervised study time and tutoring services during non-school hours (e.g. after school, Saturday mornings, etc. and whenever possible, to accelerate and/or remediate student achievement). Additionally, struggling students will receive the additional time and support they need in order to be successful. Apart from providing any necessary remediation, a learning support system will be utilized to intervene, enabling the School to provide a systematic, timely, and directive program for struggling students. To that end, the classroom teachers will identify students who are in need of additional time and provide the necessary support, as applicable.

In addition, the School's learning support system may include the following intervention strategies:

- **Differentiated instruction** – Classroom teacher designs lesson that recognizes the diverse learning style of students and affords opportunities for student choice and creativity (e.g. some strategies include: prior knowledge assessment, graphic organizers, collaborative mathematical discourse, higher order thinking, continuous assessment of learning, to name a few).
- **Cooperative Groups of Mixed Ability** - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter.
- **Coordinated Intervention among School Staff** - Utilize the School's staff to plan intervention strategies for individual students. One example that typifies this intervention, the School's counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication between teachers and parents of struggling students, provides a safety net for the struggling student.
- **Interventions*** - If a student scored at Level 1 or Level 2 on the 8th grade FCAT Mathematics exam and/or if a student does not pass their respective End of Course Exam, in Algebra or Geometry, the School, in consultation with the student's parent, will implement a Progress Monitoring Plan (PMP) to assist the student to meet state and district levels for proficiency, and with the end goal to have the student receive intervention to remediate deficiency. Remediation will be offered in the aforementioned situations, through a content specific Intensive Mathematics course, simultaneous to the mathematics course to earn the necessary credit for graduation. These interventions are designed to assist students in strengthening student's abilities in the areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving mathematically. When appropriate, the classroom teacher and the other support personnel will provide and coordinate the activities to support remediation and mastery of the NG SSS (and/or Common Core State Standards, as adopted).

Intervention classes will utilize multitude of resources such as technology, peer tutoring, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction will be used to help strengthen the student's area of weakness. Mastery of the Next Generation Sunshine State Standards benchmarks (and/or Common Core State Standards, as adopted) will be continually monitored. Immediate feedback will be provided and appropriate interventions applied to ensure the individual student's success.

The following are programs and additional resources that may be used as for mathematics interventions:

- Carnegie Cognitive Tutor
- FCAT explorer – supplemental for Intensive Math as a technology supplement for students to have additional practice on the FCAT tested benchmarks and infusion in or beyond the School.

*Note - The intervention explained herein is the current and/or anticipated future practice, however, the School will implement Intensive Mathematics interventions in accordance with the Sponsor's Student Progression Plan, as amended.

The School will also address the needs of advanced learners at all grade levels, via rigorous and relevant coursework offered to students, who by virtue of outstanding abilities, are capable of high performance and require a variety of educational programs beyond those normally provided by the regular school program in order to realize their contributions to self and society. Some of these options within the Mathematics branch include:

- Honors courses;
- Advanced placement program;
- Gifted program;
- Dual enrollment program; and
- Virtual Education.

Technology will also be integrated into the mathematics curriculum to enable students to explore, visualize, solve, and better describe the concepts they are learning. Graphing software, calculators, computers, and interactive white-boards are some of critical technology tools that will be used as part of an effective mathematics program. In addition, the School may utilize specific software to support the teaching and learning of mathematics, such as Carnegie Learning's Cognitive Tutor Programs, FCAT Explorer, Gizmos, to name a few.

Four years of mathematics are required for high school graduation: However, additional mathematics electives will be made available to students of the School, that they may elect to pursue whenever possible. Students will be placed in the appropriate Math course on the basis of scores on standardized tests, past performance in classes, and teacher recommendations. The minimum four year recommended sequence will include Algebra I, Geometry, Algebra II and another equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Mathematics courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Intensive Math	9-12	1
Algebra I	9-10	1
Algebra I Honors	9-10	1
Algebra I Honors Gifted	9-10	1
Geometry	9-10	1
Geometry Honors	9-10	1
Geometry Honors Gifted	9-10	1
Algebra II	9-11	1
Algebra II Honors	9-11	1
Algebra II Honors Gifted	9-11	1
Math for College Readiness	10-12	1
Probability and Statistics	11-12	1
Analysis of Functions	10-12	1
SAT Preparation	11-12	1
Pre-Calculus	10-12	1
Calculus	11-12	1
AP Calculus BC	11-12	1
AP Statistics	11-12	1
AP Calculus AB	11-12	1

Science:

The Science curriculum will be aligned with the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) for Science and the content standards of the National Science Education Standards, while incorporating FCAT test item specifications from the State of Florida, as applicable, in their daily lesson plans. The School will utilize the Sponsor's *Curriculum Pacing Guides*, to ensure the course is taught in alignment to respective NG SSS Benchmarks, with integrity to course content outline, and within the appropriate timeframes to address all required NG SSS (and/or Common Core State Standards, as adopted) for mastery. The purpose of the science program is to provide students with a broad knowledge of scientific concepts and establish a solid foundation for students to pursue postsecondary education. All science courses and science curriculum content is inquiry-based and hands-on in nature.

Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the School will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific sources in multiple forms. The secondary DBQ will have a maximum of 8 documents; at least 2 of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources,

evaluating sources, considering multiple points of view, using scientific evidence, developing and supporting a hypothesis.

Document-based questions will consist of Science Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply scientific analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, require student to apply skills they use as adults, are criterion referenced and employ a scoring rubric.

Instruction will also teach the need for safety, and appropriate safety measures, protocols, precautions, and procedures for the Science classroom and “experiment-rich” environments. The procedures that ought to be taken when conducting experiments (use of goggles, handling chemicals, etc.) and safety protocols will be adhered to and taught to students. All labs will be conducted in a safe environment (e.g. with access to eyewash and use of goggles for teachers and students, as appropriate) and safe storage guidelines will be taught and adhered to, as well as appropriate disposal of chemicals will be taught and done by approved contractors.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world applications. The instruction will include the use of manipulatives, discovery method, inquiry, higher-order thinking skills, technology, context-based problem-solving activities, cooperative-learning groups, and verbal and written communication. Furthermore, assessment will be an integral part of instruction, consistent with the content, goals, and instructional design of the course. Assessments will encourage multiple approaches and make use of diverse forms and methods of assessment. Assessments will probe students’ abilities to demonstrate depth, flexibility, and application of learning, as well as provide information on students’ progress and learning needs.

All science coursework is designed to promote a sense of inquiry through laboratory experiences and to further develop critical thinking skills. Students are guided in the nature of science, the implementation of scientific habits of mind, the application of scientific knowledge, methodology, and the historical context of science. Emphasis will be placed on the use of laboratory techniques, terminology and relationships between scientific and mathematical disciplines. The science curriculum is aligned with Science Next Generation SSS which are “world-class science standards” that reflect the conceptions of coherence, focus, and rigor promoted by the American Diploma Project (ADP) and the TIMSS framework. The science courses will address, at minimum, the following four (4) Bodies of Knowledge: Nature of Science, Earth and Space, Life Science and Physical Science. Three years of Science are required for high school graduation, however, students will be encouraged to pursue at least four years of science coursework.

The required science courses of Earth/Space Science, Biology, and Chemistry (or Physical Science) will prepare students to develop sophistication in their abilities and understanding of scientific inquiry. Investigations will derive from questions and issues that have meaning for students, such as current events and technology-related problems. Student manipulation, analysis, and interpretation of data strategies will be modeled by science teachers and practiced by students. Determining the range, mean, and mode values of the data, plotting the data, developing mathematical functions, and looking for anomalous data are all examples of analyses students may perform. Small group discussions, peer review, posing alternative scientific

explanations, discussing sources of experimental error, labeled drawings, writings, and concept mapping will also be used by students to develop their scientific explanations. These, in turn, will be the baseline for instruction as teachers help students construct explanations aligned with scientific knowledge, as well as helping them evaluate their own explanations and those made by scientists.

Through appropriate science instruction in this area, students will be able to:

- Conduct investigations to explore new phenomena, check previous results, and to test and compare theories.
- Understand the implications and process of new scientific ideas, the importance of scientific responsibility, and the value of technology.
- Discuss that the laws of the universe can be discovered through systemic study.
- Understand the role of scientists in society to understand matters of public concern.
- Understand that those who engage in design and technology to solve problems and apply practical scientific knowledge.

Research-Based Materials:

Some of the curriculum, programs, texts, and curriculum supplements the School intends to use to deliver Science instruction and achieve student mastery of the Next Generation SSS (and/or Common Core State Standards, as adopted) include:

- State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers, such as: Holt, Prentice Hall; Glencoe; Holt, Reinhart and Winston
- Grolier Online – Rich multimedia databases for quick access to encyclopedia articles, web links, and full-text periodical articles (e.g. including Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, The New Book of Popular Science)
- Facts on File - Extensive on-line resources and curriculum related databases. (e.g. Science On-File, Genetics On-File, etc.)
- Web-based simulators and online videos (e.g. BrainPop, Discovery Learning, Gizmos).
- SIRS – Full-text articles and Internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations (teachers can also search for resources by state standard)
- Calculator-based laboratories and probes.

Specific strategies will be implemented to increase awareness of Science programs and initiatives as well as to ensure student success and mastery of Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) as follows:

- Commit to hands-on science learning experiences- science teachers will incorporate at least 75 minutes of laboratory experience per week into their instruction;
- Encourage development of science clubs as well as honor societies, and Career Shadowing experiences;
- Allocate time for Science and mathematics teachers to work together to plan the integration of science and mathematics to support the curriculum of their specific courses (e.g. mathematics and science teachers at the School will include meaningful mathematics and science projects that emphasize the content strands and can be incorporated into classroom and home learning assignments);
- Integrate technology and literacy (e.g. CRISS strategies for mathematics and science) as a part of their effective teaching strategies;
- Utilize current research-based programs and high quality Materials with documented success;

- Inform the community and the parents about the curriculum, assessment, and courses necessary to pursue various career options through a Family Math/Family Science and Technology Night, and/or a Career and College Fair; and
- Inform parents and the community about the Third Mathematics and Science Study-Repeat (TIMSS-R) data, relationships, and implications for the FCAT.

Courses:

Students are required to complete a minimum of three credits of high school science for graduation. After the completion of the core courses, it is recommended that students continue to take at least one science course per year from the electives list. At minimum, the 3-year required minimum recommended sequence will include: Earth/Space Science, Biology I, and Chemistry or Physics (beyond the school requirement of Biology and Chemistry) students are encouraged to take Physics or another advanced science course with a lab component - or an equally rigorous science course, in fulfillment of graduation requirements).

The following is a list of Science courses that will be offered, in accordance with student need, interest, and capability:

COURSE TITLE	GRADE LEVEL	CREDIT
Earth/Space Science	9	1
Earth/Space Science Honors	9	1
Earth/Space Science Honors Gifted	9	1
Biology I	9-12	1
Biology I Honors	9-12	1
Biology I Honors Gifted	9-12	1
AP Biology*	10-12	1
AP Biology Gifted	10-12	
Chemistry	9-12	1
Chemistry Honors	9-12	1
Chemistry Honors Gifted	9-12	1
AP Chemistry	10-12	1
AP Chemistry Honors	10-12	1
AP Chemistry Honors Gifted	10-12	1
Environmental Science	11-12	1
AP Environmental Science	11-12	1
Physical Science	10-12	1
Anatomy and Physiology	10-12	1
Physics	10-12	1
Physics Honors	10-12	1
Physics Honors Gifted	10-12	1
AP Physics	11-12	1
AP Physics Gifted	11-12	1
Anatomy and Physiology Honors	11-12	1
Marine Science I	11-12	1
Marine Science I Honors	11-12	1

Social Studies:

The overarching goal of the social studies program will be to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and

interdependent world. The main purpose of the Social Studies program will be to promote civic competence and ensure that the values and ideals that have shaped our democratic nation continue to be instilled in our youth.

The Social Studies program will utilize the following best practices to reach this goal:

1. Deliver a rigorous, standards-based (NG SSS) curriculum to positively impact student performance and achievement.
2. Increase the in-depth study of topics or content in each social studies discipline and decrease cursory coverage of a lock step curriculum. Deeper understandings help students learn, retain, and apply skills and knowledge.
3. Select the most important content and concepts, the most representative case studies, the most precedent-setting events that students must know and apply to their lives outside of school.
4. Increase activities that engage students in inquiry and problem solving about significant human issues.
5. Increase student decision making and participation opportunities in school and in wider social, political, and economic affairs.
6. Offer students opportunities to practice participation skills to carry on our democratic republican form of government.
7. Encourage teachers to participate in relevant professional development opportunities, designed to enrich their content knowledge and strengthen their pedagogical approaches to teaching social studies.
8. Utilize quality instructional resources to support the School's social studies instructional program and improve student achievement.
9. Integrate social studies disciplines within the field as well as with other areas of the curriculum.
10. Encourage Social Studies teachers to plan collaboratively with other content areas, especially language arts and mathematics, to ensure that literacy integration and language arts/reading standards are incorporated as well as math skills (e.g. reading graphs, charts and maps, using coordinates).
11. Subject to make the skill a "real-life", practical and applicable learning experience. Tap other District offices, government agencies, community and not-for-profit organizations, and websites such as www.ncss.org, (National Council for the Social Studies) and colleges and universities as support systems to enrich the K-12 social studies instructional program.
12. Increase knowledge and awareness of global issues, ethnic groups and religious groups to help students understand the environment that surrounds them locally, nationally and internationally, (e.g. by committing to offer a Model UN club, and seek to form a partnership with one of the local colleges/universities).
13. Encourage and assist social studies teachers, however possible, to participate and join professional social studies organizations such as Florida Council for Social Studies, National Council for the Social Studies, et. al, and share said information with their departments.

The School will ensure Social Sciences teachers possess a strong background in Social Sciences content and knowledge, enabling them to create a challenging instructional environment that integrates critical thinking, reading and writing skills throughout the social studies curriculum.

The Social Studies teacher will also be required to:

- promote multicultural appreciation
- emphasize geography and current events throughout the curriculum
- emphasize a global perspective

- develop skills such as reading maps, charts, and graphs
- use a variety of learning strategies in the instructional program
- encourage the examination of controversial issues
- use a variety of teaching Materials and resources
- assist students in conducting research
- utilize technology to enhance the instructional program
- use a variety of assessment techniques to evaluate students' progress
- establish a positive teacher-student relationship
- encourage parental involvement.

The Social Studies curriculum will be delivered via State-adopted and research-based texts, and will address all Social Studies NG SSS (and/or Common Core State Standards, as adopted) and with integrity to course content description provided by the State. Furthermore, the School will utilize the Sponsor's Scope and Sequence as a guide for curriculum development and ensure all appropriate content is addressed within a logical and prescribed timeline, and that it is fully addressed for mastery of respective subject area content, as detailed in the state course content descriptions. Notwithstanding, in agreement with the Sponsor, the School acknowledges content area teachers, secondary social studies teachers, in particular, often struggle with how to manage the overwhelming amount of information that is in their textbooks. Given this fact, social studies teachers will be encouraged to adapt an attitude of "purposeful abandonment" and ensure the course content as presented by the State and all respective Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted), including specific concepts and knowledge, can be retained, understood and mastered, as identified for their specific course.

Additionally, the school will utilize the Document Based Questions (DBQ) to assess the ability of each student to work within scientific and historical sources in multiple forms. The secondary DBQ will have a maximum of eight documents; at least two of which will be visuals. The DBQ requires many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, developing and supporting a thesis.

Document-based questions consist of Social Studies Learning Standards, themes and concepts. They will focus on critical thinking skills and ask students to make comparisons, draw analogies, apply knowledge to the given data, and require students to apply historic analysis. Additionally, these questions will ask students to take positions on issues or problems and support their conclusions, require students to look at issues from multiple perspectives, require student to apply skills they use as adults, are criterion referenced and employ a scoring rubric.

Further, the School will make a special effort to address a variety of cultures and times and analyze their interaction in the modern world. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects and address the four key areas of the social studies curriculum: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government); and Economics. Additionally, the School will include the following social studies topics in the social studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement

- Women’s Contributions to the United States Requirement
- Veterans Contributions Recognition
- “Celebrate Freedom Week”- Instruction shall be in accordance with Florida Statutes and district guidelines in an effort to encourage patriotism
- Character Education.

Research-Based Materials:

Some of the state adopted texts and curriculum supplements the School may use to deliver Social Studies instruction and achieve student mastery of the NG SSS (and/or Common Core State Standards, as adopted) include:

- State-adopted textbooks, proven effective and selected according to the content to be delivered from publishers such as: Prentice Hall - Connections to history and Comparative Politics today; Houghton Mifflin -Western Society; Magruder’s - American Government and Government by the People; and American Passages and America Past and Present
- Grolier Online – providing quick access to encyclopedia articles, web links, and full-text periodical articles and rich multimedia databases (e.g., Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, America the Beautiful, etc.)
- Discovery Learning and BrainPop, Webquests, Podcasts
- Florida eChoices - The career exploration and information system from bridges.com for the State of Florida
- Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On-File, Geography On-File, et.al
- SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.

Additionally, the School will also address the specific needs of learners via an individualized approach for the placement of students in courses. The School will consider test scores, academic history, state and district requirements, and teacher recommendations when placing students, always for the benefit of the student and always encouraging students to pursue the most challenging coursework in which he or she can be successful. That is to say, students will be counseled as to course recovery options, individually and by a school counselor, who is aware of all options and scheduling nuances, as well as the respective anticipated results of recovery options. For example, in most cases, students may elect to repeat a course if the schedule permits, but scheduling can become a challenge if the student is enrolled in intensive coursework. A student could also repeat the course via Adult Education and/or through Florida Virtual School, to recover a mandated course credit, as necessary.

Similarly, the School will use the PSAT scores (students will take PSAT in 9th grade), subsequent CollegeBoard AP potential, scores of A or B in English, 4.5 on FCAT Writing, or 4 or 5 on FCAT Reading to identify students who have a demonstrated potential for success in advanced coursework. By virtue of student initiative and/or virtue of outstanding abilities, students may also be identified for advanced Social Studies coursework. The School will therefore offer differentiated educational programs beyond those normally provided by the

regular school program in order to realize potential student contributions to self and society. Some of these options within the social studies branch include:

- Honors courses;
- Advanced placement program;
- Dual enrollment program; and
- Virtual Education Courses.

Courses:

Students will be required to successfully complete three credits of Social Studies in fulfillment of graduation requirements. After the completion of the core courses, the School will encourage and recommend that students continue to take at least one social studies course per year, as applicable, as an elective.

The following is a list of Social Science courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
World History	9	1
World History Honors	9	1
World History Honors Gifted	9	1
AP World History	9-12	1
AP World History Gifted	9-12	1
American History	11	1
American History Honors	11	1
American History Honors Gifted	11	1
AP American History	11-12	1
AP American History Gifted	11-12	1
American Government	12	0.5
American Government Honors	12	0.5
AP US Government and Politics	12	0.5
Economics	12	0.5
Economics Honors	12	0.5
Economics Honors Gifted	12	0.5
AP Macroeconomics	12	0.5
AP Microeconomics	12	0.5
AP European History	9-12	1
AP European History Gifted	9-12	1
Human Geography	10	1
AP Human Geography	10-12	1
World Cultural Geography	10-12	1
AP Comparative Government	11-12	1
Latin American History	10-12	0.5
Psychology I	9-12	0.5
Psychology II	9-12	0.5
AP Psychology	10-12	1
Comprehensive Law Studies	10-12	1
Comprehensive Law Studies Honors	10-12	1

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

The School will utilize research- based programs and state adopted textbooks for all core curriculum subjects, as further described under each respective core curriculum subject area descriptions. The following research based Materials/programs will be used in the subjects of reading and mathematics.

- State approved - K-12 Comprehensive Research-Based Reading Plan for Miami-Dade County Public Schools
- Jamestown Navigator (Glencoe/McGraw-Hill) - Jamestown Reading Navigator is a comprehensive research-based program developed specifically to raise reading competencies and test scores of struggling middle-school and high-school students. The program is targeted at middle school and high school students reading at least two levels below grade level. Jamestown Reading Navigator incorporates online and print-based student and teacher Materials. The online component of Jamestown Reading Navigator improves students' comprehension by utilizing direct, explicit instruction and modeling of good reading practices. Students practice and apply these reading strategies and skills by reading content written specifically for secondary students, viewing interactive multimedia, and writing in response to reading⁵.
- Carnegie Cognitive Tutor - Carnegie Learning's Cognitive Tutors are the most extensively researched mathematics curricula on the market today. They are based on over 20 years of research on how students think, learn, and apply new knowledge in mathematics. The system is built on cognitive models which assess students' mathematical knowledge on a step-by-step basis and presents activities tailored to their individual skill levels. A recent random-assignment study showed significant advantages for students using the Cognitive Tutor over a traditional curriculum, even when both groups of students had the same teacher instructor. The Cognitive Tutor mathematics series utilizes a cognitive model that simulates the way in which students think about and attack mathematics problem solving. The Cognitive Tutor programs engage students in real-world problem-solving activities⁶.

Cognitive Tutor software is based on the ACT-R theory of learning, memory and performance, which has been validated by hundreds of lab and field studies. The software was developed using a rigorous empirical testing process resulting in over 50 publications validating the effectiveness of cognitive modeling.

- SpringBoard – This curriculum known as SpringBoard, is guided by the latest research and written and field tested by teachers, it is a clearly articulated and is proven to be a model of rigorous instruction in English Language Arts and Mathematics for ALL students. SpringBoard provides an instructional loop that begins with the College Board Standards for College Success to ensure all students are prepared for AP and college — without remediation. Units of instruction within and across all levels provide a vertically articulated curriculum framework that scaffolds the skills and knowledge students need to be successful and concomitantly provides teachers with continuous feedback on student progress. This curriculum includes formative assessments and a continual professional

⁵ http://www.readingnavigator.com/mkt/assets/executive_summary.pdf

⁶ Koedinger, K. R., Anderson, J.R., Hadley, W. H., & Mark, M. A. (1997). Intelligent tutoring goes to school in the big city. *International Journal of Artificial Intelligence in Education*, 8, 30-43.

development program for teachers. The School will utilize the curriculum for Language Arts coursework in grades 9-12.

A recent study was conducted by the Westat organization on the College Board's SpringBoard (SB) program. The design of the study included three major components: A system-wide teacher survey comparing SpringBoard and non-SpringBoard teachers and designed to assess implementation patterns; case studies of selected SpringBoard districts and schools; and a preliminary analysis of student achievement related to SpringBoard participation in selected districts. This report presents the results from the survey and student achievement research components.

The results of the study indicated the following:

- Teachers largely considered SpringBoard to be very or somewhat effective across a wide variety of students. Among teachers who worked with special populations, 80% or more saw SpringBoard as effective with high achieving students, average students, students from low-income families, inner-city students, and suburban students.
- More than 70% of all of the ELA teachers saw SpringBoard as effective with English learners and Special Education students.
- Teachers felt that the SB Materials are age appropriate (84%), are flexible (85%), are Culturally appropriate (82%) and involve higher order thinking skills (92%).
- More than half of the ELA teachers saw improvement in students' reading comprehension (63%) and writing skills (56%) that they attributed to SpringBoard.
- Teachers widely agreed (95%) that the SpringBoard training offered by the College Board was sufficient to enable them to use the Model Instructional Units and strategies effectively, although only 58% agreed that the training for the online component was sufficient.
- Teachers were in agreement that SB teaching strategies are effective (87%) and that SpringBoard had changed the mix of strategies they used. Some indicated they also used the strategies in content areas other than English and mathematics⁷.

C. Describe the school's reading curriculum.

Reading is a critical portion of Florida's education system and the law requires it be a "primary focus" of all school curricula. The School will support the *Just Read, Florida!* initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the M-DCPS Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction. The goal of all instruction is to improve student achievement through mastery of the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). Reading programs alone cannot accomplish the task of moving students to achieve mastery with grade level text. Schools need to use research based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Research Based Reading Plan Programs.

Student Placement:

The decision to participate in Intensive Reading Class will be made in accordance with the District's CRRP by student's performance on the prior year's Reading FCAT and data from

⁷ © The College Board Page 8 SB Evaluation Report 2008

diagnostic assessments such as the District's Interim Assessments and State assessments like the FAIR, progress monitoring, and teacher recommendations. To further elaborate, the K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 students as per the CRRP may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course. The criteria are based on FAIR.

To that end, the School intends to implement, as necessary, based on student data, the following programs as detailed below, and within District guidelines for placement, will deliver research based-programs and quality *NG SSS*-driven instruction. Students at the School who achieve a Level 1 or 2 on FCAT will complete an intensive reading course. Passing scores on FCAT and concordant scores on other assessments will not be used to exempt students from required intensive reading courses.

Students who achieve a Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention, either through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. This block of time will be taught by the same teacher, and said teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification. Classroom infrastructure will be at a ratio of no more than 25:1, and have appropriate and adequate CIRP and SIRP Materials (detailed below) to address learner needs. Furthermore, the reading intervention course will include daily:

- whole group explicit instruction;
- small group differentiated instruction;
- independent reading practice monitored by the teacher;
- infusion of *NG SSS* benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.); and
- a focus on informational text at a ratio matching FCAT.

The School will progress monitor Level 1 and 2 students a minimum of three times per year. This will include a Baseline, Midyear, FAIR, (three times per year) and End of the Year Assessment.

Reading instruction will utilize a comprehensive intervention reading program (CIRP) to address multiple areas of reading, with the aim of accelerating growth in reading to ultimately achieve, at minimum, grade level proficiency. Similarly, the use of Supplemental Intervention Reading Programs (SIRP) will assist to provide instruction in one or more areas of reading skill, as the use of SIRPs is intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). All skills and strategies will align with grade appropriate Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) and specifically those that will be assessed on the FCAT. Intensive Reading teachers will be certified, Reading endorsed, or working towards said endorsement by completing at least two courses of the six reading endorsement competencies per year.

The CIRP includes instructional content based on the six essential components of reading instruction (oral language, phonological awareness, phonics, fluency, vocabulary and comprehension). CIRPs are used to accelerate growth in reading with the goal of returning students to grade level proficiency. Teachers will place students in intervention programs based on data.

All FCAT Level 1 and 2 students, regardless of whether they are fluent, will be placed in the appropriate intensive reading class. The following four courses in high school will offer the intensity of instruction needed to address student needs:

1. Intensive Reading Plus (IR+): Level 1 and 2 students who are non-fluent and in need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily.

The School will provide an Intensive Reading Plus class for students who are non-fluent and in need of instruction in decoding and fluency. Students in high school who are non-fluent will be provided a daily literacy block. This literacy block will focus on explicit phonics and fluency instruction in order to improve decoding and fluency. The literacy block will include one period of Intensive Reading “Plus” back-to-back with one period of Language Arts taught by the same teacher. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in the Intensive Reading “Plus” literacy block will receive a greater allotment of instructional time.

2. Intensive Reading (IR): Level 1 and 2 students who are fluent and in need of vocabulary and comprehension instruction = minimum of 55 minutes daily or 90 minutes every other day.

The School will provide an Intensive Reading class for students who are fluent and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.

3. Intensive Reading Enrichment (IR-EN) This course will be required in 2011-2012. : Level 2 students who are fluent and in need of vocabulary and comprehension instruction at a higher level=minimum of 55 minutes daily or 90 minutes every other day.

In addition to the Intensive Reading (IR) course, the School will provide an Intensive Reading Enrichment class for high FCAT Level 2 students and students who have regressed to level 2 from level 3 or higher. The class will focus on specific reading strategies targeted to enrich the level of instruction to significantly improve students’ vocabulary and comprehension achievement using selected grade level text and novel units.

4. Intensive Reading for 11th/12th Grade Retakers: Level 1 and 2 students who have not met the graduation requirement and in need of reading instruction=minimum of 55 minutes daily or 90 minutes every other day.

The School will provide an Intensive Reading class for students who have not met the graduation requirement and in need of vocabulary and comprehension instruction. This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context. Students in 11th and 12th grade who have not met the reading graduation requirement must

be enrolled in an Intensive Reading class in addition to the regular English class.

Students in grades 11 and 12 who have met the graduation requirement, but whose developmental FCAT Reading score falls within level 2 (1926-2067) will receive reading intervention in the English class. The teacher will provide differentiated instruction based on student assessment data to improve reading proficiency.

Schools will utilize the following CIRPs in high school reading classes:

- Hampton Brown Edge Levels A (grade 9) and B (grade 10) - Intensive Reading Plus classes
- Jamestown Reading Navigator - Intensive Reading classes
- Jamestown Reading Navigator (Trek 4), Selected Grade Level Text, Novels –Intensive Reading Enrichment classes
- USA Today - 11th and 12th Grade Retaker classes

Schools will utilize the following CIRPs in the high school Developmental Language Arts Through ESOL classes:

- Hampton Brown Edge Fundamentals - ESOL Level 1
- Hampton Brown Edge Level A - ESOL Level 2
- Hampton Brown Edge Level B - ESOL Level 3
- Hampton Brown Edge Level C - ESOL Level 4

Supplemental Intervention Reading Programs (SIRP)

Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class in the event that the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both.

Materials:

The School will utilize one or more of the following SIRP Materials in reading classes: Reading Plus, Rewards, Jamestown Timed Readers, and SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words). Supplemental Intervention Reading Programs are intended for flexible use as part of differentiated instruction, or in more intensive interventions to meet student learning needs in specific areas (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension). Within these groups students will receive supportive comprehension instruction with scaffolding as necessary that focuses on using grade level text to explicitly address text complexity. The ultimate goal is to have students read independently grade level text.

Instructional Models

Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension.

- **Systematic, Direct and Differentiated Instruction**- Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above mentioned research-based strategies as follows:
 - **Systematic instruction** will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the six elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.
 - **Direct instruction** is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).
 - **Differentiated Instruction** meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.
- **Print-Rich Environment** - Each reading class will maintain a classroom library to include a collection of quality literature that includes Material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading Material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to reading Materials during literacy center time within the daily reading block. (e.g. Word Walls)
- **Sustained Silent Reading** - Increments of independent, sustained silent reading will be included in the reading classroom. Reading Material will be self-selected, and will encourage students to build stamina for increasingly longer and more challenging text. Teachers will monitor for engagement via reading logs, reaction journals, text talk, book passes or story summaries, to help students make connections to text.

The Reading Leadership Team:

The school will establish a Reading Leadership Team, with the purpose of creating capacity of reading knowledge within the school building and focusing on areas of literacy concern across the school. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum.

The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The principal, and/or when available, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month

The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across (if applicable) the curriculum. Teachers needing assistance will be supported by reading coordinators. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Reading Leadership Team will meet monthly to:

- Meet to discuss and disaggregate student data;
- Review, plan and assess the professional development needs of staff related to reading instruction based on student performance data;
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan; and
- Plan and promote school-wide literacy events, among other things.

The principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the RLT;
- Selecting team members who are skilled and committed to improving literacy;
- Offering professional growth opportunities for team members; creating a collaborative environment that fosters sharing and learning;
- Developing a school wide organizational model that supports literacy instruction in all classes; and
- Encouraging the use of data to improve teaching and thus impact student achievement.

Language Arts Department Heads, and/or when available Reading Coaches, when applicable, will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for focused professional development (including site-based modeling and coaching).

Data Collection and Analysis: The School's The Reading Leadership Team will compile progress monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom assessments) will be used to measure effectiveness of such.

Progress Monitoring:

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District Interim Assessment data, observational data, and

in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walk-throughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period,
- analyzing the progress monitoring data with reading coach (or language arts department head)
- directing the reading coach (or language arts department head) to meet with grade level/departments to review their progress monitoring (FAIR) data,
- monitoring that the reading coach (or department head) uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations, and
- monitoring the teacher's use of data driven instruction during classroom visitations.

The School will utilize the Florida Assessments for Instruction in Reading (FAIR) as a progress monitoring tool. Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). In addition, teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring. The School will also utilize the District's Quarterly Interim Assessments as a means to progress monitor.

The School will know the Reading Plan is working by obtaining quality results on the Sponsor's Interim Assessments, which has proven to be highly predictive of FCAT success. Results will be used to modify instructional practices, interventions, and for the use of differentiated instruction. Subsequently FCAT examinations will dictate whether or not the School has met prescribed goals and objectives and will clearly indicate whether or not students have made a year's worth of learning gains in a given year.

NOTE: The Sponsor's M-DCPS CRRP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the CRRP, as amended from time to time.

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

All students will be engaged in and benefit from the curriculum including exceptional students or students who enter the school below grade level. The results of the most recent Florida Comprehensive Assessment Test, teacher-made tests, and screenings through the reading program will be used to determine the level of mastery in reading, writing, mathematics and science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL plans for ELLs, as applicable, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed. Students not making adequate progress towards the Next Generation Sunshine State Standards will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan and specific strategies to remediate any learning deficiencies will be implemented (excluding ELLs who have been participating in the ESOL program for less than 2 years.)
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

In addition, students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific Progress Monitoring Plan (PMP) targeting these deficiencies. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understating of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific measurable individualized goals for that student, as well the strategies and services (tutoring/required additional classes, ELD services) to be implemented in order for the student to achieve the specified goals.

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

The following elective courses will be offered to enhance the curriculum and/or in fulfillment of course requirements.

World Languages:

The School recognizes that the growing international interdependence among nations and the pluralistic nature of the world demands that the United States develop citizens with sound understanding of international and cross-cultural issues, and with the ability to communicate in more than one language.

Two years of language other than English will be offered, to afford students the opportunity to meet the foreign language entry requirement for state university system and become eligible for the State of Florida's Bright Future's Scholarship. Reading, speaking, and writing a language other than English will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Additionally, language courses will aim to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that can be transferred to the English language

To that end, all language courses will be delivered via State-adopted and research-based texts, and will address all language NG SSS (and/or Common Core State Standards, as adopted). Further, the School will ensure all state mandates and standards are addressed and that course content for language courses is delivered as specified in the course content description provided by the State, with fidelity.

The following is a list of courses that the school intends to offer, however with the possibility of additional or alternate language coursework upon considering student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Spanish I - (Non-Speakers)	9-11	1
Spanish II - (Non-Speakers)	9-12	1
Spanish for Spanish Sp I	9-11	1
Spanish for Spanish Sp II	9-11	1
Spanish for Spanish Sp III Honors	9-12	1
Spanish for Spanish Sp IV	9-12	1
AP Spanish Language	9-12	1
AP Spanish Literature	10-12	1
French I	9-11	1
French II	9-12	1
French III	9-12	1
French IV	9-12	1
AP French Language	10-12	1

The Arts:

The School will apply an approach of global interpretation and understanding of the arts for its students, analyzing the common traits and differences of artistic expression across cultures, discovering the cultural values of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe.

Both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to master techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction. The School will be organized around the “creative cycle” wherein an exploration of the arts will focus on “creative energy, communication, interaction, and reflection.”

The following is a list of courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Administrative Office Technology	9-12	1
Accounting I	9-12	1
Accounting II	10-12	1
Accounting III	10-12	1
Business and Entrepreneurial Principles	10-12	1
Intro to Information Technology	10-12	1
Digital Design I	9-12	1
Digital Design II	10-12	1
Digital Design III	10-12	1
Business Software Applications 1	9-12	1
Business Software Applications 2	10-12	1
Multimedia Foundations I	9-12	1
Multimedia Foundations II	10-12	1
Computing for College Careers	10-12	1
Web Design 1	9-12	1
Web Design 2	10-12	1
Web Design 3	10-12	1

Physical Education:

The School's physical education program will center on teaching students to cultivate a healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork.

The following is a list of courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Personal Fitness	9-12	0.5
Team Sports I	9-12	0.5
Team Sports II	9-12	0.5
Individual and Dual Sports I	9-12	0.5
Individual and Dual Sports II	9-12	0.5
Individual and Dual Sports III	9-12	0.5
Beg. Weight Training	9-12	0.5
Beg. Aerobics	9-12	0.5
Int. Aerobics	9-12	0.5

Practical Arts/Technology:

Courses in practical arts will provide planned, specialized instruction designed to prepare students to enter employment, to make career progress, and to refine prescribed competencies required for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Courses will prepare students for jobs in a variety of fields such as Management and Supervision, Accounting, Finance and Computer Technology, Web Design, etc. Students are provided with concrete experiences through the study and use of technological tools, Materials, systems, and processes.

The school recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of the school, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

The School, in an effort to maximize student exposure to the latest technology will equip its classrooms with multi-media, high-speed computers and other hardware with high-speed Internet access. In addition to technology utilized in elective courses listed below, the School will utilize SMART, Promethean and Mimio boards. Additional equipment can be integrated with best practices to enhance the technological exposure of the students such as the purchase of document cameras, various integrated learning systems and professional development related to such systems, plus other hardware and peripherals to increase staff, teacher, parent and student access to a wide range of advanced equipment that facilitates operations, improves instruction, and encourages the use of 21st Century technology.

Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for

learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff must adhere. To establish a policy for the acceptable use of the Internet as a tool for learning, the School will adopt an Acceptable Use Policy for the Exploration and Utilization of the Internet as a Tool for Learning. Students and staff will be provided with network etiquette guidelines in their respective handbooks. Staff will also be reminded of professional standards regarding appropriate use of technology.

The following is a list of courses that will be offered, in accordance with student need and interest:

COURSE TITLE	GRADE LEVEL	CREDIT
Administrative Office Technology	9-12	1
Accounting I	9-12	1
Accounting II	10-12	1
Accounting III	10-12	1
Business and Entrepreneurial Principles	10-12	1
Intro to Information Technology	10-12	1
Digital Design I	9-12	1
Digital Design II	10-12	1
Digital Design III	10-12	1
Business Software Applications 1	9-12	1
Business Software Applications 2	10-12	1
Multimedia Foundations I	9-12	1
Multimedia Foundations II	10-12	1
Computing for College Careers	10-12	1
Web Design 1	9-12	1
Web Design 2	10-12	1
Web Design 3	10-12	1

Additional elective courses may be offered under any of the aforementioned headings to address student's curricular needs.

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

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives stated herein this application (provided herein section 5) and as written in the School's *School Improvement Plan* in subsequent years beyond year one. Those educational goals and performance objectives target student performance and achievement goals, and provide the expectation that all students are expected to make annual learning gains and demonstrate mastery of grade level Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). Additionally, the annual gains will be measured by the student's developmental scale score on the FCAT 2.0.

Further, the educational strengths and needs of students will be determined on an individual and school-wide basis. Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Data is used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills. An array of educational activities will be integrated into the curriculum to support the goals of the *School*

Improvement Plan and enhance the overall academic success and performance of the students the School will serve.

Additionally, under the Somerset District Accreditation umbrella, it is required that all Somerset schools implement, with fidelity, the programs and expectations under which all other existing Somerset schools were accredited; as a condition for the entity to maintain their status as an accredited corporate school system. As a Somerset school, the School will be closely and consistently monitored by the governing board and the School will annually report on their progress and observance of specific parameters and guidelines set by the Accrediting agency. Furthermore, the ongoing continuous improvement process through SACS/CASI, provides for reflection and the development of action plans for all school areas with special emphasis on academic standing and school climate concerns of all stakeholders (student, parent, and community).

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 student progress and performance will be evaluated, and the specific results to be attained.

The schools educational goals include but are not limited to:

1. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, at least 93 percent of all ninth and tenth grade students in eligible subgroups will demonstrate grade level proficiency, as evidenced by earning at least a 3 or higher on the 2012 Florida Comprehensive Assessment Test 2.0 of Reading.
2. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Mathematics, the School average will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FL-DOE) on the respective 2012 End of Course exam (Algebra and/or Geometry, as applicable).
3. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in US History, the School will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FL-DOE) on the 2012 End of Course US History Exam, as applicable.
4. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Language Arts, with an emphasis in Writing, 90% of tenth grade students will demonstrate grade level proficiency, as evidenced by earning a score of at least 4 on the 2012 Florida Comprehensive Assessment Test of Writing.
5. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards in Science, the School average will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FL-DOE) on the 2012 administration of End of Course Biology Exam as applicable).

6. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics, as evidenced by:
 - demonstrating improvement in one or more achievement levels; OR
 - maintaining FCAT 2.0 achievement level 3, 4, or 5; OR
 - demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for their respective grade level for students who previously scored below proficiency level on the preceding year's FCAT exam.
7. Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 90 percent of students will meet the requirements for graduation, upon completion of grade twelve.
8. Given school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 95% of students will participate in Florida's K-12 Statewide Assessment Program, as applicable.
9. Given a quality choice for education the of their child(ren), at least 80 percent of parents/guardians of students enrolled at the School, will indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2012 school year.

Students are expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) appropriate for the student's grade level. The annual gains will be measured for core classes by the student's developmental scale score on the FCAT 2.0, End of Course exams, as applicable, and/or internal pre- and post-tests to be administered at the beginning and end of each school year.

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

Promotion from grade to grade and student placement in each grade level will be in accordance with the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan (SPP)*. The SPP, as referenced herein, reflects current policies and procedures adopted by the Sponsor; however the School will adopt and implement the Sponsor's policies and procedures with respect to the SPP, including future amendments to the SPP.

For high school, grade level placement and promotion will be determined as follows:

Grades 9-12 Grade Level Promotion Requirements

END OF GRADE	MINIMUM CUMULATIVE TOTAL OF CREDITS FOR STUDENTS IN THE FOUR-YEAR, 24-CREDIT STANDARD PROGRAM
9	4 (including one English* or one mathematics credit)
10	9 (including two English* credits, one mathematics credit, and one science credit or one English* credit, two mathematics credits, and one science credit)
11	16 (including three English* credits, two mathematics credits, and two science credits or two English* credits, three mathematics credits, and two science credits)
12	24 (required for graduation)

* English Through ESOL as appropriate.

In order for a student who is enrolled in the four-year, 24-credit program, to receive a grade 10 grade level designation, he/she shall have earned an annual credit in English/ESOL and/or an annual credit in mathematics. Additionally, the student shall have earned two or three annual credits in remaining courses for a cumulative total of four annual credits. In order for a student to receive a grade 11 designation, the student shall have earned a total of two English/ESOL credits, one mathematics credit, and one science credit OR one credit in English/ESOL, two mathematics credits, and one science credit and a cumulative total of 9 annual credits. In order for a student to receive grade 12 level designation, he/she shall have earned a total of three English/ESOL credits, two mathematics credits, and two credits in science OR 2 credits in English/ESOL, three credits in Math and 2 credits in science and a cumulative total of 16 credits. In order to be graduated, students must earn a cumulative total of 24 annual credits or 18 annual credits for those students selecting an accelerated graduation option and have met all state/School Board approved graduation requirements⁸.

C. If the school will serve high school students; describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.

The School will implement the Sponsor's policies and procedures with respect to graduation requirements, as detailed therein the Student Progression Plan, including future amendments to these graduation requirements, to remain compliant with Section 1003.43, Florida Statutes.

To that end, in order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), earn a passing score on the Florida Comprehensive Assessment Test (FCAT) or FCAT 2.0 graduation test or state approved concordant scores on the SAT or ACT and pass the required End of Course exams (e.g. Biology, Algebra, Geometry) as applicable.

In order to graduate and receive a standard diploma from the School, students must meet all the graduation requirements specified by the state of Florida. The table that follows represents requirements for the High School Graduation Program Offerings for the 24 credit, 18 credit

⁸ <http://ehandbooks.Dadeschools.net/policies/93/secIV.pdf>

college preparatory, and 18 credit career preparatory programs for students who will enter 9th grade in 2010-2011 and thereafter.

Graduation Options/Requirements for Students who enter Grade 9 in 2010-2011, and thereafter⁹

	24 CREDIT PROGRAM	18 CREDIT COLLEGE PREPARATORY PROGRAM	18 CREDIT CAREER PREPARATORY PROGRAM			
ENGLISH/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)			
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)			
SCIENCE	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)			
SOCIAL SCIENCE	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)			
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required			
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination	Not required	3 credits in a single career/technical education program, 3 credits in career/technical dual enrollment courses, or 5 credits in career/technical education courses			
PHYSICAL EDUCATION/ HEALTH				1 credit	Not required	Not required
ELECTIVES				8 credits	2 credits	3 credits in a single career/technical education program and 1 elective, or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)
GRADE POINT AVERAGE(GPA)	2.0 on a 4.0 scale	3.5	3.0			
MINIMUM GRADE TO EARN COURSE CREDIT	"D"	"B" (weighted or unweighted)	"C" (weighted or unweighted)			
TESTING	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation and/or EOC test.			
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required			
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years			

⁹ <http://ehandbooks.Dadeschools.net/policies/93/secIV.pdf> (p.79-82)

**Graduation Options/Requirements
for Students who enter Grade 9 in 2010-2011, and thereafter¹⁰
Explanatory Notes**

ENGLISH/LANG. ARTS	English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to all three graduation options. It should be noted that grade 9 and 10 students who scored at levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a Developmental Language through ESOL course in lieu of an intensive Reading course.
MATHEMATICS	Four credits of mathematics are required to graduate. For the 18 credit option, students must earn 3 credits. A four-year sequence includes Algebra I, Geometry, Algebra II, & Advanced Topics in Mathematics. Business Math and Liberal Arts Math meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. Algebra I, Geometry and Algebra II are a graduation requirement for all students.
SCIENCE	For students selecting any one of the three graduation options, 3 credits are required. The 3-year required minimum recommended sequence will include: Earth/Space Science, Biology I, and Chemistry or Physics. Biology I, and one course in Chemistry or Physics (or another equally rigorous science course) will be required for graduation.
SOCIAL SCIENCE	For students selecting the 24 credit option and the two accelerated programs, the required courses include World History - 1 credit, United States History -1 credit, United States Government -.5 credit, & Economics -.5 credit.
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	For students in the 24 credit program must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Requirements chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.
PERFORMING/ FINE ARTS/ PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	For students in the 24 credit program must earn 1 credit in performing/fine arts or an approved practical arts course (see details in Graduation Requirements chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.
PHYSICAL EDUCATION	The PE requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of "C" or higher. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of "C" or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing/fine arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Junior Reserve Officer Training Corps J(R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course shall satisfy the one credit requirement in physical education and the one-credit requirement in performing arts. Students enrolled in either of the two 18 credit programs are not required to take physical education.
ELECTIVES	For students in the 24 credit program, they should complete their elective credits in areas of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePEP. Elective courses, or intensive reading or mathematics intervention courses, or any senior high school course listed in the current <i>Florida Course Code Directory</i> will fulfill the elective graduation requirement for two of the three graduation options except College Preparatory program. For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate Education, or Level 3 courses. Honors courses are not included in these six credits.
COMMUNITY SERVICE	For students in the 24 credit program, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9 th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.

¹⁰ <http://ehandbooks.Dadeschools.net/policies/93/secIV.pdf> (p.79-82)

Some additional testing requirements and considerations, options and/or caveats the School anticipates it will consider/adhere to, with respect to graduation requirements include:

**New High school EOC Assessment Requirements for Graduation		
Year 9th graders entering High School	Year of Graduation	Requirements:
2012-2013	2015-2016 (and thereafter)	<ol style="list-style-type: none"> 1. Algebra I EOC for credit 2. Geometry EOC for credit 3. Biology EOC for credit 4. Algebra 2 credit required for graduation 5. Chemistry and/or Physics (or equally rigorous science course) will be a graduation requirement for students entering grade 9 in 2013-14).

NOTE: **The aforementioned requirements will be in effect according to the above schedule for middle school students who enroll in the respective senior high school courses. If a student transfers into a high school, the school principal shall determine, in accordance with State Board of Education Rule, whether the student must take an end-of-course assessment in a course for which the student has credit that was earned from the previous school¹¹.

Diplomas/Certificates:

The awarding of Diplomas and/or Certificates by the School will occur in adherence to the guidelines and provisions detailed in the M-DCPS Student Progression Plan (SPP) and some of these options are further detailed herein.

A student completing the senior high school or adult program may earn a standard diploma, a certificate of completion, a Superintendent’s Diploma of Distinction, an International Baccalaureate diploma, a special diploma, or a special certificate of completion.

Certificate of Completion:

A student who has met all requirements for graduation except passing the FCAT graduation test or earning the GPA required for graduation may be awarded a certificate of completion. A student may make further attempts to pass the FCAT or earn the GPA required for graduation, and meet the requirements for a standard diploma. Any student interested may remain in senior high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his/her identified deficiencies and earn FTE funding, including for the summer session between the 12th and 13th year. Students who receive a certificate of completion from a senior high school and subsequently pass the applicable graduation test in an adult education program should be given their diplomas by the senior high school.

English Language Learners:

Students classified as ELLs, regardless of the number of years in an ESOL program must take and pass both sections of the FCAT graduation test in order to meet the testing requirement for a standard diploma.

¹¹ <http://ehandbooks.Dadeschools.net/policies/93/secIV.pdf> (p.83)

Students with Disabilities:

A student with disabilities who has met all requirements for graduation with a standard diploma except the state assessment program requirements shall be awarded a certificate of completion from the School, unless the graduation requirement has been waived by the IEP team or Commissioner of Education. Students with disabilities awarded a certificate of completion may elect to continue to participate in school and receive services until they earn a standard diploma or through the year in which the student becomes 22 years of age.

CPT-Eligible Certificate of Completion:

Students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion. Students who receive a CPT-Eligible Certificate of Completion may enroll directly into a Florida community college or postsecondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

Special Diploma:

Two special options are available for students with disabilities. If a student with disabilities is pursuing a special diploma, it must be reflected on the student's current IEP.

Students identified with the following disabilities, who have been properly classified with rules established by the Florida Board of Education, may be given the opportunity to pursue a special diploma.

- Intellectual Disabilities
- Specific Learning Disabled
- Physically Impaired
- Emotional/Behavioral Disabilities
- Sensory Impaired
- Autism Spectrum Disorder
- Language Impaired
- Deaf/Hard of Hearing

Students with disabilities enrolled exclusively in programs for the visually impaired, speech impaired, Gifted, or Homebound or Hospitalized program are not eligible for a special diploma.

Students with disabilities awarded a special diploma may elect to continue to participating in school and receive services until they earn a standard diploma or through the end of the year in which the student turns 22 years of age.

A student may switch from a standard diploma to a special diploma and receive credit toward s special diploma for passing basic (general) education courses.

The awarding of Special Diploma (option I or option 2) for Students with Disabilities and/or Special Certificate of Completion will occur in adherence to the guidelines and provisions detailed in the M-DCPS Student Progression Plan (SPP).

Student Performance Standards:

The School will abide by the Sponsor's identified student performance standards and the specified performance levels as measured by district indicators and state assessments which are

listed in the following chart. Students must at least one (1) or more of the specified level of performance on the state assessments at selected grades.

High School Students Minimum Performance Standards by Core Subject

Reading	Grade "C" or better in the core English/ESOL course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Reading; or FCAT SSS Reading Achievement Level 2 or higher (grades 9-10).
Writing	FCAT Writing score of 3.0 or higher (grade 10)
Mathematics	Grade "C" or better in the core mathematics course; or GPA of 2.0 or better; or Passing score on the FCAT graduation test in Mathematics; or Passing score on the EOC assessment for Algebra I (grade 9).
Science	FCAT SSS Science Achievement Level 2 or higher (grade 11)

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NOTE: *EOC exams for Biology (Grade 10) and Geometry (Grade 10) are not referenced above as a minimum performance standard for the respective subjects of Science and Mathematics, and neither is a passing score in Algebra 2 course, however these will also be minimum performance standards for students entering the School in the 2012-2013 school year and thereafter.

Grading Student Performance:

Student grades will be issued in accordance with State and Sponsor guidelines, as specified in the Sponsor's SPP. Academic grades will reflect the student's academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement. The determination of the specific grade a student receives will be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation. The grade will not be based on the student's effort and/or conduct, attendance or tardiness.

In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam*, with a provision for teacher override. This equates to ten points required to pass an annual course using a 4.0 scale. (*NOTE - the appropriate weighting will also be given for EOC grades, as applicable, as required by state mandate). Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used. In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

¹² <http://ehandbooks.Dadeschools.net/policies/93/secIV.pdf> (p.99)

The following are the academic grades used:

GRADE	NUMERICAL VALUE (%)	VERBAL INTERPRETATION	GRADE POINT VALUE
A	90 -100	Outstanding progress	4
B	80 -89	Above average progress	3
C	70 -79	Average progress	2
D	60 -69	Lowest acceptable progress	1
F	0 -59	Failure	0
I	0	Incomplete	0

In grading students these numerical or letter grades are to be averaged to determine a student's grade for a nine-week grading period. When calculating a grade for a semester or annual course, the following grade point averages are to be used:

- A = 3.5 and above
- B = 2.50 – 3.49
- C = 1.50 – 2.49
- D = 1.00 – 1.49

Forgiveness Policy:

For senior high school students, the forgiveness policy for required courses is limited to replacing a grade of a D or a grade of F with a grade of a C or higher, earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of a D or a grade of F with a grade of a C or higher, earned subsequently in another course. In either situation when student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, or F. In such case, the forgiveness policy must allow the replacement of the grade of C or higher, earned subsequently in the same or comparable course.

Unexcused Absences:

Students in grades 6-12 who have ten or more unexcused absences in an annual course (5 in a semester course) will be subject to the withholding of passing final grade(s), in accordance with provisions set forth in the Sponsor's SPP and related Sponsor attendance policies.

NOTE: The SPP, as referenced above, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the SPP, as amended from time to time.

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 the academic progress of the same students attending the charter school.

The baseline student academic achievement levels for the school will be established using multiple measures of student's academic performance on the school and the Florida Assessment Program, as applicable. Some of the assessments to be utilized will include the following:

- Florida Comprehensive Assessment Test
- End of Course Exam results
- FCAT-Writing Test
- Other Standardized tests
- Other standards-based exams
- Baseline Benchmark assessments, as applicable
- Interim Assessments
- FAIR, as applicable
- Portfolio assessments (whenever applicable)

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students. Other than standardized test scores, other baseline data may include 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 Special Education (SPED), Individual Education Plans (IEP) will be secured and the Individual ELL Student Plans will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the *School Improvement Plan* via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the *School Improvement Plan* and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

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

The School will follow federal, state, and district policies and procedures with regards to administration of tests and standardized practices. The School will participate in all required State, federal and select district assessment programs as directed by the Sponsor and specified in charter. The School will appoint a test chairperson to carry out and administer procedures and setup and monitor computer based testing programs. The School will follow the Sponsor's Testing Calendar, of which a sample follows. The School will ensure test security, report irregularities, and ensure confidentiality of student results.

MIAMI-DADE COUNTY PUBLIC SCHOOLS 2011 - 2012 TESTING CALENDAR, GRADES K-12

Tentative: June 22, 2011

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

DATE	DESCRIPTION	ABBREVIATION	PARTICIPANTS	REASON FOR TEST
July 18-19	<i>Alternative Assessment for Grade 3 Promotion</i>	AAGTP	Grade 3, <i>retained only</i>	State
August 22– September 2	<i>Baseline Benchmark Assessments Reading, Mathematics, and Science</i>	BBA	Grades 3-11	State and District
August 22- October 4	<i>Florida Kindergarten Readiness Screener Early Childhood Observation System Florida Assessment for Instruction in Reading</i>	FLKRS ECHOS FAIR	Kindergarten	State
August 23- September 9	<i>District Writing Pre-Test</i>	DWT	Grades 1-10	State and District
August 29 – October 18	<i>Florida Assessments for Instruction in Reading Assessment Period 1 (AP1)</i>	FAIR	Grades 1-3, <i>all</i> ; Grades 4-12, <i>selected students**</i>	State and District
September/ October	<i>Preliminary ACT Test</i>	PLAN	Grade 10, <i>optional</i>	Nationally Offered
September 24 - November 2	The Programme for International Student Assessment (PISA)	PISA	Age 15	Federal
October 10 – May 25	<i>National Assessment of Educational Progress</i>	NAEP	Grades 4, 8, 12, <i>selected schools</i>	Federal
October 12	<i>College Board Preliminary SAT / National Merit Scholarship Qualifying Test</i>	PSAT / NMSQT	Grade 9, <i>optional</i> Grade 10 Grade 11, <i>optional</i>	Nationally Offered State Nationally Offered
October 17-21	<i>Florida Comprehensive Assessment Test Reading and Mathematics Retake*</i>	FCAT / FCAT 2.0 RETAKE	Grades 10+, 11, 12, <i>as needed***</i>	State
October 17 – 31	<i>Interim Assessment Tests: Fall Reading, Mathematics, and Science</i>	IA	Grades 3-11	State and District
November 7 – March 30	<i>Florida College Entry-Level Placement Test / Florida College Basic Skills Exit Test/ Florida's Post Secondary Education Readiness Test</i>	CPT / FCELP / PERT	Grades 11-12, <i>optional</i>	State
November 15-16	<i>Grade 3 Mid-Year Promotion</i>	GTMYP	Grade 3, <i>eligible retained students</i>	State
November 28- December 2	<i>Florida Competency Examination on Personal Fitness</i>	FCEPF	Grades 9-11, <i>optional</i>	State
November 29 – February 2	<i>Florida Assessments for Instruction in Reading Assessment Period 2 (AP2)</i>	FAIR	Grades K-3, <i>all</i> ; Grades 4-12, <i>selected students**</i>	State
December 6-7	<i>Florida Comprehensive Assessment Test Writing Prompt Field Test</i>	FCAT	4, 8, and 10	State
December 12-16	<i>Florida End-of-Course Assessments (Semester 1)* Algebra 1</i>	EOC	Grade 6-12, enrolled students	State
January	<i>ACT Practice Test</i>	ACT	Grades 11-12, selected schools, registered students	District
January 3-17	<i>District Writing Mid-Year Test</i>	DWT	Grades 1-10	State and District
January 9- January 20	<i>Interim Assessment Tests: Winter Reading, Mathematics, and Science</i>	IA	Grades 3-11	State and District
January 9 – February 27	<i>Florida Alternate Assessment</i>	FAA	Grades 3-11****	State
January 24- May 6	<i>Grade 3 Reading Student Portfolio</i>	GTRSP	Grade 3	State

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2011 - 2012 TESTING CALENDAR, GRADES K-12
Tentative: June 22, 2011

DATE	DESCRIPTION	ABBREVIATION	PARTICIPANTS	REASON FOR TEST
February 28- March 1	<i>Florida Comprehensive Assessment Test Writing</i>	FCAT Writing	Grades 4, 8, 10	State
March 5- April 6	<i>Comprehensive English Language Learning Assessment</i>	CELLA	Grades K-12, <i>all current ELLs and selected former ELLs</i>	Federal and State
April 4 - May 23	<i>Florida Assessments for Instruction in Reading Assessment Period 3 (AP3)</i>	FAIR	Grades K-3, <i>all</i> ; Grades 4-12, <i>selected students**</i>	State
April 10-13	<i>Stanford Achievement Test, Tenth Edition Reading and Mathematics</i>	SAT-10	Grades K-2	District
April 16-27	<i>Florida Comprehensive Assessment Test</i>	FCAT / FCAT 2.0		Federal and State
	<i>Reading*</i>		Grades 3-10	
	<i>Mathematics</i>		Grades 3 - 8	
	<i>Science</i>		Grades 5, 8	
	<i>Reading and Mathematics Retake*</i>	FCAT / FCAT 2.0 RETAKE	Grades 10+,11,12, <i>as needed***</i>	
April 30- May 4	<i>Florida Competency Examination on Personal Fitness</i>	FCEPF	Grades 9-11, <i>optional</i>	State
April 30- June 1	<i>Florida End-of-Course Assessments US History (Field Test)</i>	EOC	<i>Selected schools, grade levels</i>	State
May 2- 22	<i>International Baccalaureate External Written Examinations</i>	IB	Grades 11-12, <i>enrolled students only</i>	Internationally Offered
May 7-18	<i>Advanced Placement Examinations</i>	AP	Grades 9-12, <i>enrolled, registered students only</i>	Nationally Offered
May 7-25	<i>Florida End-of-Course Assessments(Semester 2)* Algebra 1 Biology 1 Geometry</i>	EOC	Grade 6-12, <i>enrolled students</i>	State
May 23- June 6	<i>Alternative Standardized Reading Assessment</i>	ASRA	Grade 3, <i>selected students</i>	State
June	<i>Cambridge Advanced International Certificate of Education Examinations</i>	AICE	Grades 9-12, <i>selected schools</i>	Internationally offered

Notes:

*The Grades 6 and 10 FCAT 2.0 Reading, FCAT 2.0 Reading Retake, FCAT Mathematics Retake, and all End-of-Course (EOC) tests are computer-based testing platform only. Paper-based accommodations are available to eligible students.

* *The following students in all schools must participate in FAIR as follows:

- All students in grades K-3
- Grades 4-10: only students in FCAT Levels 1 and 2
- Grades 11-12: only students eligible to take the FCAT Reading Retake

***Students who need to pass one or more sections of the test.

****Only includes ESE students exempted from standardized testing at these grade levels.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2011 - 2012 TESTING CALENDAR, GRADES K-12
Tentative: June 22, 2011**

TESTS GIVEN ON AN AS-NEEDED BASIS			
DESCRIPTION	ABBREVIATION	PARTICIPANTS	REASON FOR TEST
<i>Aprenda La Prueba de los Logros en Español Segunda Edición</i> Placement decision for Gifted Program, Spanish-speaking ELLs	APRENDA	Grades K-12, <i>eligible ELLs</i>	State
<i>The Iowa Tests (Iowa Tests of Basic Skills and Iowa Tests of Educational Development)</i> Placement decisions for Gifted Program Exit ESOL Program (six semesters or more)	ITBS/ITED	Grades K-12, <i>eligible students</i> Grades 2-12, <i>selected students</i>	Federal and State
<i>Miami-Dade County Oral Language Proficiency Scale Revised</i> Placement decisions for ESOL Exit ESOL Program- Second Instrument Needed	M-DOLPS-R	Grade K, <i>eligible students</i>	Federal and State
<i>On-line Comprehensive English Language Learning Assessment</i> Placement decisions for ESOL Extension of services for ESOL Program	On-line CELLA	Grades 1-12, <i>eligible students</i>	Federal and State

FLORIDA COLLEGE BASIC SKILLS EXIT TEST (FCBSET) / POST SECONDARY EDUCATION READINESS TEST (PERT) READING, WRITING, AND MATHEMATICS Grades 11-12, Enrolled Students		
SENIOR HIGH SCHOOLS		
January 10-12, 2012	May 29 - 31, 2012	
ADULT EDUCATIONAL CENTERS		
November 30- December 2, 2011	April 3-5, 2012	July 24-26, 2012

COLLEGE ENTRANCE EXAMINATIONS NATIONALLY OFFERED FOR INTERESTED, REGISTERED STUDENTS			
SAT and SAT Subject Test Dates*		ACT Test Dates	
October 1, 2011	March 10, 2012 (SAT Only)	September 10, 2011	April 14, 2012
November 5, 2011	May 5, 2012	October 22, 2011	June 9, 2012
December 3, 2011	June 2, 2012	December 10, 2011	
January 28, 2012		February 11, 2012	

*SAT Sunday administrations usually occur the day after each Saturday test date for students who cannot test on Saturday due to religious observance.

The aforementioned testing calendar represents the Sponsor’s current Assessment schedule, planned for the 2011-2012 school year.¹³ The School hereby agrees to adopt and implement the Sponsor's Testing Calendar, as amended by the Sponsor for 2012-13 school year and thereafter.

Notwithstanding, the School anticipates it will participate in a variety of assessments, some of which may include state mandated, district mandated, in-school classroom evaluations, and other assessments on an as-needed basis, and as follows:

State Mandated (once a year)	District (once a year)
FCAT Writing FCAT 2.0 Reading Florida Competency Examination on Personal Fitness EOC – Algebra I CELLA for ELLs (current and select former ELL students) EOC – Biology I EOC – Geometry EOC – US History	District Writing Pretest Interim Assessment Test Fall: Reading, Math, Science District Writing Midyear Interim Assessment Test Winter: Reading, Math, Science
Classroom Assessments (as specified below or in teacher syllabi)	Additional Student Assessments (for select students and as applicable to specific situations)
Weekly teacher-generated quizzes Monthly teacher-generated chapter tests Midterm and Final Examinations Portfolios and presentations, as applicable Class participation rubrics Quarterly projects /investigations Teacher-made classroom assessments for evaluative purposes to determine mastery of NG SSS standard’s content for earning class course credit	FAIR (3 times: AP1 & AP2 & AP3) Preliminary ACT NAEP PSAT/NMSQT CPT ACT Practice Test Florida Alternate Assessment Field Tests (e.g. FCAT Writing Prompt field test, US History EOC) FCAT Retake Reading FCAT Retake Math Advanced Placement APRENDA for eligible ELLS IOWA (for gifted placement or to exit ESOL 6 semesters or more) Online CELLA for select ESOL students SAT (7 administrations in 2011-12) ACT (6 administrations in 2011-12)

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

The State of Florida Comprehensive Assessment Program, including the FCAT 2.0 and End of Course Assessments, will be used to improve the teaching and learning of higher educational standards. The primary purpose of the FCAT criterion-referenced tests and EOC assessments is to assess student achievement of the higher-order thinking skills represented in the Next Generation Sunshine State Standards. Results of these examinations will inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and that learner’s will have at least a year’s worth of learning in a year’s time.

¹³ <http://oada.Dadeschools.net/TestingCalendar/TestingCalendar.asp>

The School will also participate in the M-DCPS Interim Assessment Program as means to monitor student's attainment of the curriculum benchmarks as outlined in the NG SSS on a biannual basis (fall and winter interim exams). The School will utilize both components of the Interim Assessment Program, the interim assessments and the item banks, to inform student instruction. The Interim assessment will be utilized to assess level of mastery of benchmarks within the NG SSS; and the Benchmark Assessment Item Bank will be utilized by teachers, as needed, to further monitor student progress after instruction and intervention has occurred.

Additionally, student performance in the classroom will be assessed by the classroom teacher, and students' not making adequate progress towards the Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted) as evidenced in teacher evaluation and assessment of student work and academic performance will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, web-based grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning of year, mid-year, and end-of-year assessments, will also be utilized as reflective and guidance tools.

Furthermore, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Additionally, the School will also utilize a Response to Intervention model that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The RTI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

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

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, FCAT and Interim assessment results will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. However, it is important to note that a child's performance is not nearly as significant as the interpretation of that performance on a test. Keeping with our mission, students will have an active role in their education by learning to monitor and evaluate their work. Teachers will use assessment rubrics as teaching tools in the classroom by helping

students to interpret their performance and comprehend their results. In addition, students will be given the opportunity to participate in DATA chats with teachers. This will provide the student the opportunity to understand their strengths and weaknesses on standardized tests and make them active participants in their education.

Appropriate measures for improvement will be instituted for students not making adequate progress towards the Next Generation Sunshine State Standards. The parent/guardian will be advised in a special conference as needed, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, we will so advise the parents. Assessment and performance information will be shared with parents and evidence by parental contact logs for every teacher. Progress reports shall be signed by the parent and returned to the teacher. Not later than midway between marking periods, an interim report shall be sent to 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. In schools with an automated system for record keeping and grading, interim reports will be provided for all students.

Ongoing communication between the School and the parents will be maintained through on-line reporting systems such, for example, a web-based grade book and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

Specifically, the School will ensure communication with parents via the following district-mandated means, as follows:

- Progress Reports (Report Cards):

The School will issue Progress reports at the end of each marking period. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

- Interim reports:

No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior or excessive absences. In schools with an automated system for record keeping and grading, interim reports will be provided for all students, as an indicator of satisfactory or unsatisfactory progress.

- Required Parental Notification for students in danger of not meeting graduation requirements:

Any student with a GPA below 2.5 shall have their parent or guardian notified that good work and improvement is necessary to ensure that high school graduation requirements are met. The School will assist students to meet these requirements through a variety of options which may include, but are not limited to:

- forgiveness policy,
- extended learning,
- special counseling,
- volunteer and/or peer tutors,
- school-sponsored help sessions,

- homework hotlines, and
- study skills classes.

Further, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

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.

B.

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.

Students with disabilities enrolled in the School 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. An inclusion model with ESE support will be used, as appropriate, wherein the ESE Specialist and General Education teacher regularly monitor students' progress on attaining goals stated on the IEP as well as grade-level curriculum goals.

Appropriately certified personnel will ensure that students' needs are being met even before student is identified or evaluated for Exceptional Education Services through a Response to Intervention (RtI) process, wherein interventions will be frontloaded in the general education classroom as a first step allowing student to be receive support and have an opportunity to learn. The RtI framework will be a comprehensive support to students. The school will practice RtI as prevention oriented approach to linking assessment and instruction. This can then inform teachers on how to best teach their students. The goal of the RtI model at the school is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

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

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Any eligible student who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. The School will be open to any student residing in the county. The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by

the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases.

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

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Special Education, as amended from time to time. It is the School's mission to place students in an environment where they can develop to their highest potential, those students whose needs cannot be adequately addressed at the School will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed in the paragraph that follows. The School does acknowledge a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities.

Least Restrictive Environment:

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.

To school will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, the School will follow guidelines and procedures detailed in the Miami-Dade County Public Schools *Special Programs and Procedures for Exceptional Students Manual*. The educational program for exceptional students will include and adhere to the principles of the law as follows:

- **Free appropriate public education (FAPE)**- will be provided to every exceptional student enrolled in the School. That is, Free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.
- **Appropriate evaluation** – evaluations will occur within appropriate timeframes and in accordance with published guidelines. **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be held in accordance with Sponsor's guidelines.

- **Parent/Student Participation in Decisions** – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping the School understand their child.
- **Procedural Due Process** – A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Identifying students with special needs- The School will use a multi-tiered Response to Intervention (RtI) model for the implementation of research-based instruction and intervention.

The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

The RtI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number interventions the school implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

The RtI process consists of the following:

- RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.
- While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).

School Support Team (SST) will consist of the School administrator who will serve as the SST Coordinator, school psychologist, counselor, general education teacher and the parent(s), ESOL Coordinator (as applicable). The School's SST Coordinator will ensure that the SST protocol delineated in Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions, formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet.

Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the M-Team evaluation.

Developing Individualized Education Plans:

Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized education plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that the appropriate personnel will be trained in using the Web Based IEP system (Special Education-Electronic Management System) that is currently being used by the Sponsor.

504 Plan Procedures:

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SST. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section

504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports:

Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor and the State Department of Education.

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

The School will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, to ensure students with disabilities enrolled in the School 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, including the use of supplementary aids and services, cannot be achieved satisfactorily.

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

The goals for determining the School's effectiveness in serving special education students are consistent with the goals set for all students of the School or as specified in the child's IEP. The School will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP. The School's effectiveness in serving special education students can also be evaluated in its ability for the student to demonstrate learning gains consistent with the annual goals specified in the child's IEP. In addition, the Sponsor's annual ESE compliance will further measure the school's effectiveness to serve Exceptional Education Students. Similarly, the School's ability to meet Adequate Yearly Progress (AYP), including AYP for the students with disabilities subgroup, would also serve to demonstrate effectiveness.

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

The school will be nonsectarian in its programs, recruitment, admission policies and operations. The promotional plan to be followed in publicizing the School will be designed to reach the entire community and, accordingly, all groups within it. By publicizing the availability of the School throughout Miami-Dade County, the School's demographic composition should mirror that of the local community. Therefore it is anticipated that the School may have approximately 10 percent population of students with disabilities enrolled at the School.

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

The school teaching staff will include a certified ESE Program Specialist with demonstrated experience in providing support and services to children with disabilities. The ESE Specialist will be an employee of the School and will at a minimum possess full certification in special

education. The ESE Specialist will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Specialist will include:

- adjustments to the learning environment
- modifications of instructional methods
- adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students

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 IEP (e.g. including, but not limited to, if applicable, Extended School Year Services (ESY)—for students needing specialized services as required by students IEP).

The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. The number of special education staff will be based on the number of students in the Special Education Program identified upon student enrollment.

Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

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

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

Identifying Gifted Students - As per State Board Rule 6A-6.03019, FAC, the school defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule require that students meet the following criteria:

Plan A - (a) The student demonstrates:

- Need for a special program.
- A majority of characteristics of gifted students according to a standard scale or checklist,
- 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.

Plan B - The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:

- Who are limited English proficient, or

- Who are from a low socio-economic status family, which is identified by free and/or reduced lunch.

All students made eligible for gifted under Plan B must have a:

- Need for a special instructional program;
- Characteristics of the gifted;
- Intellectual development (minimum Intellectual Quotient of 112); and
- All students meeting eligibility for gifted under Plan B must meet the requirements of the Plan B Matrix. The School will follow procedures identified in the District's Plan B Manual for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms.

Identification - In alignment with The Sponsor's Gifted Education Program, the following procedures are to be followed for identifying those students who may be gifted:

Screening – Student will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or FCAT Level 4 or 5 or course work grades of A or B
- Above average creative output in artistic, literary, scientific, or mathematics endeavors
- Very rapid learning rate or unusually insightful conclusions
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

A student profile will be developed for a student being referred to the SST. The student profile includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate the majority of characteristics of a gifted student as defined as 16 or more items at a 3 or 4; and
- Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to: standardized test scores (A standardized achievement test is administered to students who do not have Stanford Achievement Test or FCAT scores; additionally, the APRENDA can be used to measure the achievement of Spanish-speaking ESOL students) classroom performance indicators such as report card grades, class work, and/or projects.
- Creativity Measure- the School will utilize the Sponsor's adopted creativity measure, the Williams Scale, in order to determine the creativity indicator on the Plan B Matrix.

A SST meeting is convened in order to review the information gathered in the student's profile. The SST makes the determination of whether or not to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the Gifted Characteristics Checklist.

Students may be considered eligible for gifted under Plan B if he/she shows

- A documented need for a special program as indicated by report cards, teacher observations, and outstanding academic, creative, and/or leadership abilities
- A score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist,
- A minimum score of one (1) in the category of intellectual abilities
- A completed creativity measure, namely the Williams Scale

Plan B eligibility is determined by calculating the total number of points in the three highest categories on the matrix.

Instructional Strategies – Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

Specially Designed Instruction and Curriculum Modifications Acceleration through:

- Curriculum Compacting
- Flexible Grouping
- Research and Independent Study
- Content Acceleration - the practice of
- Presenting curriculum content earlier or at a faster pace.

Enrichment Through:

- Learning Centers-
- Problem-based Learning –allowing students the opportunity to solve authentic problem situations
- Open-ended Tasks- students guide activities in various directions and receive diverse outcomes
- Service Learning/Enrichment Clusters- combines learning with service to the community

The School will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum, Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted). These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the students' EPs as determined to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

Service Delivery Models - The school will meet the special needs based on the student's Educational Plan (EP) through the following delivery model as applicable:

The high school program offers two options for gifted students as follows:

Gifted Program through the content areas (9-12) /High School Gifted Courses

The School will offer gifted content area courses and/or State-approved high school elective

courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years.

or

Consultation Model: High School Gifted Services

Some Gifted students who may not take gifted courses (due to scheduling conflicts or other issues) may use the consultation model. Teachers of the gifted meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses.

In addition the teacher of the gifted student will maintain a monitoring log to document Level I meetings which will occur monthly, Level II meetings which will occur bimonthly and Level III meetings which will occur weekly. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement. High school students' Gifted Priority Educational Needs (GPEN) will be addressed through enriched courses such as Honors, Advanced Placement (AP) and/or dual enrollment.

Section 7: English Language Learners

The School 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.

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

The School will follow the Miami-Dade County Public Schools' District ELL Plan* and will abide by the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990), which is the framework compliance with federal and state laws and also addresses the civil rights of ELL students with regards to Identification and assessment, equal access to appropriate programming and categorical and other programs for ELL students, personnel, monitoring issues, and outcome measures.

To that end, the School will service the English Language Learner (ELL) student populations as follows:

Identifying English Language Learners (ELL) Students: The School will survey ALL parents upon initial entry (registration) using the Home Language Survey (HLS). This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

If a parent answers “yes” to one or more of the three HLS questions, then the student is assessed in English. Initial ELL testing is to be completed within first ten days of school, using the following assessment:

- **Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)** to students who have at least one affirmative response on the HLS.
- **The IOWA** will be given to ALL students from grades 9-12 who score a Level V on the M-DCOLPS-R.

After student is assessed and determined to be ELL, the School will send a Notice to Parent/Guardian of ELL Student (**FM# 6577 Secondary**) at initial entry. The School will also send letter annually and when programmatic changes occur. The letter will include the following:

- School Name
- Work location #
- Date (day, month, & year)
- Student’s first and last name
- Student’s I. D. number
- Student’s proficiency level as a result of the M-DCOLPS-R
- Instructional delivery models
- Content-area instructional delivery models:
- Contact Person’s Name & Phone Number
- Principal’s Signature.

ESOL Program Placement: The School will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide ESOL instruction in English and ESOL instruction in the basic subject areas of reading, mathematics, science, social studies, and computer literacy, in accordance with the guidelines and procedures outlined by the current M-DCPS ELL Plan.

Students identified as ELL will be placed in **two** ESOL courses as applicable to the grade level and language proficiency, as follows:

Language Arts content course scheduled by grade level:

- English (1, 2, 3, 4) Through ESOL (by grade level)

Language proficiency course scheduled by ESOL level*:

- Developmental Language Arts Through ESOL (required elective, by ESOL language proficiency levels I-IV).

*If levels need to be combined, the *Developmental Language Arts* placement may be in the best combination of mixed language level courses (ESOL levels 1 and 2; 3; 4).

Providing Support services:

English Language Learners will receive instruction which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. All teachers will identify ELL students and their respective ESOL levels to

enable delivery of comprehensible instruction, for mastery of NG SSS (and/or Common Core State Standards, as adopted). All teachers will utilize ESOL strategies (which they will document in their lesson plans) as well as alternative assessments appropriate for ELL students. Teachers will also utilize grading guidelines and report card comments as appropriate for ELLs. The School will follow guidelines detailed in the Sponsor's Student Progression Plan, as applicable to ELL students, for appropriate grade level placement, promotion, and graduation requirements of all students including ELL students.

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the classroom walk-through model. Evidence can be observed during classroom visits, through lesson plans, through use of Materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their lesson plans. Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies, as follows:

- **Identifying Similarities and Differences** - Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning** - Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations** – Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers** - Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice** - Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, Sharing goals and objectives with parents, Praise efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Furthermore, the School Principal will commit to provide instruction to ELL*s in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELLs as non-ELLs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELLs)
- Teacher classroom goals and objectives are for mastery of Next Generation Sunshine State Standards (and/or Common Core State Standards, as adopted)
- ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency
- Instructional delivery, not content, is modified to meet the needs of ELLs
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELLs are enrolled in their classes
- Home Language Assistance Program (HLAP) is implemented if the School has 15 or more ELL students speaking another language (per language group) other than English upon registration, the School will designate a linguistically qualified teacher who can assist ELL students in understanding content instruction. The School will use either the self-contained model or the pull-out resource model, as necessary. Teachers and

paraprofessionals assigned to this program are expected to assist ELL students using their home language in the core subject areas of mathematics, science, and social sciences.

- All ELLs participate in statewide assessments – and FCAT accommodations are provided in accordance with State and District mandates and guidelines, which may include:
 - English to heritage language dictionary;
 - Flexible setting (parent must be notified prior to testing);
 - Flexible scheduling;
 - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
- ESOL Department and Testing Chair attend all required District PDs
- Abide by Student Progression Plan, including provisions for ELL students.

The Individual ELL Student Plan: All students classified as ELL will have an Individual ELL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as a Progress Monitoring Plan (PMP) if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The ELL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the school, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;
- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

The School will designate an ESOL coordinator to be responsible for developing and updating all Student ELL Plans, keeping a record of parental contact and ESOL Program Records Folder. The record folder containing the following will be available for all ELL students:

- HLS –Completed
 - Original copy (white) is placed in the Cumulative Folder
 - Yellow copy is for teacher information
- English Language Proficiency Assessment
 - OLPS-R (IPT)
 - CELLA Results Report
- Other Assessments
 - IOWA
 - Programmatic Assessment
- Notice to Parent/Guardian of LEP Students
 - (initial entry, annually, programmatic change)
- Copy of current year -WLEP
- Current information updated (Print WLEP at beginning of the school year.)
- Copy of Parent Notification ELL for Committee Meeting(s), if applicable

- Copy of AMAO Parent Letter
- PF1-Copy of Student's Schedule
 - Keep all prior year schedules
- Programmatic Assessment
- ESOL Level 1 students writing prompt.

The ELL Committee: The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of at least 4 members: an administrator or designee, the ESOL teacher, the home language teacher (if any), the classroom/subject area teacher(s), plus guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The parent(s) will be invited to attend any meeting of the ELL Committee.

The ELL Committee will:

- Schedule meetings to review the student's progress and make recommendations after thorough review of all necessary data;
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations;
- Ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose native language is other than English;
- Convene meetings in a timely manner and record recommendations in the Individual ELL Plan;
- File in ELL folder a copy of a letter inviting parent to attend ELL Committee;
- Convene an ELL Committee for students with six semesters or more in the ESOL program;
- Convene an ELL Committee for ESOL level V students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified; and
- Maintain a LEP Committee log to detail the date, name of child, reason for convening a LEP committee, and the outcome of the meeting.

Exit procedures:

The Comprehensive English Language Learning Assessment (CELLA): The CELLA will be administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking as follows:

- Criteria used CELLA and FCAT
- Student must be assessed with CELLA on grade level
 - Student must achieve scores at or above the Proficient Level on CELLA aural/oral
 - Student must achieve scores at or above the Proficient Level on CELLA writing; and
 - **Grade 9** - Student must score at achievement level of three (3) or greater in FCAT reading
 - **Grades 10-12** - Student must score at graduation achievement score or greater in FCAT reading (300 or above).

That is, the School's ESOL contact person, in coordination with the teachers, will implement the aforementioned procedures to exit students from the ESOL program.

Monitoring ELL students and subsequent exit: The School ESOL contact/designee with input from classroom teacher(s), and any other applicable staff will be required to conduct Post program reviews, which is follow-up of former ELLs once they have exited the program. Exited

student's academic performance in Language Arts/English will be monitored on an on-going basis and post program review updates will be documented by the Language Arts teacher in WLEP, via the following timeframe:

- At the end of the first grading period after exiting.
- At the end of the first semester after exiting.
- At the end of the first year after exiting.
- At the end of the second year after exiting.

The school will monitor the student's progress via the following:

- report cards
- test scores
- classroom performance
- Post Program Review Reports (as applicable)
- Standardized tests as applicable)
- Student Case Management referrals (as applicable).

This information will assist in determining student's progress as well as the school's effectiveness servicing the needs of its ELL population. The School's goals for determining effectiveness in serving ELL students at the School is consistent with goals set for all students of the School (see section 5) and with consideration to the goals and objectives written within the IEP plan. The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction.

If the student's performance is unsatisfactory, the ESOL contact or designee will convene an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program.

Parental Involvement: To promote parent and community participation in programs for ELLs, the school will invite parents to participate in district parent organizations. Parents of ELLs who are, or wish to be, in leadership positions will also be invited to attend local conferences and will be provided translation technology for better understanding.

*Note: The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

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

The School will ensure that experienced and ESOL certified teachers, as appropriate, will be hired to serve the School's English Language Learner Program, based on students' proficiency levels. The number of teachers will be based on the number of students identified upon student enrollment (results from home language surveys and/or ESOL levels). Additionally, the School is committed to ensuring that all core curriculum personnel instructing ELL students will have the appropriate training (ESOL endorsement/required coursework including ESOL Issues and Strategies -18 or 60 MPP) documentation. The Principal/Staffing Committee will identify each teacher's training status or requirement.

The School will offer on-site staff development opportunities for all staff to acquire ESOL endorsement. The Principal/Staffing Committee will identify each teacher's training status or requirement. The School will work with the Teacher Education Center to provide ESOL in-service training program(s) to assist language arts, basic subjects and other subject area teachers. The School will work with its Sponsor in informing staff of the sessions or web-based courses available to meet the ESOL/META training requirements.

All instructional members will be trained and expected to:

- identify the students in their grade book and record the ESOL level next to each student's name;
- use appropriate lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments.

Additionally, in accordance with Rule 6A-6.0904, FAC., once the School has 15 or more ELLs who speak the same language, the School will employ a bilingual paraprofessional or teacher, as required. Teachers and/or paraprofessionals assigned to this program will be expected to assist ELL students using their home language in the core subject areas and providing instructional assistance in the classroom to ensure the delivery of comprehensible instruction for the ELL students.

Bilingual paraprofessionals will assist students through the use of the following:

- working in small groups,
- translating information,
- interpreting test questions and homework assignments as appropriate, and
- helping students comprehend textbooks and other written Materials.

The ESOL program coordinator, who will serve as a staff contact person, will have the responsibility of overseeing/assisting staff in meeting the needs of the School's ELL population throughout the school year.

The ELL Plan, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the ELL Plan, as amended from time to time.

Section 8: School Climate and Discipline

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

The School's philosophy regarding student behavior ensures commitment to the School's mission on a daily basis. The School believes that a safe and orderly school is of primary importance to creating an enjoyable learning environment for both students and teachers. Furthermore, when students behave in a respectful, responsible and safe manner, they enjoy a more productive learning experience and develop into responsible adults and citizens.

Thus, students will be expected to abide by a strict code of behavior. Proper conduct will be recognized and consequences will be given for breaking rules in accordance with the belief that inappropriate behaviors that interfere with the learning process must be extinguished. It is anticipated through a progressive discipline model, with commitment to apply consistent, best-practice behavior management techniques students will take ownership of their behavior

mistakes and learn from these. The school encourages children to believe that “mistakes” of judgment can and often do occur, and it is the acceptance of responsibility for our actions and lesson(s) learned from the “mistakes” that develop a student’s character.

Additionally, students will be taught character education throughout the school year, reinforcing a sense of responsibility in their actions and deeds, thus molding more self-aware, capable individuals. Students will be encouraged, at minimum, to be honest, kind, respectful, patient, proud, and courteous. The School expects each parent to take an active role in supporting this plan. It is in the student’s best interest that parents, faculty and staff work together to ensure a happy, safe and productive learning experience.

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

Code of Conduct:

In commitment to our mission, the school student’s will abide by the MDCPS’s Code of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment.

In accordance with the M-DCPS Code of Student Conduct, the most appropriate disciplinary action taken by the School’s officials will be the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The School will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

However, the following is a sample of classroom consequences in an effort to curb classroom misbehavior, in a progressive manner to avoid misbehavior that disrupts the orderly operation of the classroom:

Classroom Consequences:

- 1st Consequence – VERBAL WARNING
- 2nd Consequence – DETENTION
- 3rd Consequence – PARENT CONTACTED/REFERRAL NOTE SENT HOME
- 4th Consequence – REFERRAL TO ADMINISTRATION

Administrative Consequences*:

- 1. Administrative Detention
- 2. School Center for Special Instruction (SCSI) - Indoor Suspension
- 3. Detention – Alternate to Outdoor Suspension
- 4. Outdoor Suspension.

***Severe Clause-**Any Group III- group V Violation (i.e. Fighting, Drugs, Bullying) will result in immediate suspension from school. The administration reserves the right to apply severe disciplinary actions including recommendation for placement into an alternative education setting.

The use of corporal punishment, including physical force or physical contact applied to the body as punishment is prohibited by any member of the school staff and extends to parents or guardians on school grounds. National origin minority or English Language Learner (ELL)

students shall not be subjected to any disciplinary action because of the use of a language other than English.

When confronted with an act which may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The School will make every effort to inform a parent of disciplinary action prior to the action being taken, if possible.

Some of the disciplinary actions that may be utilized (in accordance with the M-DCPS Code of Student Conduct include:

- Removal from Class
- Assignment to School Center for Special Instruction (SCSI)
- Peer Mediation
- Other Alternatives (e.g. after-school detention Saturday school, etc.).

Suspension:

The Principal or designee of the School may suspend a student from school for up to ten days for persistent disobedience and/or gross misconduct. Suspension from school can also be issued for Level II behaviors beginning with one day of suspension, and possibly increasing the days of suspension in accordance with the severity of the violation/infraction of school policy. School site administrators may take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Outdoor Suspension may be utilized by the School under the following conditions:

- The student's presence in school presents a physical danger to the student or others;
- A "cooling off" period is needed in order to relieve tensions and relieve pressure; and/or
- The student and/or parent refuse an alternative to suspension.

During a suspension the child will be given the opportunity to complete the work that was missed during the suspension. Failure to make up the assigned work missed (within three days of returning to school) during a period of suspension will result in the student being given the academic grade of "F" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades unless the student has, in addition to suspension, attained five or more unexcused absences in a semester course or ten or more unexcused absences in an annual course. In addition to making up assigned work, the student will be held responsible for the Material presented during his or her absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be that of the student. Upon completion of the makeup work, within a reasonable amount of time (typically within three days) the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received. Improved effort and conduct by the student are expected, and lack of improvement will be handled by the teacher in an appropriate manner (e.g., parent conference, lowered effort and/or conduct grades, or referral to administration).

Dismissal or Recommendation for Expulsion:

In accordance with the Code of Student Conduct, the School's Principal may request the School's Governing Board vote to make a recommendation to the M-DCPS Superintendent that a student be recommended for expulsion, after a hearing where due process has transpired. The principal of the School may request the Superintendent consider this action when the School has exhausted less severe administrative disciplinary action, or when the School has considered those alternatives and rejected them as inappropriate in the given situation. Only the Sponsor can expel a student from a Miami-Dade County Public School, and therefore regardless of any recommendations made by the governing board of the School, the decision to expel lies only with the School Board of Miami-Dade County.

The School's Code of Conduct, as referenced herein, reflects current policies and procedures adopted by the Sponsor. The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to the Code of Conduct, as amended from time to time.

II. ORGANIZATIONAL PLAN

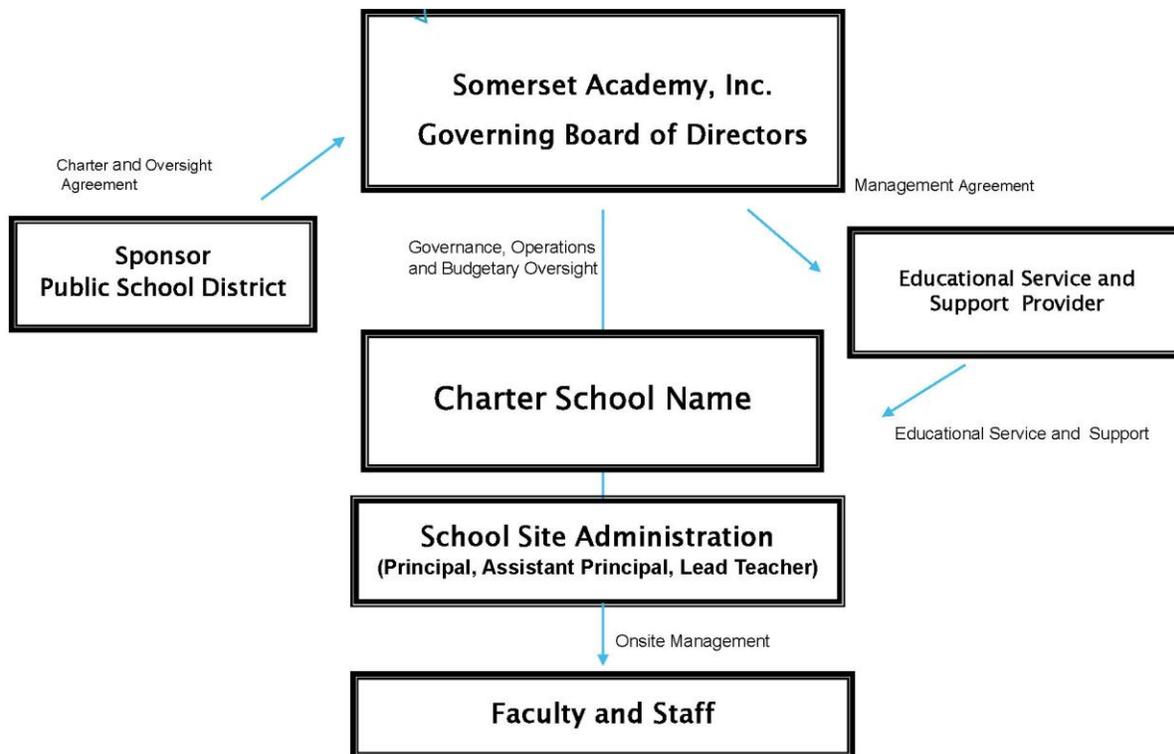
Section 9: Governance

A. Describe the legal structure of the governing board

Somerset Academy, Inc., a Florida not-for-profit corporation, is the legal entity that will operate the School in accordance with the Corporation's *Articles of Incorporation, (Appendix A) and Bylaws (Appendix B)*.

The governing board of directors (the "Governing Board") will have the responsibility for the activities and affairs of the corporation, including management of the school and for providing continuing oversight of school operations. All corporate powers and functions shall be exercised by the Governing Board. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds.

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 Governing Board is the ultimate policy-making body with the responsibility of operation and oversight of the school including but not limited to academic direction, curriculum, and budgetary functions. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

The School's on site administration (principal, an assistant principal and/or lead teacher) will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The faculty and secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents and the community.

C. Provide a description of the responsibilities and obligations of the governing board as a whole.

The policies and procedures by which the Governing Board will operate, including specific board member powers shall be as stated in the Corporation's Bylaws, attached hereto as *Appendix B*.

A brief overview of those policies and procedures is detailed below:

Board Member Duties: The Governing Board will perform the following duties, as well as any and all other duties as specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified by the Applicant's Bylaws:

1. Oversee operational policies; Academic accountability, and financial accountability.
2. Annually adopt and maintain an operating budget.
3. Exercise continuing oversight over charter school operations.
4. Report its progress annually to its Sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.
5. Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the Governing Body.
6. Review and approve the audit report, including audit findings and recommendations.
7. Monitor any financial recovery plan in order to ensure compliance with same (if applicable).
8. Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - a. Student achievement performance data
 - b. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt.
 - c. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes.
 - d. Information about the charter school's personnel, including the proportion of instructional personnel teaching in field or out-of-field.

D. Describe the 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.

Board Member Selection & Removal Procedures & Term Limits: The Applicant's Bylaws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with Sunshine Law requirements. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at a duly organized meeting of the Governing Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members.

Removal Procedures: Any member may be removed without cause by the affirmative vote of a majority of the Directors then in office.

Term Limits:

Each elected Director shall hold office for a term of not less than one year, and not more than five years as established by the Governing Board in order to establish staggered terms or otherwise. There is no limit to the number of terms a Director may serve.

Code of Ethics: It is Board policy that employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, Maternity, marital or family status, disability, age or national origin.
- Recognize that the mission, at all times, is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Governing Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Governing Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Governing Board.
- Keep the faculty, parents, students and community informed about issues affecting the above-named group respectively, and relating to the School, and/or the Governing Board.
- Conduct organizational and operational duties with positive leadership exemplified by

open communication, creativity, dedication and compassion.

- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.
- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the Applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Governing Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Governing Board, officers, and management employees have the responsibility of administering the affairs of the Corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with the organization, or knowledge gained therefrom, for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.
- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Governing Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than activities, programs and purposes which have been approved by the Governing Board.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations, in those areas, which may give rise to conflict, are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Governing Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Governing Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and 4. The Governing Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Governing Board. Disclosure involving the directors should be made to the Governing Board. The Governing Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be Material and the conflicted party is excluded from the decision making process, then the Governing Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Governing Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

Meeting schedule selection: A procedure for selection of meeting schedule is clearly written in the Applicant's Bylaws. The Applicant will vote upon and post their meeting schedule for the opening school year, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

E. Explain how the founding group for the school intends to transition to a governing board.

The founding group of the School is the same group who currently serves as the Governing Board. The Governing Board is committed to ensuring that newly elected members will agree to support the founding vision, in order to maintain continuity between these founders and any subsequent board members who may be elected to serve in the future.

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

Since the Governing Board is an existing entity and has already been established, the Governing Board will recruit members as vacancies arise, and will endeavor to fill these vacancies with those who will commit to forward the mission of the School. All Board members will agree to oversee the operational policies, and ensure academic accountability and financial accountability of the School as well as participate in charter school governance training and successfully undergo a background check by the Sponsor, as specified by law.

Governance Training: The administrators and Governing Board members will be trained in the areas of Non-Profit Board Governance, Florida's Open Government Requirements, the Florida Sunshine Law, and the Florida Public Records Law. The Florida Association of Charter Schools will provide this training or another approved vendors. Further, as presented in the Applicant's Bylaws, The Applicant shall develop an orientation and training program for new directors and an annual continuing education program for existing directors.

Human Resources Training: Governing board members will be trained each year by ADP TotalSource in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled.

Somerset Academy, Inc. Board Members:

Andreina D. Figueroa, Board Chair/President/Parent Member

Ms. Andreina D. Figueroa, is owner of ADF Consulting LLC which was established in July 6, 2009. ADF Consulting LLC is a full service bi-lingual firm with more than a decade of experience in Florida government. Her long-standing and established relationships afford ADF Consulting the opportunity to provide their clients key access in sectors such as business and government.

For the past five years, Ms. Figueroa has successfully lobbied the Florida Legislature for many clients. She has managed to secure over \$30 million in funding for numerous clients and has worked on some of the most contentious issues. She has been able to establish great working relationships with committee staff and legislators on both sides of the aisle. Ms. Figueroa has also positioned clients to provide services and products to local governments and businesses in Florida.

Prior to opening ADF Consulting LLC, Ms. Figueroa was Governmental Affairs Director for Tew Cardenas LLP and focused on local and state advocacy.

Prior to joining Tew Cardenas, Ms. Figueroa was Special Assistant to Florida Governor Jeb Bush. She managed the Governor's Miami office overseeing Broward, Collier, Miami-Dade, Monroe, and Palm Beach Counties. Ms. Figueroa was responsible for all of the gubernatorial visits to the South Florida Region. As the Governor's liaison, Ms. Figueroa participated in meetings with local elected officials and state agencies as well as tracked legislation and provided briefings. She also was the coordinator for the Governor's Financial Oversight Board, where she was the liaison between the Governor's Office and the City of Miami.

In addition, Ms. Figueroa was Commission Aide to then Miami-Dade County Commission Chairwoman, Senator Gwen Margolis. She was responsible for performing policy research and document preparation, attending departmental meetings, and preparing the order of the day for the Commission meetings, which included time certain items.

Ms. Figueroa graduated from Florida International University with a B.A. in Political Science and a minor in Public Administration. Ms. Figueroa is fluent in Spanish. She is a member of the Florida Association of Professional Lobbyists, Florida International University President's Council, the Latin Builders Association and Board Chair /President of Somerset Academy Schools.

Lourdes Marrero – Vice Chair/Secretary - Director

Ms. Lourdes Marrero is an accomplished educator with ten years of experience in the field of education. Ms. Marrero is currently the principal of Mater Gardens Academy Elementary and Middle Charter Schools, both A+ charter schools in Miami-Dade County. She is responsible for overseeing the daily school operations of 500 students and over 30 staff members. Under Ms.

Marrero's direction, the schools are ranked among the top third of public elementary and middle schools in Miami-Dade County, achieving Adequate Yearly Progress under Federal standards of the No Child Left Behind Act and earning "A" grades from the Florida Department of Education.

Cynthia Hanson- Director

Ms. Hanson currently serves as the Vice President of Marketing & External Relations for Brooks City-Base in San Antonio, Texas. In this capacity she is responsible for external communications and the marketing for current and future base initiatives. In addition, she oversees the data and technology needs throughout the Brooks City-Base property and assures coordination of the data and telecommunications needs for existing and future tenants. Ms. Hanson's expertise include experience as a computer programmer with large mainframes and computer networks throughout the country as well as a systems administrator with oil and gas investment and management companies with interests in Texas, Oklahoma and South America.

Ms. Hanson obtained her BA in business administration from the University of Texas at San Antonio and her MBA from Our Lady of the Lake University.

She is a former adjunct professor at UTSA, in Information Resource Management. Her current affiliations include membership in the Association of University Research Parks, the Association of Defense Communities (formerly NAID), the Masters Leadership Program (United Way), the International Economic Development Council (IEDC) and the IEDC Development Advisory Committee.

She also serves on the Boards of the Medina County Fair Association, and the Masters Leadership Program Alumni Association.

Hui Fang Huang (Angie) Su, Ed.D – Director

Dr. Su was one of the founding Board members of Somerset Academy in 1997. Dr. Su is a Program Professor in the Fischler Graduate School of Education and Human Services at Nova Southeastern University. Prior to that, Dr. Su was the Mathematics Specialist for the Department of Curriculum Development for Palm Beach County School District in Florida.

She is the creator and Project Director for Project MIND- Math is Not Difficult, a mathematics enhancement project funded by the Annenberg Foundation, Toppel Family Foundation, Quantum Foundation, and the School District of Palm Beach County.

Dr. Su has received numerous awards and recognitions for her Project MIND math teaching technique. Some of the awards include the prestigious William T. Dwyer Award for Excellence in Teaching, Palm Beach County Elementary Mathematics Teacher of the Year, Wal-Mart Teacher of the Year, National Science Foundation's Presidential Awards for Excellence in Mathematics and Science Teaching (State Winner), and most recently, the Women of Distinction.

Dr. Su has also taught computer science, mathematics, language arts, reading child development, curriculum, and portfolio classes at Nova Southeastern University's Graduate Teacher Education Program.

She has also published teacher training handbooks and numerous journal articles.

Daniel Diaz - Treasurer – Director

Mr. Daniel Diaz works as Senior Vice President, Branch Relationship Manager / Commercial Lender at TotalBank in Miami, Florida. Mr Diaz's duties include developing business for the Bank by networking the Miami business community through organizations such as the Cuban American CPAs, Latin Builders Association, Builders Association of South Florida, and the Coral Gables Chamber of Commerce. Mr. Diaz is actively engaged in his community and serves as a Board Member of the Kiwanis Club of Little Havana and a Committee Member of the March of Dimes Building Our Community Awards.

David Concepcion – Director

Since 2002, Mr. Concepcion has worked as a Legislative Aide with the Florida House of Representatives. Mr. Concepcion collaborates in the areas of bill-drafting to create legislation and in the preparation of talk points for presentations on proposed legislation.

Mr. Concepcion work directly with local constituency on inquiries and problems and serves as a liaison to the community with state agencies.

Mr. Concepcion attended the University of Florida, where he obtained a Bachelor of Arts Degree in Political Science with a specialization in Latin American Studies.

Louis J. Marin – Director

Mr. Marin is currently the director of Project Management for all major credit union initiatives for the San Antonio City Employees Federal Credit Union in San Antonio, Texas. He works with municipalities to implement Housing Rehabilitation Programs and serves a liaison to the ALCO, Real Estate and Technology Committee.

Mr. Marin has over 10 years' experience in budgeting and accounting practices, having served as an accounting supervisor for the City of Leon Valley and the City of San Antonio. His affiliations include Board of Director for the San Antonio Downtown Youth Center, member of the Hispanic Chamber of Commerce, Mentor with the San Antonio Independent School District, and Treasurer of the St. Luke's Catholic School Council.

Mr. Marin has a Bachelor's Degree in Business Administration and graduate coursework in Public Administration from the University of Texas at San Antonio.

Carlos Resendez – Director

Mr. Resendez currently serves on the San Antonio Fire and Police Pension Fund as the Fire Retiree representative. Mr. Resendez was the founder of Presidio Asset Management LLC, and served as its chairman and CEO until 2005. Previously, he served as the chairman and CEO of The Resendez Group, an independent investment-marketing firm from 1998-2000.

Mr. Resendez served as the first executive director of the National Conference on Public Employee Retirement Systems, (NCPERS) in 1996-1997, and was the executive secretary the immediate nine years preceding. From 1993-1996 Mr. Resendez was the executive director of the then \$11 billion Texas Permanent School Fund where he was responsible for all aspects of investments and the administration of the Fund's portfolio. From 1989 to 1993, he was the executive director of the San Antonio Fire and Police Pension Fund.

Mr. Resendez is also a member of the National Association of Public Pension Attorneys, the past president of the National Pre-retirement Education Association and one of the founding members of the Texas Association of Public Employee Retirement Systems. He is a frequent

lecturer on the national landscape, speaking on a myriad of issues affecting public pension funds. Mr. Resendez received a BBA degree from the University of Texas at San Antonio and a JD from St. Mary's University School of Law.

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

Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

1. Make appointment to clarify issue with student's teacher;
2. Make appointment to clarify issue with school administration;
3. Contact the identified person at the Service and Support Organization;
4. Contact the Governing Board Chair; and
5. State concerns at a scheduled Governing Board meeting.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

I. Name of the partner organization.

J. Name of the contact person at the partner organization and that person's full contact information.

K. A description of the nature and purpose of the school's partnership with the organization.

L. An explanation of how the partner organization will be involved in the governance of the school.

Non Applicable.

Section 10: Management

C. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

The school's on-site administration consists of the principal and administrative support staff that is responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.

The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school.

The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The secretarial staff will be responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the school. Job descriptions for each of these positions are attached herein as *Appendix D*.

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.

The school principal will be hired by the board, and will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

At minimum, the Governing Board will seek an individual who has:

- extensive administrative (preferably in a school setting) and teaching experience;
- State of Florida Educational Leadership Certification;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation;
- excellent communication skills; and
- demonstrated capacity to meet and or exceed the Florida Principal Competencies including: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations; Organizational Ability; delegation; self-presentation; written communication; organizational sensitivity.

Evaluation of Administrator:

The Board of Directors will evaluate the principal annually. The Board will use a Comprehensive Assessment Form in order to validate principal competence and effectiveness, in accordance with the *Florida Principal Competencies*. Therein, administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation may include: results of parental involvement efforts; FCAT and AYP reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.

Professional Development for Administrator:

The professional development plan for administrators will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; the National Association of Elementary School Principals; the Southern Association of Colleges and Schools/AdvancEd; Association for Supervision and Curriculum Development; and the William Cecil Golden School Leadership Development Program. At a minimum, administrators will be encouraged to participate in the following professional development trainings and conferences:

1. **Florida Annual State Charter School Conference** - administrators will attend state conference on an annual basis.
2. **Clinical Educator Training** – This training provides quality support for developing administrators for the classroom or other educational environments such as the student

services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.

3. **Classroom Walk-through Training** - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback.
4. **Budget Training for Administrators** – This training addresses school budgeting as it pertains to both the school's operating budget and internal accounting policies and procedures, *Financial and Program Cost Accounting and Reporting for Florida Schools* (Redbook) requirements, and checks and balances to ensure a sound budget.
5. **Master Scheduling for Administrators** – Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, is financially sound, and that meets class size requirements.
6. **Differentiated Instruction for Administrators** – This training helps administrators to understand how to facilitate differentiated instruction by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.
7. **Data-Driven Decision-Making** – Administrators learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
8. **Developing the School's Improvement Plan** – This training assists school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal-setting, budget planning, professional development planning and reflective practices.
9. **Technology for the Next Generation** – Administrators participate in hands-on technology workshops to learn how to integrate technology into the classroom. This may include the use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
10. **Principal Chat Sessions** – Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more.

Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.

11. **Safety and Security** – Safety and security training will prepare administrators to prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.

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.

See Appendix F - Budget (Staffing Matrix).

Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida's laws relating to class size (*See Appendix F - Budget (Staffing Matrix)*).

- Teacher Salaries were derived at by using an average salary of \$38,500/teacher for Year 1, with a CPI of 2.5% for every year thereafter.
- Paraprofessionals are budgeted at an average salary of \$14,000/year
- Supplements are calculated at 1% of all instructional salaries
- Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.
- Administrative Salaries include a Principal and Assistant Principal
- Clerical and Administrative assistant salaries include those for Registrar, Treasurer, Administrative Assistants/Clerical personnel.
- Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other ESE service providers. The cost was derived at using an average of \$450/student, which is the formula currently used by other charter schools with similar enrollment figures. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE and ESOL increase due to the various needs of the students once enrolled.
- Employee Benefits are calculated at a rate of 24% of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

D. Explain the school's plan for recruitment, selection, development, and evaluation of staff.

Recruitment of Staff: The School will ensure that faculty members are highly-qualified and match the learning needs of its students.

Accordingly, the School will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website,
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns whenever possible, and
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that we serve.

Selection of Staff:

The school will look for candidates who demonstrate the following qualifications:

Administration

- Educational background: Master's Degree or higher
- Extensive administrative and teaching experience
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills

Faculty/Staff

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state. The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening. The School will adhere to the antidiscrimination provisions of s. 1000.05, Florida Statutes.

The School's Governing Board will appoint a school screening committee to interview and recommend to the Board the hiring of all other employees. The plan is as follows:

The School Governing Board:	Interviews and Hires the School Principal;	Develops partnerships with local universities to attain qualified, certified teachers; and	Appoints a school site screening committee.
The Screening Committee is comprised of school administrators, teachers, counselors, and lead staff:	Posts positions on <i>Teach in Florida</i> , Florida's official teacher recruitment website, sponsored by the Florida Department of Education Develops an interview questionnaire for specific positions and conducts initial screening interviews	Verifies credentials of interviewees (proper documentation, certifications, and background checks are conducted)	Makes official recommendations to the specific department or administrator
The Department Chair or Administrator:	Conducts in-depth departmental interview	Determines interviewee's expertise in regards to subject area or position	Makes official recommendations to the Principal or Board
The Principal:	Conducts final interview;	Reviews recommendations of both interviewers; and	Makes final hiring decisions and reports to the Governing Board

Evaluation of Staff:

The administrative team, and/or the Principal's designee(s), will conduct all faculty evaluations. A performance appraisal system will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices (*prepared by the Florida Education Standards Commission*). The twelve *Florida Educator Accomplished Practices* comprise the knowledge, skills and abilities needed by all teachers to effectively support high student achievement. Research-based, these essential educator practices include:

- Assessment
- Communication
- Continuous improvement
- Critical thinking
- Diversity
- Ethics
- Human Development & Learning
- Knowledge of Subject Matter
- Learning Environments
- Planning
- Role of the Teacher
- Technology

Because every effective teacher must be able to integrate and apply all of the skills involved in the aforementioned areas of professional practice, competent demonstration of each of the twelve

Educator Accomplished Practices will be evaluated. Formal teacher observations will be conducted at least four times a year for new teachers and bi-annually for experienced teachers. Additional appraisals may be effected, as needed, to address areas of concern and/or to inform completion of improvement plans that may include specific strategies, resources, and timelines for improvement deficiencies.

The CWT (Classroom Walk Through) Program - will be used frequently to provide feedback on objective-setting, grade level appropriateness of lessons, appropriate higher-level thinking strategies, (as evidenced in Bloom's Taxonomy) and appropriate use of texts and Materials. Instructional strategies, classroom management skills, and engagement of learners in the classroom will also be observed and teacher performance will be evaluated as a means to inform instruction. Finally, the School will incorporate the Florida Department of Education's Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the FCAT.

Other support staff, such as clerical staff and teacher assistants will also receive feedback on their performance via in-house assessment tools and individual conferences with the principal or his/her designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or his/her designee, and will serve as the basis for continuing employment contracts.

Development of Staff:

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Retention of Staff:

The School wishes to provide the best benefits and employee services possible. Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that the School will amply demonstrate their commitment to employees by responding effectively to employee concerns.

A number of the programs (such as Social Security, workers' compensation, and unemployment insurance) cover all employees in the manner prescribed by law. Additionally, the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. These include:

Educational Assistance/Tuition Reimbursement:

The School recognizes that the skills and knowledge of its employees are critical to the success of the institution. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within the School. The following criteria will be used for Tuition Reimbursement for Full-time Certified Teacher Employees

Employee Assistance Program:

The School cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress

Flexible Spending Account (FSA):

A Flexible Spending Account (FSA) program that allows employees to have pre-tax dollars deducted from their salaries to pay for eligible out-of-pocket expenses. The pre-tax contributions made to the FSA can be used to pay for predictable non-reimbursed health care expenses and dependent care expenses during the plan year. Through the FSA program, staff can reduce taxable income without reducing real income, in order to keep more of the money they earn.

Support for Beginning and Struggling Teachers:

Observation of new and struggling teachers by veteran teachers may be conducted and support strategies will be implemented as applicable. A new educator support system format will also be utilized as a means to offer support to beginning teachers, through the assigning of a willing mentor, who will be assigned for struggling and/or beginning teachers.

In addition to the employee programs prescribed by law, (such as Social Security, workers' compensation, and unemployment insurance) the school will provide a wide range of benefits to ensure the retaining of qualified and capable staff. The full range of services include:

Benefit programs:

- Flexible Benefits Plan
- Credit Union
- Direct Deposit
- Movie Tickets
- Tuition Assistance
- Retirement/401(k) Savings Plan
- Bereavement Leave
- Dental Insurance
- Employee Assistance Program
- Family Medical Leave
- Financial Counseling
- Health Insurance
- Holidays
- Jury Duty Leave
- Life Insurance
- Long-Term Disability
- Sick Leave
- Vision Care Insurance

Section 11: Education Service Providers

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

The ESP's services include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board for its oversight and approval.

D. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

Draft of proposed contract between the School and the ESP is included herein as *Appendix C - Sample ESP Contract*.

E. Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The Board analyzed data regarding several ESP's currently working with charter schools in Florida and concluded that the ESP chosen offered the most competitive price and had a proven track record of success. The ESP is one of an affiliated group of charter school service and support entities, which compose one of Florida's longest serving and most successful charter school service and support organizations.

The ESP was selected for the following reasons including, but not limited to:

- The company is staffed by professionals and educators with extensive knowledge of and experience with Florida Charter Schools.
- A principal of the affiliated group, Fernando Zulueta, is a founding Board Member of the Florida Consortium of Charter Schools, and a Board Member of The National Alliance for Public Charter Schools. Mr. Zulueta has received numerous awards for his work with charter schools including the “Cervantes Award” sponsored by Nova Southeastern University for significant efforts to support excellence in the education of Hispanic students.
- The ESP’s affiliated group serves the largest number of high-performing schools of any charter school service organization in Florida.
- The ESP’s affiliated group was the first charter school management entity in Florida to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation. Somerset Academy, Inc., was the first charter school system in the Nation to receive District Accreditation from SACS/AdvancEd. MaterAcademy, Inc., another charter school network managed by the ESP, was also awarded District Accreditation from SACS/AdvancED in May of this year.
- Mater Academy Charter High School was presented with a 2011 Inspiration Award from the College Board for being one of the three most inspiring secondary schools in America. These schools are recognized for their outstanding college-preparation programs and partnerships among teachers, parents and community organizations.
- The exemplary academic performance and fiscal soundness achieved for its charter school clients by this group of management companies has resulted in 15-year charter renewals for all schools which have had initial contracts completed

Currently working with over 90 high performing charter schools, the ESP’s mission is to facilitate the vision of the School’s governing board by providing the services and support necessary to allow each school to fulfill its mission.

D. Explain the ESP’s roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School’s independent certified auditor. All financials are provided to the Governing Board for its oversight and approval.

E. Explain how the governing board will ensure that an “arm’s length,” performance-based relationship exists between the governing board and the ESP.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the School.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

Academica is one of the Nation's most experienced and successful charter school service and support organizations. Founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent board of directors that best knows the right path for its school, it is Academica's mission is to facilitate that governing board's vision. Academica has a proven track-record of developing growing networks of high performing charter schools.

The company serves more than 90 charter schools in Florida, Georgia, Texas, Utah, and California providing educational programs from pre-kindergarten through high school. In Florida, Academica schools have been recognized on a local, state, and national level for their achievements. For example, the Somerset Academy Schools were recently designated by the Southern Association of Colleges & Schools (SACS) as the first fully accredited charter school system in the United States. Further, Doral Academy High School and Mater Academy Charter High School were once again listed this year as two of the "Best High Schools in America" by both U.S. News & World Report and Newsweek magazines. On average, Academica's charter schools earned a letter grade of "A" during the 2010-2011 school year from the Florida Department of Education.

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.

The following chart lists all charter schools that are serviced by the ESP and its affiliates, as well as it provides the respective contact information for those schools:

Academica Serviced Schools 2010-2011		
Charter School	Address	Contact
Ben Gamla Charter School (Miami Beach)	1211 Marseille Drive, Miami Beach, Florida 33141	Debra Klein, Board Chair dklein31@verizon.net (646) 644-3693
Ben Gamla Charter School	2620 Hollywood Boulevard, Hollywood, 33020	
Ben Gamla Charter School (North Campus)	2621 Hollywood Boulevard, Hollywood, 33020	
Ben Gamla South Broward	6501 West Sunrise Boulevard, Sunrise, Florida 33313	
City of Hialeah Educational Academy	2590 W. 76th street, Hialeah, FL 33016	Mayor Carlos Hernandez, Board Chair mayorhernandez@hialeahfl.gov (305) 883-5820
Cornerstone Charter Academy	5933 Randolph Avenue, Orlando, Florida 32809	Mayor William G. Brooks, Board Chair wbrooks@wilbursmith.com (407) 896- 5851
Cornerstone Charter High School	5934 Randolph Avenue, Orlando, Florida 32809	
Doral Academy	2450 NW 97th Avenue, Miami, 33172	Angela Ramos, Board Chair angelaramos23@gmail.com (786) 282-2264
Doral Academy Charter Middle School	2601 NW 112th Avenue, Miami, 33172	
Doral Academy Charter High School	11100 NW 27th Street, Miami, 33172	
Doral Performing Arts & Entertainment Academy	11100 NW 27th Street, Miami, 33172	
Excelsior Language Academy of Hialeah	600 West 20th Street, Hialeah, 33010	Claudia Trilles, Board Chair ctrilles@aol.com (305) 596-1027
Excelsior Academy High School	600 West 20th Street, Hialeah, 33010	
Integrated Science And Asian Culture Academy	5879 SW 68th Street, Miami, Florida 33143	Hui Fang Huang "Angie" Su, Board Chair Huifangt@aol.com (954) 262-8500
International Studies Charter Middle School	2480 SW 8th Street, Miami, Florida 33135	Jean-Michel Caffin, Board Chair jmcaffin@gmail.com (305) 593-7878
International Studies Charter High School	2481 SW 8th Street, Miami, Florida 33135	
Mater Academy	7700 NW 98th Street, Hialeah Gardens, 33016	Roberto C. Blanch, Board Chair rblanch@siegfriedlaw.com (305) 442-3334
Mater Academy East Charter School	450 SW 4th Street, Miami, 33130	
Mater Academy East Charter Middle School	998 SW 1st Street, Miami, 33130	
Mater Academy East Charter High School	999 SW 1st Street, Miami, 33130	
Mater Academy High School of International Studies	1000 SW 1st Street, Miami, 33130	
Mater Academy of International Studies	795 NW 32nd Street, Miami, Florida 33127	
Mater Academy Middle School of International Studies	796 NW 32nd Street, Miami, Florida 33127	
Mater Academy Middle School	7901 NW 103rd Street, Hialeah Gardens, 33016	
Mater Academy High School	7902 NW 103rd Street, Hialeah Gardens, 33016	
Mater Performing Arts & Entertainment Academy	7903 NW 103rd Street, Hialeah Gardens, 33016	
Mater Gardens Academy Elementary School	9010 NW 178th Lane, Miami, 33018	
Mater Gardens Academy Middle School	9012 NW 178th Lane, Miami, 33018	
Mater Lakes Academy Middle School	17300 NW 87th Ave, Miami, 33015	
Mater Lakes Academy High School	17300 NW 87th Ave, Miami, 33015	
Mater Academy (Miami Beach)	8625 Byron Avenue, Miami Beach, 33141	
Miami Children's Museum Charter School	980 McArthur Causeway, Miami, 33132	Rene Ruiz, Board Chair rruiz@fordharrison.com (305) 808-2100
Odyssey Charter School	1755 Eldron Boulevard SE, Palm Bay, Florida 32909	Wendi Nolder, Principal wnolder@odysseycharterschool.com (321) 604-0046
Palm Bay Community Charter School	1350 Wyoming Drive SE, Palm Bay, Florida 32909	Reggie Revis, Principal rrevis@palmbaycharter.net (321) 409-4500
Palm Bay Municipal Charter High School	1351 Wyoming Drive SE, Palm Bay, Florida 32909	
Pinecrest Preparatory Academy Charter School	14301 SW 42nd Street, Miami, 33175	Judith Marty, Board Chair jmarty@dadeschools.net (305) 796-7839
Pinecrest Preparatory Academy Charter Middle School	14901 SW 42nd Street, Miami, 33185	
Pinecrest Preparatory Academy High School	14902 SW 42nd Street, Miami, 33185	
Pinecrest Academy South Campus	15130 SW 80th Street, Miami, 33193	
Pinecrest Academy (North Campus)	10207 West Flagler Street, Miami, 33174	
Pinecrest Preparatory Charter School (Orlando Campus)	8503 Daetwyler Drive Orlando, FL 32827	
Pinecrest Preparatory Charter High School (Orlando Campus)	8504 Daetwyler Drive Orlando, FL 32827	
Somerset Academy (Miami-Dade)	18491 SW 134th Avenue, Miami, 33177	
Somerset Academy Middle School (Miami-Dade)	18492 SW 134th Avenue, Miami, 33177	
Somerset Academy (Silver Palms)	23255 SW 115th Avenue, Miami, 33032	
Somerset Academy High School (Miami-Dade)	23256 SW 115th Avenue, Miami, 33032	
Somerset Academy High School (South Campus)	23257 SW 115th Avenue, Miami, 33032	
Somerset City Arts Academy	47 SW 16th Street, Homestead, 33030	Andreina Figueroa, Board Chair afigueroa@somersetacademyschools.com (786) 586-7001
Somerset Academy Middle School (Country Palms)	48 SW 16th Street, Homestead, 33030	
Somerset Academy Elementary School (South Miami Campus)	5876 SW 68th Street, Miami, Florida 33143	
Somerset Academy Middle School (South Miami Campus)	5878 SW 68th Street, Miami, Florida 33143	
Somerset Academy Charter School (South Homestead)	300 SE 1st Avenue, Homestead, Florida 33030	
Somerset Academy Charter Middle School (South Homestead)	300 SE 1st Avenue, Homestead, Florida 33030	
Somerset Academy Grace (Coral Gables)	624 Anastasia Avenue, Coral Gables, 33134	
Somerset Academy	20801 Johnson Street, Pembroke Pines, 33029	
Somerset Academy Middle School	20803 Johnson Street, Pembroke Pines, 33029	
Somerset Academy High School	20805 Johnson Street, Pembroke Pines, 33029	
Somerset Arts Conservatory	20805 Johnson Street, Pembroke Pines, 33029	
Somerset Academy Neighborhood School	12425 SW 53rd Street, Miramar, FL 33027	
Somerset Academy (Miramar Campus)	12425 SW 53rd Street, Miramar, 33027	
Somerset Academy Middle School (Miramar Campus)	12425 SW 53rd Street, Miramar, 33027	
Somerset Academy (Davie)	3788 Davie Road, Davie, 33314	
Somerset Academy East Preparatory	2000 South State Road 7, Miramar, 33023	
Somerset Preparatory Academy Charter Middle School	2000 South State Road 7, Miramar, 33023	
Somerset Academy Village	225 NW 29th Street, Wilton Manors, 33311	
Somerset Academy Village Charter Middle School	225 NW 29th Street, Wilton Manors, 33311	
Somerset Preparatory Academy North Lauderdale	7101 Kimberly Boulevard, North Lauderdale, Florida	
Somerset Preparatory Academy High School North Lauderdale	7102 Kimberly Boulevard, North Lauderdale, Florida	
Somerset Pines Academy	901 NE 33rd Street, Pompano Beach, Florida 33064	
Somerset Academy (Eagle Campus)	8985 Lone Star Road, Jacksonville, Florida 32211	
Somerset Academy Charter Middle School (Eagle Campus)	8986 Lone Star Road, Jacksonville, Florida 32211	
Theodore R. and Thelma A. Gibson Charter School	1698 NW 4th Avenue, Miami, Florida 33136	Edith Georgi Houlihan, Board Chair egeorgi@pdmiami.com (305) 545-1656

The following chart list all charter schools that are serviced by the ESP and its affiliates, as well as it provides the respective student and financial performance data for those schools:

<i>Academica Serviced Schools Student Data & Financial Performance Report</i>						
School Name	2010-2011 Grade	Points 2010-2011	Free/Reduced Lunch	Minority Rate	09-10 Increase in Net Assets	Net Assets as of June 30, 2010
Ben Gamla Charter School	A	605	47	27	\$ 360,870	\$ 663,095
Ben Gamla South Broward	C	468	29	26	\$ 253,235	\$ 253,235
Cornerstone Charter Academy (K-8)	B	538	5	27	**	**
Cornerstone Academy High	*	493	11	31	**	**
City Of Hialeah Education Academy	A	538	81	97	\$ 318,298	\$ 346,187
Doral Academy	A	671	35	91	\$ 810,849	\$ 3,686,531
Doral Academy High	*	565	57	94	\$ 686,949	\$ 4,580,202
Doral Academy Middle	A	579	53	93	\$ 498,064	\$ 3,074,957
Doral Performing Arts & Entertainment	A	572	63	96	\$ 19,184	\$ 477,948
Excelsior Language Academy of Hialeah	B	509	92	98	\$ 365,334	\$ 393,072
International Studies Middle	A	591	74	88	\$ 247,077	\$ 247,077
International Studies High	*	599	51	83	\$ 229,280	\$ 634,619
Mater Academy	*	N/A	77	99	\$ 899,581	\$ 7,742,745
Mater Academy Middle	A	587	81	98	\$ 743,092	\$ 6,753,885
Mater Academy High	*	535	80	97	\$ 256,920	\$ 7,410,513
Mater Academy East	A	598	88	98	\$ 443,133	\$ 1,571,757
Mater East Academy Middle	C	490	88	98	\$ 261,582	\$ 522,826
Mater Academy East High	*	493	80	98	\$ 133,063	\$ 462,462
Mater Academy Of International Studies	C	446	88	99	\$ 152,602	\$ 180,290
Mater Middle Of International Studies	A	551	84	98	\$ 194,221	\$ 196,324
Mater Academy High Of International Studies	*	607	78	98	\$ 24,496	\$ 28,326
Mater Academy Lakes High	*	499	67	95	\$ 746,278	\$ 1,489,833
Mater Academy Lakes Middle	B	523	68	94	\$ 27,381	\$ 581,560
Mater Academy Miami Beach	B	510	67	87	**	**
Mater Gardens Academy	A	594	60	93	\$ 217,746	\$ 665,267
Mater Gardens Academy Middle	B	541	51	93	\$ 95,554	\$ 214,459
Mater Performing Arts & Entertainment Academy	A	583	77	97	\$ 348,448	\$ 1,907,760
Odyssey Charter School	B	525	52	44	\$ 2,251	\$ 3,816,436
Palm Bay Municipal High	*	499	77	64	\$ 139,299	\$ 139,299
Average	A	554				

from FLDOE
 **First year charter schools pending audited financial statements

Academica Serviced Schools Student Data & Financial Performance Report, continued

Pinecrest Academy (North Campus)	A	610	67	96	**	**
Pinecrest Academy (South Campus)	A	590	53	94	\$ 726,957	\$ 1,431,165
Pinecrest Academy Middle	A	551	49	94	\$ 677,222	\$ 1,665,330
Pinecrest Preparatory Academy	A	620	41	95	\$ 584,301	\$ 1,812,130
Pinecrest Preparatory Academy High	B	516	50	93	\$ 262,367	\$ 263,483
Somerset Academy	A	566	31	91	\$ 100,058	\$ 720,513
Somerset Academy Charter High	*	532	36	81	\$ 270,539	\$ 943,985
Somerset Academy Davie Charter	A	661	42	59	\$ 100,424	\$ 532,747
Somerset Academy East Preparatory	A	552	73	96	\$ 473,801	\$ 473,801
Somerset Elementary (Miramar Campus)	A	593	55	91	\$ 1,184,761	\$ 2,502,392
Somerset Academy Middle (Miramar Campus)	A	642	55	91	\$ 267,378	\$ 699,207
Somerset Academy Middle	A	604	27	86	\$ 76,462	\$ 462,737
Somerset Academy Village Middle	C	438	87	80	**	**
Somerset Arts Conservatory	*	629	36	87	\$ 108,521	\$ 321,080
Somerset Pines Academy	C	463	63	62	**	**
Somerset Preparatory North Lauderdale	D	417	81	94	**	**
Somerset Preparatory Middle	A	544	79	97	**	**
Somerset Village Academy	C	453	81	80	**	**
Somerset Academy (Silver Palms)	B	500	80	95	\$ 920,273	\$ 1,927,614
Somerset Academy Charter	A	603	54	91	\$ 459,182	\$ 1,876,901
Somerset Elementary (South Homestead)	A	645	67	85	\$ 511,539	\$ 521,432
Somerset Academy High	*	541	81	94	\$ (27,637)	\$ 1,640,954
Somerset Academy High (South Campus)	A		72	94	\$ 6,860	\$ 220,876
Somerset Academy Middle	A	575	46	87	\$ 76,462	\$ 462,737
Somerset Academy Middle (South Miami)	A	591	65	77	\$ 90,160	\$ 346,018
Somerset Academy Middle South Miami	A	645	8	82	\$ 210,943	\$ 210,943
Somerset Academy Elementary South Miami	A	693	14	79	\$ 385,238	\$ 385,238
Somerset Arts Academy	A	558	33	65	\$ 89,430	\$ 367,826
Somerset Academy-Middle, Eagle Campus	A	558	31	92	**	**
Theodore R. And Thelma A. Gibson	D	406	89	100	\$ 9,789	\$ 61,477
Average	A	554				

*High Schools pending final grade from FLDOE

**First year charter schools pending audited financial statements

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the local public school district.

Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans). More information on ADP is found on www.adptotalsource.com.

B. Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program.

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the school. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor's degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

The rules set forth below are not exhaustive and are intended to provide employees with illustrations and fair notice of what is expected from them. However, such listing may not identify every situation of unacceptable conduct and performance. Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

Insubordination

- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business

- Conduct which raises a threat to the safety and well-being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action.

Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

In setting high expectations for both students and teachers, the School will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings.

Teacher training will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Educational Service Provider may also prepare staff development meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. All IPDPs will be approved by the Principal, or his/her designee, at such time the principal may elect to recommend additional recommended professional development that should occur within a given timeframe.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers to implement support strategies.

Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

The School will be nonsectarian in its programs, admission policies, employment practices and operations. The School 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.

The School will make great efforts to reach all families and reflect the demographics of the County. A comprehensive advertising and promotional plan will include the use of print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program and open enrollment period. Promotional flyers and/or brochures will be distributed to community groups and churches to ensure that harder-to-reach families are aware of the School and their eligibility to apply for enrollment. This information will also be posted in local public facilities such as the post office, community centers, libraries and other locations of public access. In order to best reach out to the county's growing diverse population, informational Materials will be available in multiple languages, as needed.

The School will also distribute press releases and public service announcements to various media outlets to promote the open enrollment period, open house and other essential details about the school and its programs. A banner will also be posted on site with relevant information.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the School. Local elected officials will be invited to visit the School and they will also be given an update on the program's growth and asked to share open enrollment information with their constituents through their newsletter and/or community meetings.

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.

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. The school expects to achieve diversity reflective of the community. The school's promotional plan aims to reach a broad audience and, accordingly, all racial/ethnic groups within it. By disseminating information in multiple languages to various media -- including minority and community periodicals, the racial/ethnic balance of the School should be equivalent to that of the existing area and other local public schools, currently serving the area.

Informational meetings will be held in a variety of community forums, to ensure that a diverse set of families are reached and given the opportunity to learn about the educational opportunity at the School. The founding board will also work with diverse community groups to seek assistance in disseminating information.

C. Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, conducted by the school's accounting firm in conformity with Florida's charter school legislation.

Students in the lottery will be assigned a waiting list number and will be admitted when student seats become available or capacity increases. Florida's charter school legislation, Fla. Stat. 1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

Enrollment Timeline (Approximate Dates):

- | | |
|----------------------|---|
| April 2012: | Initial student registration period begins |
| May 1, 2012: | If the number of applicants exceeds capacity, admission lottery will be conducted. Students who have registered will be officially enrolled. |
| May 15 | Second registration period begins. |
| June 1 st | If number of applicants exceeds capacity, lottery will be conducted. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. |

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.

The home school partnership is solidified through a Parent Contract, entered into as a requisite for initial and continued enrollment at the School. Included as *Exhibit E* is a sample Parent Involvement Contract wherein parents willingly agree to volunteer as an investment in the child's education and the School provides various options to complete such obligation. Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract dictates:

- The School's Code of Conduct and acknowledges subsequent receipt of same at time of registration.
- The School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences e.g. detention, etc.
- The school's uniform policy and acknowledgement of parent/student handbook receipt at time of registration.
- The minimum Grade Point Average (GPA) of 2.0 to: graduate from high school in the State of Florida; participate in sports and activities; and subsequent development and responsibility to aspects of a Progress Monitoring Plan (PMP) if GPA is not maintained.
- An acceptance of the parental volunteer hours to be completed by the last day of school
- Breach of the parental contract, may result in the child's losing preferential re-enrollment status at the school for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parental and community involvement in school matters is a fundamental and required part of the philosophy and operation of the School. Through the PTSA, Educational Excellence Advisory Council (EESAC), and other such committees, parent and community representation and decision making in the educational processes of the School is possible. Similarly, the administration will also require the faculty and staff of the School to uphold a strong belief in and understanding of the charter school concept through the inclusion of parents in the educational process. Through open lines of communications, faculty and staff will also encourage parental involvement through such endeavors as follow:

- Parental Service Contracts – parents agree to volunteer with their child's teacher and/or be involved in other ways in school activities.
- Educational Excellence School Advisory Council (EESAC)- This board will consist of school personnel, parents, students, local business, and community members will be able to address and vote on pertinent school matters on a monthly basis.
- Quarterly Parent/Teacher Conferences – hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.

- Open houses, Career Fairs, Family Day - events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication in the community.
- PTSA – Parent Teacher Student Association coordinates extra-curricular events involving the community.

Parent Workshops on education-related topics, such as decision-making regarding school performance and student assessment needs will be topics to be addressed. Parent/Teacher Conferences and the electronic grade book, will also encourage parents to be fully involved in the School's operations and will promote parental partnerships in the educational process. Volunteer opportunities to complete required parent participation (communicated through newsletters, schoolnotes.com, the School website, and email blasts) will be plentiful and yearlong. Some of these will include: activities such as chaperoning field trips, assisting with class projects, helping in the library, speaking during Career Week, Family Day, and running the School store.

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease which are appropriate to the needs of the School.

For the proposed school, the facility will be a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility will also include the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, science and art labs, restrooms, and administrative offices.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The School's Governing Board expects that it will enter into a triple-net, long-term lease for the facilities. The Governing Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the financial data provided in *Appendix F- Budget*. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions. Lease payments will commence upon the taking of possession of the facilities by the School. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Estimate of Costs: The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget set forth in *Appendix F*. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from other comparable charter school facilities leased by the School, the Applicant from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The School's Governing Board will direct its ESP to develop and bring to the Board a recommendation for a quality educational facility to be leased by the School. The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses.

The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions, such as Merrill Lynch Corporation, RBC Centurra and Zions First National Bank, and are ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School. For example, Somerset Academy in Miami-Dade County was recognized in 2006 for "Outstanding Elementary & Middle School Building Design" by *The American School & University Magazine*, a national publication on educational facilities. The facility was completed within 7 months of construction onset. Mater Academy East Charter School's facility, a 6-month construction project, was awarded "Outstanding Educational Design" and featured as the cover of *The American School & University Magazine's* June 2006 issue.

Safety and Inspections

The School agrees to use facilities which comply with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. The School will allow the Sponsor to conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include: Children and Family Services to do inspections of the kitchens and related spaces; The Department of Labor and Employment to inspect for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

I. Describe the back-up facilities plan.

The School's Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate short-term alternative facilities options to present to the Board at the earliest possible time. Any such alternate facility shall be suitable for school use, until such time as the school is able to open.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The school plans to implement methods which will ensure that is compliant with Florida's laws relating to class size. For example, the school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes. In addition, the school's Board will adopt annual budgets which include sufficient certified teachers to achieve the student-to-teacher ratios which are legally applicable.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services.

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.E. of Chapter 1006 and 1012.45, F.S. The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section 1002.33, F.S. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, §1002.33(20)(c) F.S., provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.

The School will enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental involvement agreements wherein parents receive volunteer hours. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

Ensuring Equal Access: The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation within a defined reasonable distance. In such cases, the School shall be responsible for transporting all students in a non-discriminatory manner to and from the School who reside within a "reasonable distance" of the School --defined herein as a two to four mile radius of the School-- or who otherwise are entitled to transportation by law.^[1] In these situations, the School may provide transportation by contracting with an independent private transportation provider approved by the Sponsor.

Transportation for ESE Students: The School may contract with a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that which may be specified in a student's IEP. In such case, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.

^[1] The term "reasonable distance" is defined in accordance with Chapters 1000 through 1013, Florida Statutes, as amended from time to time and the standards and guidelines provided by the State Department of Education.

Private Providers: Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of Fla. Stat. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability procedure.

Somerset Academy, Inc. is an approved Sponsor of the National School Lunch Program and therefore the School will participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible children. The School will provide free and reduced priced meals for eligible children (children from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or reduced priced meals).

Schools have a Standard Sample Size Verification Plan that is implemented between October to February (must be completed by 11/15) of each school year. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR). Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- Disseminate lunch applications to all students upon enrollment
- Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- Enter determinations for each child into ISIS;
- Provide students with notice of eligibility;
- Serve/Charge student lunches in accordance with determined eligibility;
- Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Contracting Services - The School may contract with an independent provider to prepare and serve meals, or the school may prepare and serve the meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected by the school will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. At this time, details have not been finalized; however, the specific arrangement will be detailed in the charter school contractual agreement. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunch-room that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances.

See Appendix F – Budget (Operating)

B. Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projections, expenses and anticipated fund balance.

See Appendix F – Budget (Detailed Startup Budget Worksheet)

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The school's budget forecast was developed using statistical data collected from a decade's worth of operations at more than 80 charter schools successfully operating in Florida. Additionally, representatives of the charter applicant have attended state and district sponsored charter school budget training workshops in prior years. The data and methodology used to prepare the budget forecast is highly reliable, and every one of more than 80 charter schools that developed budgets using this system completed the past school year with a budget surplus.

The budget contains the following sections to help the reader follow the assumptions presented in the budget

Budget Summary – this section contains summary information of the overall budget. It is broken up into three different areas;

- It has the Grades Served, number of students, per student revenue based on the State provided revenue worksheet. In addition, the annual increase in per pupil funding is calculated.
- Revenue and Expenditure Summary. Contained in the expenditure section is information on the size and cost of the facility.
- Teacher Staff Summary – Illustrates the average class size, number of teachers, and benefits per teacher.

Budget Detail – The complete five-year budget is presented in this section. For each year of the budget there is a proposed budget enrollment and a budget at 50% enrollment;

- The revenues are calculated based on the number of students using the Revenue Worksheet. For subsequent years, the State Source funding is calculated using the per pupil funding in the Budget Summary multiplied by the number of students.
- The expenditures are calculated based on a function of each line item. Each line item has a cost and a basis for the calculation. For example Student Activities have a cost of \$40.00 and a basis of Student. The budgeted amount would be the cost multiplied by the number of students.
- For salaries the total is presented from the Staffing matrix section for each function.

Budget Monthly Years 1-5 – In these sections the annual budget is presented in a monthly format on a cash basis for each of the years of the charter. The ESP has negotiated payment terms with various vendors and the amounts shown follow the payment terms received.

School Design – In this section the number of classrooms and students is presented in four different formats along with the percentage of ESE, ESOL, and students qualifying for free and reduced lunch meals.

Staffing Matrix – This section is broken out into three different areas;

- The first item is the assumptions used for calculating the benefits provided to each staff member.
- The second area is to provide the calculation for the number of staff members for each position.
- Next is the calculation of the pay amount times the number of positions for that function. In addition, benefits costs are calculated at the gross amount times the benefits rate from the first item.

Start up Budget – The budgeted amounts of revenue and expenditures before the school's first fiscal year of operation are presented in this section.

All Charter School Calculator – This section is from the Florida Department of Education Revenue worksheet for the 2011-2012 school year. It is used to calculate the gross State Funding.

Start-Up Budget Revenue: The school will apply for a \$25,000 planning and design grant, as provided by the Charter School Implementation Grant Program. If awarded, the grant will assist the school with the start-up costs which will be incurred prior to the period when the school will begin to receive operational funding from the sponsor. In the event that the start-up grant is not awarded, the school has identified a non-profit charter school lender that will provide a line of credit to support the opening expenditures (*See Appendix G- Lender Commitment Letter*).

Startup Budget Expenses: The startup budget expenses as detailed above by object and function are based on the critical expenses for planning and program design and include: marketing efforts for 3 months prior to school opening; office materials and equipment and office computer; and professional services for staff recruitment and professional development.

Operating Budget Revenue:

The FTE Revenue forecast is based upon data provided by the Florida Department of Education and the sponsoring school district at informational meetings held by sponsors for new charter school applicants. The application includes a detailed Revenue Worksheet in *Appendix F*, which explains how revenue figures were derived.

The Transportation Reimbursement revenue was based on the assumptions provided in the budget notes therein.

The Lunch Program income is calculated based on an estimated percentage of F&R lunch from existing schools in the target area, plus an estimation of students paying for their own meals. The revenue and costs associated with the lunch program are detailed in the "Budget Detail" section of the budget.

The capital outlay revenues forecasted include only the amount of revenue that schools with over 250 students would receive from the sponsor's 5% allocation, since the 5% fee is applicable to only the first 250 students. The remainder is returned to the school for capital outlay purposes as defined by statute. No other amount is assumed or forecast. If the School is classified as a "high-performing school", the sponsor's allocation is reduced from 5% to 2% for the first 250 students.

Operating Budget Expenditures

Expenses have been forecast using the statistical expense data compiled from over 80 successfully charter schools operating in Florida. The data is highly reliable and every one of more than 80 charter schools that developed budgets using this system this past 2010-2011 school year completed the year with a budget surplus.

Staff: Costs for educational staff and administrators are forecast using the published pay scale in effect in the district where the school is located as a guide. The number of instructional personnel is in line with Florida Law for class size as it pertains to charter schools (see Staffing Plan in the budget).

- **Instructional Staff:**

Teacher Salaries were derived at by using an average salary of \$38,500/teacher for Year 1, with a CPI of 2.5% for every year thereafter.

Teachers include ESOL certified personnel, ESE, Reading/Math Coaches

Paraprofessionals are budgeted at an average salary of \$14,000/year

Substitute teacher costs assume that substitutes will be hired for 10 days/full-time teacher at a rate of \$110/day.

Supplements are calculated at 1% of all instructional salaries

Pupil Personnel Services includes an ESE Program Specialist (See Appendix Job Descriptions)

Media Services A Media Specialist is included as of Year 3.

School Administration includes a Principal (Years 1-5) and support personnel (see "Staffing Matrix" section in the budget).

- Other School Administration salaries include those for Assistant Principal, Registrar, Administrative Assistants and other Clerical personnel on as needed basis.

Additional staff includes Food Services staff, Custodian and Security

Employee Benefits are calculated at a rate of approximately 24% (see "Staffing Matrix" section

of the budget for exact calculation) of all salaries (excluding contracted services). This includes health insurance costs, 401k contributions, tuition reimbursements, Worker's Compensation, and all mandatory federal and state employment taxes. As noted in the application, for employee insurance and benefits selection, the Governing Board has engaged the services of ADP Totalsource, a professional employer organization that provides human resource services to small and moderate size employers. The use of a professional employer organization allows the staff of the School to enjoy the same level of benefits that are available to employees of large organization such as Fortune 500 companies (including health/dental/vision insurance and Retirement/401k plans).

Contract Services include professional fees paid to entities such as the Services and Support Provider, Speech Therapist, and other contracted instructional services. As noted in the detailed Revenue Worksheet included in the application, the budget anticipates that 10% of students will be classified as ESE. There is room in the budget to modify the amount paid for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE/ESOL increase due to the various needs of the students once enrolled.

Instructional Materials expenditures include Classroom Supplies and Equipment, Teacher Supplies, Textbooks and Student Activities budgeted at a per student rate. The budgeted amounts assume that the only revenue that the school will receive is FTE, and is therefore consistent with (and exceeds) the amount allocated to instructional materials under the categorical funding formulas used by the State of Florida.

Instructional Technology includes the purchase of computer equipment/Promethean boards and repairs of such, and educational software and electronic textbooks budgeted per classroom. In addition, the budget includes EduSoft Software and scanner and hardware maintenance. This amount assumes that the only funding received is FTE, and does not take account possible Implementation Grant funds. The amount may be categorized as a one-time expense outright, or as the annual expense paid under a long-term financing agreement (i.e. computer leases, loan payments, etc.).

The ESP fees are budgeted by services on a per student basis as follows: Instructional Services (Curriculum Planning, Research, Development and Evaluation) \$115.00, General Administration management \$225.00, Fiscal Services (Planning, Research, Development and Evaluation) \$110.00.

Staff Development covers costs for workshops and other PD activities, including, but not limited to: Data-Driven Decision Making for Teachers and Administrators: Mission and Vision: Improving Individual Student Achievement: Continuous Improvement Process.

Advertisement and Promotion includes costs related to recruiting students and staff (i.e. printing of brochures, website production, and advertisements in local media outlets).

Independent Financial Audit (Fiscal Services) cost was derived using amounts paid by schools of similar size to accounting firms that perform the Independent Audit.

Food Services: Lunch Program expense is based on current figures found in the affiliated charter schools. Somerset Academy, Inc. is already approved under the National School Lunch Program and is qualified to receive reimbursements. Since we are uncertain of the precise population (and number of free and reduced lunch meals to be served) we are unable to provide a more precise

budgeted structure for food service. However, an estimated amount is provided in the “Budget Detail” section of the budget.

Pupil Transportation Services is calculated at \$225/bus with 23% utilization.

Operations of Facility/Plant includes Purchased Service - CAM (Custodial, fire and alarm, pest control), Property Insurance and Utilities. The figures included are based on statistical expense data compiled from over 80 successfully charter schools currently operating in Florida. It is the intent of this proposed school to use this data as the threshold when planning for its new facilities. The fees included are comparable to the average annual amounts paid by other charter schools with similar enrollment numbers.

Lease of Facilities: The amount assumes an average cost of \$700 per student station in the budget. This amount is comparable to that paid by several other charter schools with similar enrollment numbers which have opened recently. It is the intent of this proposed school to try to negotiate under similar terms when entering into new leases.

Maintenance of Plant: Amount listed is comparable to the average annual amounts paid by other charter schools with similar enrollment numbers

F. Explain the school's spending priorities.

The school's spending priorities are focused on providing the best educational environment for all students. Expenditures are directed first and foremost to ensure a safe learning environment and to provide a certified teaching staff and qualified administrative team.

E. Provide monthly cash flow projections for the school's start-up period.

See Appendix F – Budget (Monthly Cash Flow by Year)

F. Describe the school's fundraising plan.

Fundraising will serve as a catalyst to further service the School's needs. Throughout the school year, the School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, and a School Fair. The School may also apply for grants from national, state, and local foundations, as well as other sources for education grants, including the Charter School Implementation Grants. Specific grant sources will be determined, based on appropriateness and feasibility, by the school administration and Governing Board.

Additionally, the School will also receive a percentage of the sales made from school pictures, uniform sales, and yearbook sales. The School will also welcome and encourage sponsorship and donations from local business partners within the local community. This includes financial and in-kind donations that will promote the educational program from the benefit of the community.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a quarterly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- Revenues, accounts receivable, and cash receipts
- Expenditures, accounts payable, and cash disbursements
- Budgeting and financial reporting
- Risk management
- School inventory & capital assets
- Student records
- Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor:

- **Wire Transfers** - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.
- **Internal Revenue Collection** - any funds collected at the school (i.e., lunch monies, fundraisers, field trips) may be initially collected by the school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.
- **Capital Expenditures** - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.
- **Operational Checking Accounts** - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.
- **Authorized Check Signers** - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.
- **Data Security** - financial data will be maintained on a secured system/network. Only the School Director and authorized representatives of the Board of Directors have access to the data. Appropriate file backups and physical records will be maintained in a secure environment.

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district

C. Describe the method by which accounting records will be maintained.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

D. Describe how the school will store student and financial records.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed.

The school maintains both active and archival records for current and former students in accordance with federal, state, local laws and with the regulations prescribed by the Florida Department of Education. The school ensures that all student records are kept confidential as required by applicable law.

All permanent records of students leaving the school, whether by graduation or transfer to another sponsoring district school are transferred to the sponsoring district school in which the student is enrolled. All students leaving the school to attend an out-of county school or a private educational institution shall have a copy of their permanent record forwarded to the school in which the student is enrolled. All permanent records remain in the last school in which the student was enrolled.

All student and financial records are kept in locked, fire-proof cabinets or in a fire-proofed locked records storage vault. Only certain school personnel have access to student records, and computerized student records are backed up regularly and stored in a secure area.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will provide the following types of insurance and identification coverage in accordance with School Board policies:

Automobile Liability	Minimum of \$1,000,000 per occurrence, and if subject to an annual aggregate, \$3,000,000 annual aggregate
Errors & Omissions	Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
Fidelity Bonds (or Crime)	\$1,000,000 for each person performing the duties of chief administrative officer, chief executive officer, chief financial officer, president, headmaster, principal or director of the SCHOOL and \$1,000,000 for each member of the school's governing body and each person employed by the SCHOOL or its governing body who have authority to make purchases or contract for services exceeding \$6,000
Fire, Property, Casualty	The school agrees to obtain and maintain insurance coverage for its own buildings and contents
Comprehensive General Liability, Bodily Injury, Property Damage & Personal Injury	Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate (except with respect to coverage for property damage liability coverage shall apply on a first-dollar basis without application of any deductible or self insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of \$1,000 per occurrence
Worker's Compensation & Employer's Liability	There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part 2 of the standard Worker's Compensation Policy shall be: EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Coverages: The School's insurance shall cover the School (and its subcontractors, to the extent that it is not otherwise insured) for those sources of liability which would be covered by the latest edition of the standard Workers' Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Florida Worker's Compensation Act, where appropriate, coverage is to be included for the Federal Employers' Liability Act and any other applicable federal or state law.

Minimum Limits: There shall be no maximum limit on the amount of coverage for liability imposed by the Florida Workers' Compensation Act or any other coverage customarily insured under Part 1 of the standard Worker's Compensation Policy. The minimum amount of coverage for those coverages customarily insured under Part 2 of the standard Worker's Compensation Policy shall be: EL Each Accident: \$500,000; EL Each Disease-Policy Limit: \$500,000; EL Disease-Each Employee: \$500,000

Section 19: Action Plan

A. Present a timetable for the school's start-up.

August 1, 2011:	Submission of charter school application proposal
November -	Notification by Sponsor
Dec:	Expected Board Interviews and Approval of Application by Sponsor
Dec –March:	Facilities Search/Lease Negotiations
March:	Expected Charter Contract Negotiations
April to June:	Marketing and Student Recruitment
May 1 st :	Initial student registration period. Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
May 15 th :	Second Registration Period Begins.
June 1 st :	If number of applicants exceeds capacity, lottery will be conducted.
May- July:	Staff Recruitment and Hiring Planning and Purchasing of Materials Preparation of facilities
July- Aug:	Parent Students Orientations Finalize Hiring and Student Registration
On or before August 1 st :	Teacher fingerprinting, drug-testing, and background checks completed.
August:	Final Curriculum Review and Professional Development Faculty Orientation Workshops - Opening Procedures Conduct Final Facilities and Safety Inspections
August 2012:	Classes commence as per Sponsor's calendar

School-Emergency Management and Recovery Plan - The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and

will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

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 **Somerset Academy Palmetto - Cutler Bay High School** 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 s. 1000.05, Florida Statutes.
- Will adhere to all applicable provision of 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 s. 1008.22, Florida Statutes.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes and s. 286.011, Florida Statutes, which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with s. 218.39, F.S.

The governing board, at its discretion, allows Andreina Figueroa, Governing Board Chair to sign as the legal correspondent for the school.

Signature

July 25, 2011
Date

Andreina Figueroa
Printed Name