

AGENDA

SPECIAL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

November 13, 2012

4:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER

2. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #3**

a. Personnel 2012 – 2013

ACTION REQUESTED: The Superintendent recommends approval.

3. AGREEMENTS/PROJECT/GRANT APPLICATIONS

a. Letter Purchase Orders for Services Pursuant to Agreement No. DESF 030928-PAEC – **SEE PAGE #5**

Fund Source: General Fund
Amount: \$92,903.40

ACTION REQUESTED: The Superintendent recommends approval.

b. Legal Services to Support Retention of Teachers for Immigration
SEE PAGE #10

Fund Source: Federal Funds - 420 Fund Title I School Improvement and 432
Title I School Improvement ARRA
Amount: \$50,000.00

ACTION REQUESTED: The Superintendent recommends approval.

c. Acceptance of C12CS23445, Affordable Care Act Grant for School Based Health Centers Capital Program – **SEE PAGE #20**

Fund Source: U. S. Department of Health and Human Services, Health
Resources and Services Administration (HRSA)
Amount: Revenue = \$499,974.00

ACTION REQUESTED: The Superintendent recommends approval.

- d. Midway Arts and Sciences Academy of Excellence Charter School Application – **SEE PAGE #31**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

4. EDUCATIONAL ISSUES

- a. District Improvement and Assistance Plan – **SEE PAGE #188**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. School Advisory Council Rosters – **SEE PAGE #214**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. School Improvement Plans for Carter Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Elementary, Havana Middle, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High (www.flbsi.org)
SEE PAGE #237

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

5. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

6. SCHOOL BOARD REQUESTS AND CONCERNS

7. ADJOURNMENT

The School Board of Gadsden County

2a



"Building A Brighter Future"

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD
QUINCY, FLORIDA 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
<http://www.gcps.k12.fl.us>

November 9, 2012

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 2-A Instructional and Non-Instructional Personnel 2012-2013

The following reflects the total number of full-time employees in this school district for the 2012-2013 school term, as of November 13, 2012

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees November 2012</u>
Classroom Teachers and other Certified	120 & 130	481.25
Administrators	110	50.75
Non-Instructional	150, 160, & 170	419.00
		951.00

Sincerely,

Reginald C. James

Reginald C. James
Superintendent of Schools

By [Signature]

ERIC F. HINSON
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

AGENDA ITEM 2A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2012/2013 INSTRUCTIONAL PERSONNEL

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brewington, Lanecia	WGHS	Teacher	11/09/2012
Gordon, Elouise	JASMS	Ed. Parapro	11/30/2012
Price, Kimberly	JASMS	Teacher	11/12/2012

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Clarke, Jonnie	GCA/Teacher	FSH/Teacher	11/12/2012
Aggelis, Steven	CPA/Teacher	JASMS/Teacher	10/22/2012

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Davis, Deborah	FSH	Teacher	10/12/2012
Lewis, Barbara	Transportation	Bus Attendant	12/31/2012

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Basford, Marilyn	GRES	Ed. Parapro.	11/02/2012

TERMINATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Augustin, Ruth	GEMS	Teacher	10/24/2012

Substitutes

<u>Teacher</u>	<u>SFS Worker</u>	<u>Transportation</u>	<u>Custodial</u>
Augustine, Ruth	Jordan, Willie*		
Foxx-Smith, Yolanda			
Jefferson, Shemika			
Russ, Catherine			
Taylor, Christine			
Thomas, Carla Baker			
Wester, Courtney			

*SFS and Custodial Sub

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 3a

DATE OF SCHOOL BOARD MEETING: November 13, 2012

TITLE OF AGENDA ITEMS: Letter Purchase Orders for Services pursuant to Agreement No.
DESF 030928-PAEC

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to authorize the use of Agreement #030928-PAEC for two Letter Purchase Orders:

- 1) Interim Coordinator for Drop Out Prevention and Chief Negotiator \$52,495.20
- 2) Interim Reading Program Specialist \$40,408.20

In accordance with the provisions of the agreement approved by the Board on September 25, 2012, the total cost of the provision of service under the letter purchase orders including the DESF mark up, does not exceed the salary paid for the positions during the 2012-2013 school year.

FUND SOURCE:	General Fund
AMOUNT:	\$92,903.40
PREPARED BY:	Bonnie Wood
POSITION:	Assistant Superintendent for Business Services



DES of Florida, LLC

This Letter Purchase Order (LPO) for Services is issued pursuant to Agreement No. DESF 030928-PAEC between Panhandle Area Educational Consortium, Gadsden County School Board (Buyer) and DES of Florida, LLC (Seller). Buyer hereby authorizes Seller's contractor to perform the following described Services:

1. **Scope of Work:** Interim Coordinator for Drop Out Prevention & Chief Negotiator
For the Gadsden County School Board
2. **Seller Contact:** Roy F DeCastro
DES of Florida LLC
PO Box 13935
Tallahassee, Florida 32317-3935
Phone: 850-893-1315
Fax: 850-894-1313
3. **Buyer Contact:** Mrs. Bonnie Wood
Assistant Superintendent for Business and Finance
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Phone: 850-627-9651
4. **LPO Term:** November 16, 2012 – June 30, 2013. This LPO may be terminated by Buyer upon thirty (30) days written notice to the Seller and provided, however, that such termination by Buyer shall not become effective until any/all work and transfer of knowledge specified in subject LPOs in effect at the time of said termination notice either has been completed by Seller or terminated by Buyer.
5. **LPO Cost:** Total cost, excluding expenses, shall not exceed \$52,495.20. Invoices will be billed monthly in the amount of \$6,999.36. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 8 Vacation Days, 8 Sick/ Personal days, Holidays to follow Gadsden County School Board Policy. Any days not used will not be paid at the termination of contract. Any and all expenses, including travel, must be pre-approved by the Buyer Contact listed in Item 3 of this LPO and will be reasonable, verifiable, and documented.

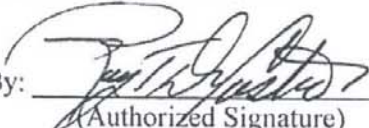
PRIVATE/PROPRIETARY/LOCK
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION. MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT. MUST BE STORED IN LOCKED FILES WHEN NOT IN USE.

"Providing Professional Staffing Solutions"

6. **Invoicing:** Invoices detailing the fees and expenses, including a reference to the LPO number, shall be submitted to the Buyer Contact listed in Item 3 of this LPO.

7. **Deliverables:** Deliverables shall be those items described in Item 1 of this LPO and will be further defined on an on-going basis throughout the term of this LPO and due as requested by the Buyer Contact listed in this LPO.

DES OF FLORIDA, LLC

By: 
(Authorized Signature)

Name: Roy F. DeCastro 10-13-2012
Date

Title: Managing Partner

GADSDEN COUNTY SCHOOLBOARD

By: _____
(Authorized Signature)

Name: Judge Helms _____
Date

Title: Chairman

By: _____
(Authorized Signature)

Name: Reginald James _____
Date

Title: Superintendent

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1. **Scope of Work:** Interim Program Specialist
2. **Seller Contact:** Roy F DeCastro
DES of Florida LLC
PO Box 13935
Tallahassee, Florida 32317-3935
Phone: 850-893-1315
Fax: 850-894-1313
3. **Buyer Contact:** Mrs. Bonnie Wood
Assistant Superintendent for Business and Finance
35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Phone: 850-627-9651
4. **LPO Term:** November 16, 2012 – June 30, 2013. This LPO may be terminated by Buyer upon thirty (30) days written notice to the Seller and provided, however, that such termination by Buyer shall not become effective until any/all work and transfer of knowledge specified in subject LPOs in effect at the time of said termination notice either has been completed by Seller or terminated by Buyer.
5. **LPO Cost:** Total cost, excluding expenses, shall not exceed \$40,408.20. Invoices will be billed monthly in the amount of \$5,387.76. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 8 Vacation Days, 8 Sick/ Personal days, Holidays to follow Gadsden County School Board Policy. Any days not used will not be paid at the termination of contract. Any and all expenses, including travel, must be pre-approved by the Buyer Contact listed in Item 3 of this LPO and will be reasonable, verifiable, and documented.

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DES OF FLORIDA, LLC

By: 
(Authorized Signature)

Name: Roy F. DeCastro 10.12.2012
Date

Title: Managing Partner

GADSDEN COUNTY SCHOOLBOARD

By: _____
(Authorized Signature)

Name: Judge Helms _____
Date

Title: Chairman

By: _____
(Authorized Signature)

Name: Reginald James _____
Date

Title: Superintendent

PRIVATE/PROPRIETARY/LOCK
CONTAINS PRIVATE AND/OR PROPRIETARY INFORMATION. MAY NOT BE USED OR DISCLOSED OUTSIDE Gadsden County School Board EXCEPT PURSUANT TO A WRITTEN AGREEMENT. MUST BE STORED IN LOCKED FILES WHEN NOT IN USE.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 3b

DATE OF SCHOOL BOARD MEETING: November 13, 2012

TITLE OF AGENDA ITEMS: Legal Services to Support Retention of Teachers for Immigration

DIVISION: Federal Programs

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for Purchase Order 183486 in the amount of \$50,000 for legal services to support the retention of teachers from other countries. See attached justification.

FUND SOURCE: Federal Funds – 420 Fund Title I School Improvement and 432 Title I School Improvement ARRA

AMOUNT: \$50,000.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

PURCHASE ORDER NO.

07-01-12

35 MARTIN LUTHER KING, JR., BLVD. QUINCY, FLORIDA 32351
PHONE (850) 627-9651 FAX (850) 627-2760
www.gcps.k12.fl.us

183486

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VM04970000

SHIP TO THIS ADDRESS

MCCANDLISH HOLTON, PC
1111 E MAIN STREET, S#1500
RICHMOND, VA 23219

FEDERAL PROGRAMS-GADSDEN COUNTY SCHOOLS
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FL 32351

PRINCIPAL SUPERVISOR

COMPTROLLER

SUPERINTENDENT

QUANTITY

PRODUCT NO.

DESCRIPTION

UNIT PRICE

TOTAL

ATTN: ROSE RAYNAK/DM

1

SERVICES TO SUPPORT RETENTION OF
FILIPINO TEACHERS LEGAL FEES FOR
IMMIGRATION PAPERWORK

50,000.00	50,000.00
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TOTAL: 50,000.00

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. ☐ If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked. This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of \$10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

[illegible]

VENDOR

Justification for Legal Services for Teacher Retention

Gadsden County Public School district is a rural school district in the panhandle of Florida with several struggling schools. The majority of public school students in the district are living in poverty, higher than almost every other school district in the state. There are large numbers of students identified in educational subgroups who need extra accommodations based on disabilities. Because of these factors, Gadsden County has difficulty attracting and retaining enough high quality teachers for its public schools. Enrollment numbers are lower than the population suggests because many parents exercise their right to school choice and transfer their children to neighboring school districts or private schools. Neighboring school districts are able to offer pay schedules for teachers much higher than Gadsden County is able to provide because of their higher tax base.

Gadsden County started a recruitment effort several years ago with teachers living in the Philippines. The effort resulted in many highly qualified high quality teachers relocating to Gadsden County, Florida from their home country. The school district invested many thousand dollars in teacher mentoring programs and professional development for these teachers. The community supported the effort from the onset by offering affordable housing for the group of teachers in an apartment complex located close to the schools most in need. The effort has been a huge success and has resulted in Gadsden County moving from a low-performing school district to a school district on the rise. The school district is now faced with losing their investment in these teachers because of immigration requirements and laws. The school district sought and received written permission from the Florida Department of Education to fund legal services to retain this group of Filipino teachers. The school district has been pursuing this avenue with immigration attorneys for the past several months and is at a point where the payment of legal fees is necessary to retain this group of teachers.

Jennifer A. Minear

Direct Dial: 804.775.3822

Facsimile: 804.249.9595

E-Mail: jminear@lawmh.com

Practice Limited to Federal Immigration Law



October 10, 2012

VIA FEDERAL EXPRESS

Gadsden County Schools

Attn: Ms. Bonnie Wood

35 Martin Luther King, Jr. Boulevard

Quincy, FL 32351

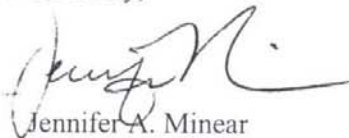
Re: Request for Proposal for Competitive Project

Dear Ms. Wood:

Enclosed, please find our response to Gadsden County School District's RFP for immigration counsel as submitted by McCandlish Holton, PC, located at 1111 E. Main Street, Suite 1500, Richmond, VA 23219. The primary contact and principal attorney assigned to Gadsden County School District matters will be myself, Jennifer A. Minear (804-775-3822).

Per your instructions, McCandlish Holton does hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate school district, state, and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project.

Sincerely,



Jennifer A. Minear



RESPONSE TO REQUEST FOR PROPOSAL

MCCANDLISH HOLTON, PC

Solicitation Deadline: October 18, 2012, 4:30 p.m. EST

Firm and Primary Contact:

McCandlish Holton, PC
1111 East Main Street
Suite 1500
P.O. Box 796
Richmond, Virginia 23219
Firm website: www.lawmh.com

Contact:

Jennifer A. Minear, Esq.
(804) 775-3822 (direct dial)
(804) 775-7295 (facsimile)
email: jminear@lawmh.com

Practice Description: McCandlish Holton is a full-service law firm of thirty-two attorneys based in Richmond, Virginia. The McCandlish Holton Immigration Practice Group ("IPG") includes five full-time immigration attorneys, one immigration litigator and ten support staff (secretaries, paralegals, law clerks, and administrative support) specializing exclusively in providing immigration services, including analysis, advice and planning related to employer compliance issues, and all manner of employment-based nonimmigrant and immigrant visa petitions and green card applications. Our attorneys have provided services for many school districts, private schools, and institutions of higher education across the U.S., including public school boards for multiple counties in Virginia, Maryland, and New York.

The IPG's immigration attorneys possess over fifty years of combined experience representing employment-based immigration clients. Two of our attorneys (Mark Rhoads and Helen Konrad) are listed in *Best Lawyers in America* in immigration law; two of our attorneys (Jennifer Minear and Helen Konrad) have been named to *Who's Who Legal for Corporate Immigration*; three of our attorneys (Mark Rhoads, Helen Konrad, and Jennifer Minear) have been named by *Virginia Business Magazine* as three of Virginia's "Legal Elite" in immigration law; Helen Konrad was listed in *Super Lawyers* in the field of Immigration law; Jennifer Minear was named as a *Super Lawyer* "Rising Star;" and Helen Konrad is listed in the *International Who's Who of Business Immigration Lawyers*. We serve as immigration counsel to universities, organizations and public school systems across the country.

Management Approach: At McCandlish Holton, immigration services are not simply "secondary" services as with many larger firms. Instead, at McCandlish Holton, immigration is a lead service, with attorneys, paralegals, secretarial staff and computer software devoted solely to the immigration practice. As a result, the McCandlish Holton IPG provides quality immigration services that cannot be matched by other, less committed firms.

The specialty expertise of our attorneys and support staff drives much of how in-coming work is assigned. As matters come in, we assign cases and document preparation to attorneys and paralegals depending on their expertise and current caseload. Thus our staff's combination of

Attorneys at Law | 1111 East Main Street, Suite 1500 | Post Office Box 796, Richmond, Virginia 23218-0796

experience in various aspects of immigration law and specialization in case types common to school boards allows us to provide high quality services in a timely manner. Our fixed fee services (as outlined in the Price Quotation) include answering all routine questions and providing assistance throughout all stages of each immigration matter without having to worry about hourly billing. This increases the ease of communication between our attorney and the School Board of Gadsden County, and allows us to quickly and efficiently identify and resolve any problems that may arise, while ensuring a cost-effective result. In short, our experience, expertise and fixed fee visa services allow us to provide the highest quality immigration services available, in a prompt and cost-effective manner.

Work Statement and Schedule: The main contact for this representation is Jennifer Minear, a Director in the IPG, who will respond quickly to all immigration issues impacting The School Board of Gadsden County and its international teachers. In the unlikely event that she is unavailable, other IPG immigration attorneys are ready and fully able to ensure all immigration issues are addressed quickly and accurately. The scope of work included in this representation will encompass the filing of PERM labor certification applications with the Department of Labor, I-140 Immigrant Petitions on behalf of each teacher whose PERM application is approved, and H-1B nonimmigrant visa petition processing, if requested. Services include:

- Detailed written instructions and oral advice on procedures needed to comply with federal regulations governing the employment of international personnel, including the PERM labor certification, I-140 Immigrant Petition and H-1B Nonimmigrant Petition process;
- Easy-to-use Client Questionnaires and Checklists of necessary information to streamline gathering background material;
- Preparation of all requisite forms and support letters and assembly of all supporting materials required for filing of PERM labor certification applications, I-140 immigrant petitions and H-1B nonimmigrant visa petitions.
- Filing of all required documentation with the Department of Labor and/or U.S. Citizenship & Immigration Services (USCIS) as appropriate;
- Monitoring of submitted agency filings and immediate notification to client of status updates;
- On-going advice to employees regarding visa processing, travel, etc. after receipt of approval;
- Ongoing advice to the School Board of Gadsden County to ensure compliance with continuing regulatory obligations.

The timing of completion for immigration matters is dependent upon the processing times of the Department of Labor, USCIS, and the responsiveness of the School Board of Gadsden County as well as its international personnel. We will work within with the School Board of Gadsden County to ensure expeditious and accurate completion of all required steps and filings.

Capabilities and Experience: The largest demand for immigration services for School Board of Gadsden County will come from new and currently employed teachers in need of PERM labor certification, I-140 Immigrant Petitions, and H-1B visa status extensions. The IPG is uniquely

qualified to assist the School Board of Gadsden County in these matters. We represent both public and private entities all across the country, including multiple public school systems like Gadsden County. The experience, size and volume of our practice means that we have the resources to provide the highest quality and most responsive immigration services available. Following is a brief description of the capabilities of the IPG's five full-time attorneys and ten staff members:

Jennifer A. Minear. Jennifer is a Director in the IPG and an elected member of the Board of Governors of the American Immigration Lawyers Association (AILA). She advises clients in all aspects of employing foreign personnel and has experience with all categories of visas and green cards significant to state agencies and universities. Her clients include public school systems, universities and university hospitals, in addition to a host of private employers. On behalf of her public school system and university clients, Jennifer has prepared and filed H-1B petitions, PERM labor certification applications, immigrant petitions and green card applications for international teachers and faculty. She has spoken, by invitation, at various national and international conferences regarding immigration issues and has authored many articles on employment-based immigration matters, ranging from green card options to prevailing wages for researchers and academics, to J-1 waivers for international medical graduates. Jennifer chairs AILA's Healthcare Professionals Committee, and serves on AILA's Department of State Liaison Committee, and Inter-Agency Committee as well as on the AILA Board of Governors. In addition, she chairs the Government Agency Liaison Committee for the International Medical Graduate Taskforce, a national bar organization of physician immigration attorneys. Client satisfaction is Jennifer's principal goal, as evidenced by her "Superb" rating on avvo.com

Jennifer earned her B.A., *cum laude*, in English and History at the University of Maryland (College Park) in 1993. She earned her law degree, *cum laude*, at Cornell University in 2001. While at Cornell, Jennifer served as Managing Editor of the *Cornell Journal of Law & Public Policy* and completed intensive training in international law at the Université de Paris (Sorbonne).

Mark B. Rhoads. Mark is a Director in the IPG. He regularly provides immigration advice and visa processing services to U.S. universities hiring international personnel, including researchers, professors, and university professional staff, as well as advising on foreign student issues. He has extensive expertise in all temporary visa and permanent resident categories. In addition, he regularly lectures across the country on immigration and employment law topics to attorneys, business groups and university groups, including the National Association of College & University Attorneys (NACUA), the National Association of Foreign Student Advisors (NAFSA) and many others. Mark is listed in *Best Lawyers in America* in Immigration Law, and has been named among Virginia's "Legal Elite" in Immigration Law.

Mark is a graduate of The College of William & Mary in Virginia and received his law degree from the University of Richmond in 1985, where he was an associate editor of the *Law Review*. Mark is co-author of *A Practical Guide to Employment-Based Immigration*, published in the Washington & Lee Law School Race & Ethnic Ancestry Law Digest (Vol. 3, 1997), and co-author (with Helen Konrad) of the handbook of the National Association of College and University Attorneys entitled *Immigration Law: Faculty and Staff Issues*. He is a member of the American Immigration Lawyers Association.

Helen L. Konrad. Helen is a Director in the IPG and has practiced immigration law full-time for over twenty years. She is listed in *Best Lawyers in America* in Immigration Law, and has been named a Virginia Super Lawyer and named among Virginia's Legal Elite in Immigration Law. She is also listed in the *International Who's Who of Business Immigration Lawyers* and is AV-rated by Martindale-Hubbell. Helen concentrates her practice on employment-based and professional immigration, with emphasis on H-1B, F-1, J-1, TN, O and P visas; and permanent resident green cards in all categories. Helen has established a national reputation regarding J-1 issues, physician issues, I-9 compliance, and E-Verify, and provides critical expertise to universities in these complex areas. Helen has a national reputation regarding I-9 compliance and E-Verify, especially for federal contractors, and provides critical expertise to clients in these complex areas. She has represented companies across the country defending investigations brought by federal agencies, including the U.S. Department of Labor, Immigration and Customs Enforcement, and the Office of Special Counsel.

Helen earned a B.A. from Hamilton College in 1984, an M.B.A. from New York University in 1988 and a J.D. with honors from Washington and Lee University in 1991. She is an active member of the American Immigration Lawyers Association. She is the co-author of *A Practical Guide to Employment-Based Immigration*, published in the Washington & Lee Law School Race & Ethnic Ancestry Law Digest (Vol. 3, 1997). She co-authored the handbook on immigration law for higher education at the request of NACUA entitled *Immigration Law: Faculty and Staff Issues*.

David E. Gluckman. David is an Associate in the IPG. He advises businesses and individuals on short- and long-term U.S. immigration options. His immigration practice includes temporary visa petitions and applications (such as B-1, H-1B, E, L-1, R-1, TN, and others); family-based visa petitions and green card applications; employment-based visa petitions and green card applications, including PERM labor certification, outstanding researcher/professor, extraordinary ability, multinational manager/executive, and national interest waiver cases; consular processing; advice to non-citizens in removal proceedings before Immigration Court; and immigration appeals before the Board of Immigration Appeals, the Board of Alien Labor Certification Appeals, and Federal District Courts and Circuit Courts of Appeals.

David began his legal career as an immigration paralegal and continued to work as an immigration law clerk while attending the University of Richmond School of Law, from which he graduated *summa cum laude*. Following law school, he practiced civil litigation for several years before returning to immigration. David is a member of the American Immigration Lawyers Association, the Federal Bar Association and the Richmond Bar Association. He is the co-author (with Jennifer Minear and Jonathan Moore) of a recent AILA publication entitled *How Do You Solve a Problem Like ACWIA? Prevailing Wage Conundrums for Academics and Researchers*, in Am. Immigration Lawyers Ass'n, *Immigration Options for Academics & Researchers* 147, 147-59 (Dan H. Berger & Rita Sostrin eds., 2d ed. 2011).

Jonathan L. Moore. Jonathan is an Associate in the IPG. His practice focuses on advising businesses and individuals on U.S. immigration options and the preparation of cases in support of temporary visa petitions (such as H-1B, E, L-1, Q, O, and others), as well as permanent resident green cards for family-based and employment-based applications in all categories. A former litigator, Jonathan has also developed an expertise in immigration administrative appeals, particularly through the U.S. Department of Labor's Board of Alien Labor Certification Appeals.

Jonathan holds an undergraduate degree from the University of Virginia (B.A. Government and History, 2006) and a law degree from the University of Richmond (*summa cum laude* 2009) where he graduated first in his class. While in law school, Jonathan served as a Manuscripts Editor of the *University of Richmond Law Review* and authored several articles that have appeared in nationally-recognized publications. He is also the co-author (with Jennifer Minear and David Gluckman) of *How Do You Solve a Problem Like ACWIA? Prevailing Wage Conundrums for Academics and Researchers*, in Am. Immigration Lawyers Ass'n, Immigration Options for Academics & Researchers 147, 147-59 (Dan H. Berger & Rita Sostrin eds., 2d ed. 2011).

Paralegal and Administrative Staff:

1. Patrick Clapp, Paralegal: nonimmigrant visa petitions, J-1 waiver applications, immigrant visa petitions, PERM labor certification applications, green card applications, naturalization applications
2. Helen Skakandy, Senior Paralegal: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications
3. Teresa Best, Paralegal: specialization in PERM labor certification applications
4. Forrest Gladstone, Paralegal: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications
5. Nora McIntire, Paralegal: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications
6. Celestine Pointer, Paralegal: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications
7. Crystal Malik, Law Clerk: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications
8. Jimmy Wood, Law Clerk: nonimmigrant visa petitions, immigrant visa petitions, green card applications, naturalization applications, federal agency case resolution assistance
9. Joe Batson, File Clerk: administrative, photocopying and file maintenance support
10. Jennifer Draper, Secretary: secretarial and administrative support

Price Proposal: Our immigration services are charged on a fixed fee basis. The following are our fees for the most common immigration matters contemplated by this engagement. We do not charge for office costs [copy charges, overnight delivery charges, long distance, fax, etc. for any filing in this proposal]. Additional costs which the School Board of Gadsden County would be responsible for include: PERM advertising costs and USCIS filing fees. USCIS filing fees can vary significantly, depending on a number of factors such as current visa status of the applicant and timing of the application.

1. PERM Labor Certification	\$4,100
2. I-140 Immigrant Petition.....	\$2,100
3. H-1B visa petitions.....	\$2,100

Service Goal: Our goal is to assist the School Board of Gadsden County to understand and streamline the process of hiring and keeping the best talent available in the international marketplace. Our staff size and fixed fee services allow for easier and more frequent one- on-one consultation with an attorney, which in turn ensures we identify and solve potential problems early,

saving our clients time and money. We believe strongly that our depth and breadth of immigration experience, with a particular focus on the representation of employers in the public education sector, cannot be matched by any other law firm.

Respectfully Submitted by:
McCandlish Holton, P.C.

A handwritten signature in dark ink, appearing to read "Jennifer A. Minear", is written over a horizontal line.

Jennifer A. Minear, Esq.
Director
Immigration Practice Group

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 3c

DATE OF SCHOOL BOARD MEETING: November 13, 2012

TITLE OF AGENDA ITEM: Acceptance of C12CS23445, Affordable Care Act Grant for School-Based Health Centers Capital Program

DIVISION: Business and Finance

 This is a CONTINUATION OF A CURRENT PROJECT, GRANT, ETC.

PURPOSE AND SUMMARY OF ITEM:

This grant will provide for the purchase of equipment, infrastructure and construction/renovation costs (capital outlay, and professional and technical services, i.e., architectural and engineering) in support of quality school-based health centers (SBHC) with dental, mental and physical health, examination and triage services at the following school locations:

School Location	Awarded Amount	Description
George W. Munroe Elementary School	\$154,658.00	Modular unit, HVAC system check, clinical equipment, cabinetry, wood deck with steps and handrails, plumbing/electrical
James A. Shanks Middle School	\$146,571.00	Construction costs: flooring, ramps, storage rooms, doors/frames, windows, painting; cabinetry, washroom accessories, plumbing/electrical, HVAC, roofing, vinyl shutters, exhaust fans, clinical equipment
Havana Middle School	\$198,745.00	Modular unit, HVAC system check, clinical equipment, cabinetry, wood deck with steps and handrails, plumbing/electrical
Grand Total (Grant Award):	\$499,974.00	REVENUE

FUND SOURCE: U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA)

AMOUNT: Revenue = \$499,974.00

PREPARED BY: Bonnie Wood, Assistant Superintendent for Business and Finance

POSITION: Assistant Superintendent for Business and Finance

1. DATE ISSUED: 04/06/2012		2. PROGRAM CFDA: 93.501		 U.S. Department of Health and Human Services HRSA Health Resources and Services Administration NOTICE OF AWARD AUTHORIZATION (Legislation/Regulation) Patient Protection and Affordable Care Act, P.L. 111-148					
3. SUPERSEDES AWARD NOTICE dated: 02/22/2012 except that any additions or restrictions previously imposed remain in effect unless specifically rescinded.									
4a. AWARD NO.: 6 C12CS23445-01-02	4b. GRANT NO.: C12CS23445	5. FORMER GRANT NO.:							
6. PROJECT PERIOD: FROM: 12/01/2011 THROUGH: 11/30/2013									
7. BUDGET PERIOD: FROM: 12/01/2011 THROUGH: 11/30/2013									
8. TITLE OF PROJECT (OR PROGRAM): Affordable Care Act (ACA) Grants for School-Based Health Centers Capital Program									
9. GRANTEE NAME AND ADDRESS: ICAN/CAN TOO ORGANIZATION, INC. 101 Cherry Ave Havana, FL 32333-1311				10. DIRECTOR: (PROGRAM DIRECTOR/PRINCIPAL INVESTIGATOR) maggie blackburn ICAN/CAN TOO ORGANIZATION, INC. Division Line: Florida State Univ. College of Medicine 1115 W Call St Tallahassee, FL 32304-3556					
11. APPROVED BUDGET: (Excludes Direct Assistance) ☒ Grant Funds Only ☐ Total project costs including grant funds and all other financial participation				12. AWARD COMPUTATION FOR FINANCIAL ASSISTANCE:					
a. Salaries and Wages : \$0.00 b. Fringe Benefits : \$0.00 c. Total Personnel Costs : \$0.00 d. Consultant Costs : \$0.00 e. Equipment : \$0.00 f. Supplies : \$0.00 g. Travel : \$0.00 h. Construction/Alteration and Renovation : \$0.00 i. Other : \$499,974.00 j. Consortium/Contractual Costs : \$0.00 k. Trainee Related Expenses : \$0.00 l. Trainee Stipends : \$0.00 m. Trainee Tuition and Fees : \$0.00 n. Trainee Travel : \$0.00 o. TOTAL DIRECT COSTS : \$499,974.00 p. INDIRECT COSTS (Rate: % of S&W/TADC) : \$0.00 q. TOTAL APPROVED BUDGET : \$499,974.00 i. Less Non-Federal Share: \$0.00 ii. Federal Share: \$499,974.00				a. Authorized Financial Assistance This Period \$499,974.00 b. Less Unobligated Balance from Prior Budget Periods i. Additional Authority \$0.00 ii. Offset \$0.00 c. Unawarded Balance of Current Year's Funds \$0.00 d. Less Cumulative Prior Awards(s) This Budget Period \$499,974.00 e. AMOUNT OF FINANCIAL ASSISTANCE THIS ACTION \$0.00					
13. RECOMMENDED FUTURE SUPPORT: (Subject to the availability of funds and satisfactory progress of project)									
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">YEAR</th> <th style="width: 50%;">TOTAL COSTS</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Not applicable</td> </tr> </tbody> </table>						YEAR	TOTAL COSTS	Not applicable	
YEAR	TOTAL COSTS								
Not applicable									
14. APPROVED DIRECT ASSISTANCE BUDGET: (In lieu of cash)									
a. Amount of Direct Assistance \$0.00 b. Less Unawarded Balance of Current Year's Funds \$0.00 c. Less Cumulative Prior Awards(s) This Budget Period \$0.00 d. AMOUNT OF DIRECT ASSISTANCE THIS ACTION \$0.00									
15. PROGRAM INCOME SUBJECT TO 45 CFR Part 74.24 OR 45 CFR 92.25 SHALL BE USED IN ACCORD WITH ONE OF THE FOLLOWING ALTERNATIVES: A=Addition B=Deduction C=Cost Sharing or Matching D=Other [A] Estimated Program Income: \$0.00									
16. THIS AWARD IS BASED ON AN APPLICATION SUBMITTED TO, AND AS APPROVED BY HRSA, IS ON THE ABOVE TITLED PROJECT AND IS SUBJECT TO THE TERMS AND CONDITIONS INCORPORATED EITHER DIRECTLY OR BY REFERENCE IN THE FOLLOWING: a. The grant program legislation cited above. b. The grant program regulation cited above. c. This award notice including terms and conditions, if any, noted below under REMARKS. d. 45 CFR Part 74 or 45 CFR Part 92 as applicable. In the event there are conflicting or otherwise inconsistent policies applicable to the grant, the above order of precedence shall prevail. Acceptance of the grant terms and conditions is acknowledged by the grantee when funds are drawn or otherwise obtained from the grant payment system.									
REMARKS: (Other Terms and Conditions Attached ☒ Yes ☐ No) This NoA is issued to remove one or more Grant Conditions imposed on projects.									
Electronically signed by Vera M. Messina, Grants Management Officer on : 04/06/2012									
17. OBJ. CLASS: 41.11		18. CRS-EIN: 1208995080A1		19. FUTURE RECOMMENDED FUNDING: \$0.00					
FY-CAN	CFDA	DOCUMENT NO.	AMT. FIN. ASST.	AMT. DIR. ASST.	SUB PROGRAM CODE				
12 - 3984017	93.501	C12CS23445A0	\$0.00	\$0.00	N/A				
					SUB ACCOUNT CODE				
					N/A				

ICAN PROGRAM



A Gadsden County Family Initiative - Havana Middle School - 1210 Kemp Rd - Havana FL 32333 - 850-539-9372

Shirley L. Aaron
Director

September 20, 2012

Ryan Bucklew, P.E.
Capital Development Branch
Office of Policy and Program
Bureau of Primary Health Care, HRSA
5600 Fishers Lane, Room 17C-26
Rockville, MD 20857

Re: Relinquishment of C12CS23445 grant by ICAN/ICAN Too Organization, Inc, and recommendation of transfer of this grant to the School Board of Gadsden County FL.

Dear Mr. Bucklew:

As of September 20, 2012, the ICAN/ICAN Too Organization, Inc., the grant recipient, wishes to relinquish HRSA grant C12CS23445. The address of the grant recipient is 101 Cherry Avenue, Havana, FL 32333. The name of the program director is Maggie Blackburn.

Acting as President of the Board of the ICAN/ICAN Too Organization, Inc., I am following my Board's direction in asking you to transfer this grant to the School Board of Gadsden County FL. 35 Martin Luther King, Jr. Blvd., Quincy, FL 32351; tel # 850-627-965; Attn. Bonnie Wood, Assoc. Supt. It was always our intention for the Gadsden County School system to ultimately administer these programs. This transfer will make it much easier for the school system to assume the responsibilities required to make the programs taking place within grant funded buildings the success that our children need and deserve. In the final analysis, our organization was not able to successfully carry out the financial and administrative responsibilities this grant required. We have full confidence that the school system will be able to step in and complete the grant requirements in an expeditious manner resulting in many health care benefits desperately needed by our children.

We have expended no funds from the grant accounts. Thank you for giving us this opportunity to bring improved health services to the children of Gadsden County

Sincerely,

Shirley L. Aaron, President
ICAN/ICAN Too Organization, Inc.

Application for Federal Assistance SF-424*** 1. Type of Submission**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application**

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

*** 3. Date Received:**

1/12/2011

4. Applicant Identifier:

Gadsden County SBHCs

*** 5.a Federal Entity Identifier:**

Application #: 86236
Grants.Gov #: GRANT10750606

5.b Federal Award Identifier:*** 6. Date Received by State:****7. State Application Identifier:****8. Applicant Information:***** a. Legal Name**

ICAN/ICAN TOO

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

20-9950801

*** c. Organizational DUNS:**

938370223

d. Address:*** Street1:**

101 Cherry Ave

Street2:*** City:**

Havana

County:

Gadsden

*** State:**

FL

Province:*** Country:**

US: United States

*** Zip / Postal Code:**

32333-1311

e. Organization Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First

Name:

Maggie

Middle Name:

Last Name:

Blackburn

Suffix:

Title:

Program Director

Organizational Affiliation:

* Telephone Number:

(850)644-2373

Fax

Number:

* Email:

maggie.blackburn@med.fsu.edu

9. Type of Applicant 1:

N: Nonprofit without 501C3 IRS status (other than Institution of Higher Education)

Type of Applicant 2:

Type of Applicant 3:

* Other (specify):

*** 10. Name of Federal Agency:**

Health Resources and Service Administration

11. Catalog of Federal Domestic Assistance Number:

93.501

CFDA Title:

School-Based Health Centers Capital Program

*** 12. Funding Opportunity Number:**

HRSA-11-127

* Title:

Affordable Care Act (ACA) Grants for School-Based Health Centers Capital (SBHCC) Program

13. Competition Identification Number:

4507

Title:

Affordable Care Act (ACA) Grants for School-Based Health Centers Capital (SBHCC) Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

See Attachment

*** 15. Descriptive Title of Applicant's Project:**

Gadsden SBHC Capital Improvements

16. Congressional Districts Of:

* a. Applicant

FL-02

* b.

Program/Project

006

17. Proposed Project:

a. Start Date:

7/1/2011

* b. End Date:

7/1/2013

18. Estimated Funding (\$):

* a. Federal	\$499,974.00
* b. Applicant	\$0.00
* c. State	\$0.00
* d. Local	\$0.00
* e. Other	\$0.00
* f. Program Income	\$0.00
* g. TOTAL	\$499,974.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent Of Any Federal Debt(If "Yes", provide explanation in attachment.)**

☐ Yes ☒ No

Applicant Federal Debt Delinquency Explanation

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

***1. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ I Agree

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:		* First Name:	Maggie
Middle Name:			
* Last Name:	Blackburn		
Suffix:			
* Title:			
* Telephone Number:	(850)644-2373	Fax Number:	(850)645-2859
* Email:	maggie.blackburn@med.fsu.edu		
* Signature of Authorized Representative:	Maggie Blackburn	* Date Signed:	1/12/2011

Gadsden School-Based Health Center Capital Program Project Overview

In a recent report from the Robert Wood Johnson Foundation, ¹Gadsden County in Florida ranks 62 out of the 67 counties in Florida for health outcomes and 64 out of 67 for overall health status. Gadsden County is one of a handful of counties in Florida that qualify as persistent poverty counties.² In addition, 80% of the children in Gadsden County schools qualify for free or reduced lunch.³ In 1985, the Gadsden County Health Department established the first school-based clinic in the State of Florida. The clinic was located at Shanks high school and was staffed by a full-time nurse practitioner. Unfortunately, due to funding issues, the full spectrum level of care could not be sustained. In 2007, the project was rejuvenated through a coordinated effort with the school health division of the Gadsden County Health Department (DOHSH), and Florida State University College of Medicine (FSU COM). This partnership created two school-based health center sites, one at Shanks Middle School and one at George Munroe Elementary School. In 2010, with a new partner, ICAN/ICAN Too, Inc., a third site has been identified at Havana Middle School that will serve the community of Havana where over 800 students have no access to primary care services.

The Gadsden County School-Based Health Centers (SBHC) is requesting funds for Capital Improvement for three sites. The goal of the funding is to foster sustainability of the SBHCs in an era of decreased funding for all the individual partners. We have identified three objectives to address this 1. Improve the quality of care for our existing students with improved screening, improved point of service care, and improved chronic disease and behavioral health management. 2. Expand access to care through our new site in Havana as well as expanding services such as dental care to our existing sites and 3. Improve documentation, communication and data collection with the addition of Electronic Health Records.

The funds will be used for equipment purchase, networking infrastructure, as well as construction costs for the 4,000 square foot space that is being donated at the Havana Middle School. The ongoing partnership for the Gadsden SBHC has delivered high quality cost effective care to the children of Gadsden County for the past three years. To date, the Gadsden SBHC has been dependent upon private foundation support and in-kind equipment donations. This funding will enable the Gadsden SBHCs to make an

¹ Health Outcomes County Snapshot <http://www.countyhealthrankings.org/florida/gadsden>

² U>S> Census data, 2006-2008, 2010

http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=05000US12039&_geoContext=01000US1204000US1205000US12039&_street=&_county=Gadsden&_cityTown=&_state=04000US12&_zip=&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=050&_submenuId=factsheet_1&ds_name=ACS_2008_3YR_SAFF&_ci_nbr=null&q_r_name=null®=null%3Anull&_keyword=&_industry=

³ Florida Charts.org

<http://www.floridacharts.com/charts/viewrpt.aspx?ID=7245&Prompt0=2008&Prompt1=20>

important step towards improved care and sustainability. We are requesting \$\$499,974 to support these efforts at our three sites.

Our current clinic sites are as follows:

George W. Munroe Elementary School
1830 West King Street
Quincy, 32351
Phone: (850)875-8800 **Fax:** (850)875-8805
Census Tract: 0207.01

<http://www.gwmes.gcps.k12.fl.us/>

James A. Shanks Middle School
1400 W. King St.
Quincy, FL 32351
Phone: 850-875-8737 **Fax:** 850-875-8775
Census Tract: 0207.01

Our proposed new clinic site:

Havana Middle School
1210 Kemp Road
Havana, FL 32333
Phone: 850-539-9372 **Fax:** 850-539-2878
Census tract: 0201.02

<http://www.hms.gcps.k12.fl.us/>

CHECKLIST

NOTE TO APPLICANT: This form must be completed and submitted with the original of your application. Be sure to complete each page of this form. Check the appropriate boxes and provide the information requested. This form should be attached as the last pages of the signed original of the application.

Type of Application: ☒ New ☐ Noncompeting Continuation ☐ Competing Continuation ☐ Supplemental

PART A: The following checklist is provided to assure that proper signatures, assurances, and certifications have been submitted.

- | | Included | NOT Applicable |
|--|-------------------------------------|-------------------------------------|
| 1. Proper Signature and Date on the SF 424 (FACE PAGE) | ☒ | |
| 2. If your organization currently has on file with HHS the following assurances, please identify which have been filed by indicating the date of such filing on the line provided. (All four have been consolidated into a single form, HHS 690) | | |
| ☐ Civil Rights Assurance (45 CFR 80) | | |
| ☐ Assurance Concerning the Handicapped (45 CFR 84) | | |
| ☐ Assurance Concerning Sex Discrimination (45 CFR 86) | | |
| ☐ Assurance Concerning Age Discrimination (45 CFR 90 & 45 CFR 91) | | |
| 3. Human Subjects Certification, when applicable (45 CFR 46) | ☐ | ☒ |

PART B: This part is provided to assure that pertinent information has been addressed and included in the application.

- | | YES | NOT Applicable |
|--|-------------------------------------|--------------------------|
| 1. Has a Public Health System Impact Statement for the proposed program/project been completed and distributed as required? | ☒ | ☐ |
| 2. Has the appropriate box been checked on the SF-424 (FACE PAGE) regarding intergovernmental review under E.O. 12372 ? (45 CFR Part 100) | ☒ | |
| 3. Has the entire proposed project period been identified on the SF-424 (FACE PAGE)? | ☒ | |
| 4. Have biographical sketch(es) with job description(s) been provided, when required? | ☒ | ☐ |
| 5. Has the "Budget Information" page, SF-424A (Non-Construction Programs) or SF-424C (Construction Programs), been completed and included? | ☒ | |
| 6. Has the 12 month narrative budget justification been provided? | ☒ | ☐ |
| 7. Has the budget for the entire proposed project period with sufficient detail been provided? | ☒ | ☐ |
| 8. For a Supplemental application, does the narrative budget justification address only the additional funds requested? | ☒ | ☐ |
| 9. For Competing Continuation and Supplemental applications, has a progress report been included? | ☒ | ☐ |

PART C: In the spaces provided below, please provide the requested information.

Business Official to be notified if an award is to be made

Prefix: First Name: Middle Name:
 Last Name: Suffix:
 Title:
 Organization:
 Street1:
 Street2:
 City:
 State: ZIP / Postal Code: ZIP / Postal Code4:
 E-mail Address:
 Telephone Number: Fax Number:

Program Director/Project Director/Principal Investigator designated to direct the proposed project or program.

Prefix: First Name: Middle Name:
 Last Name: Suffix:
 Title:
 Organization:
 Street1:
 Street2:
 City:
 State: ZIP / Postal Code: ZIP / Postal Code4:
 E-mail Address:
 Telephone Number: Fax Number:

DEPARTMENT OF HEALTH AND HUMAN SERVICES Health Resources and Services Administration Consolidated Budget		FOR HRSA USE ONLY	
		Application Tracking Number	Grant Number
		00086236	N/A
Cost Classification	Total Cost (a)	Costs Not Allowable for Participation (b)	Total Allowable Costs (a-b)
1. Administrative and legal expenses	\$0.00	\$0.00	\$0.00
2. Land, structures, rights-of-way, appraisals, etc.	\$0.00	\$0.00	\$0.00
3. Relocation expenses and payments	\$0.00	\$0.00	\$0.00
4. Architectural and engineering fees	\$25,525.00	\$0.00	\$25,525.00
5. Other architectural and engineering fees	\$0.00	\$0.00	\$0.00
6. Project inspection fees	\$0.00	\$0.00	\$0.00
7. Site work	\$0.00	\$0.00	\$0.00
8. Demolition and removal	\$15,715.00	\$0.00	\$15,715.00
9. Construction	\$286,518.00	\$0.00	\$286,518.00
10. Equipment	\$167,891.00	\$0.00	\$167,891.00
11. Miscellaneous	\$4,325.00	\$0.00	\$4,325.00
12. SUBTOTAL (sum of lines 1- 11)	\$499,974.00	\$0.00	\$499,974.00
13. Contingencies	\$0.00	\$0.00	\$0.00
14. SUBTOTAL (sum of lines 12 and 13)	\$499,974.00	\$0.00	\$499,974.00
15. Project (program) income	\$0.00	\$0.00	\$0.00
16. TOTAL PROJECT COSTS	\$499,974.00	\$0.00	\$499,974.00
17. Federal assistance requested			\$499,974.00
Federal Percentage Share: 100.00%			

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 3d

DATE OF SCHOOL BOARD MEETING: November 13, 2012

TITLE OF AGENDA ITEM: Midway Arts and Sciences Academy of Excellence Charter School Application

DIVISION: Administration

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

To seek Board approval for Midway Arts and Sciences Academy of Excellence Charter School Application.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Reginald C. James

POSITION: Superintendent of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: _____

**School Board Notes with Recommendations from
October 16, 2012 Workshop with City of Midway**

Students Class days	Page 60
Teacher work days	Page 60
City Manager name in the application	Page 2
No staffing Plan	Page 109
Salary Structure in staffing plan	Page 109
Dual employment	Page 98
Master Degrees vs. Bachelor Degrees	Page 78

The Application is divided into the following sections:

- I. ACADEMIC DESIGN
 - Mission
 - Educational Program
 - Curriculum Plan
 - Student Assessment, Performance and Evaluation
 - Exceptional Students
 - English Language Learners
 - School Climate
- II GOVERNANCE AND MANAGEMENT
 - Profile of the Founding Board and/or Initial Incorporators
 - Education Service Providers
 - Board of Directors and School Governance
 - Parent and Community Support and Partnerships
 - Length of Contract and Implementation Timetable
 - Evidence of Support
- III FACILITIES AND FINANCE
 - Facilities
 - Finances
 - Financial Management and Oversight
 - Recruiting and Marketing Plan
 - Risk Management
- IV. OPERATIONS
 - Admissions and Registration Plan
 - Human Resource Information
 - Transportation
 - Food Service
 - Additional Board Governance Policy
- V. FINAL DOCUMENTATION
 - A. STATEMENT OF ASSURANCES
 - B. Seven (7) Year Budget, FEFP Work Sheet
 - C. Staffing Plan
 - D. City of Midway Charter

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 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 GCPS 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 competency-based curriculum to plan lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments
- Work at least 190 days a year

G. School Climate and Discipline:

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

Approximate School Hours and Schedule:

- ◆ Grades PreK-5
- ◆ 8:30a.m. – 3:00p.m.
- ◆ 180 days of instruction

Hours of Instructional Time: The School will comply with the required hours of instructional time in the core and selected areas of study as per a state-approved Student Progression Plan (SPP).

II. GOVERNANCE AND MANAGEMENT

A. Profile of the Founding Board and/or Initial Incorporators:

1. Describe the group submitting this application and other management team members.

The MASAE Governing Board will consist of the members of the community appointed by the City of Midway Council:

- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member

The City of Midway was incorporated in 1987 by a special act of the Florida Legislature. Our City government consists of seven elected city council members, all of whom are elected city-wide, but five must live in the district they represent. Our Mayor is an elected city councilmember, but is appointed by the city council as Mayor for a two-year term. Midway operates under a Council/Manager form of government, with the city council enacting policy and the city manager carrying out that policy and operating the city on a day-to-day basis. Midway has a long history dating back to the earliest days of Florida. One common myth is that Midway was actually the point where representatives from Pensacola and Saint Augustine first met to determine the Capitol of Florida, but no one has actually proven that point. Midway is located in Gadsden County about ten miles from Tallahassee, the Capitol of Florida. We are conveniently located near the intersection of two major highways-Interstate 10 and US 90.

2. Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

The City of Midway is the legal entity that will operate the School as per the City Charter. The city council managed by its board of directors ("Governing Board"). The Governing Board has the responsibility for all of the affairs and management of the School and will provide continuing oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds.

3. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will collaborate with the existing charter schools, businesses, and non-profit organizations that work in the Gadsden County area.

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

The founding group of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is the same group who currently serves as the City of Midway Council. The Board is committed to ensure 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.

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

Plans for Board Member Recruitment:

The City of Midway council will recruit members as a seat becomes available, 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.

Orientation Process and Ongoing Professional Development:

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. This training will be provided by The Florida Association of Charter Schools or other approved vendor. 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: Administrators and governing board members will be trained every two years by a human resources management company 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.

6. Explain how parents and the community will be involved in the governance of the school.

One of the appointed board members will be parent representative (appointed on an annual basis). The parent board member will assist the Governing Board in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the School. The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Parents will serve on various committees, including the School Advisory Council (SAC);
- An SAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTA, if they elect to do so.

7. Detail the relevant expertise of retained consultant or professionals (e.g. accounting, finance, educational management services, risk management, human resources).

Upon application approval the School will retain the services of professionals to assist in the implementation of the curriculum at the School site and adherence to district compliance requirements.

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 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 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 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 Board. Disclosure involving the directors should be made to the Board. The 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 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 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: Currently, the Governing Board has an established meeting schedule to meet monthly (approximately the 3RD Thursday of every month). The precise meeting schedule for the 2014-2015 school year has yet to be established. Notwithstanding, The City of Midway will develop and post their meeting schedule as well as comply with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

5. **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 that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's faculty and staff will report directly to the principal, who reports 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. 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 assisting to carry out these procedures in daily activities and interactions with students, parents and the community.

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 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 newly initiated Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the Common Core Standards.

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.

Retaining Qualified Staff: 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.

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. These include:

- **Employee Benefits**
 - a. Health Insurance
 - b. Vision Care Insurance
 - c. Dental Insurance
 - d. Life Insurance
 - e. Retirement/401(k) Savings Plan
 - f. Long-Term Disability
 - g. Family Medical Leave
 - h. Financial Counseling
 - i. Bereavement Leave
 - j. Sick Leave
 - k. Paid Holidays
 - l. Jury Duty Leave
 - m. Theme Park Discounts
 - n. Credit Union
 - o. Direct Deposit
 - p. Collective Bargaining

E. Length of Contract and Implementation Timetable:

1. State the length of the proposed initial charter term. If the applicant is eligible for and requests an initial charter term exceeding 5-years, outline the reasons supporting that request. Technically, the charter may be terminated before that period, as described in the charter school requirements in Florida Statute 1002.33. In any case, the charter school is subject to an annual review of academic progress and fiscal management.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is requesting a five (5) year contract term to operate the proposed school. The term would begin August 2014 and terminate June 30, 2019, unless extended for additional years. The school is requesting a five-year initial charter period because it will need to secure long term financing to develop and equip the state-of-the-art facility. The School will be subject to annual review and may be terminated before that period, as described in Subsection (8) of the Florida's Charter School Statute.

2. Present a timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

July 24, 2012:	Submission of charter school application proposal to GCPS
December 2012:	Approval of application Identification of potential facility
January/February 2013:	Contract negotiations
March 2013:	Approval of contract Negotiation of Facility lease, design/construction
April to June 2014:	Marketing/Recruiting Selection and Hiring of staff Initial student registration period
May 31, 2014:	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June 15 to August 1, 2014:	Second Registration Period Begins. If number of applicants exceeds capacity, lottery will be conducted.
April to August 2014:	Staff planning, purchasing, preparation of facilities.
On or before August 1, 2014:	Teacher fingerprinting, drug-testing, and background checks completed.

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

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 thereafter will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student 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.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-municipality as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;
- Students that are the sibling of a student enrolled in the charter school;
- Students that are the child of an employee of the charter school;
- Students that are the child of a member of the Governing Board; and,
- 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 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 FL. Stat. **1002.33 (10) (4) (e)**.

Any premature vacancies will be filled in the same way described above.

If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Timeline:

February-March 2014:	Initial student registration period begins
March 31, 2014	Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, wait listing will be conducted. Parents will be notified of child's acceptance to the school.
April 1- June 30, 2014	Second registration period begins. If number of applicants exceeds capacity, wait listing will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the school.
July 15, 2014	Capacity, wait listing will be conducted.

4. Explain any student and/or family contracts that will be used as a prerequisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

A sample **Parent Contract** is included herein (see **Exhibit A**) and will be implemented as a major initiative of the School and parents willingly agree to the required 30 hours of service 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 Student Code of Excellence 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 30 hours of parental volunteerism prior to 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.

5. Describe the admissions procedures and dismissal procedures you will use.

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 on the wait list will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student 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.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-workplace as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;

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:

- a. Having a bachelor’s degree
- b. Having State credentials or certificate
- c. 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. Obviously, however, such listing cannot 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.

Conditions of Hire

All employees will be hired and may be terminated at any time in accordance with the City Charter and the School's termination provisions.

Outside Employment

All employees will be hired and may be terminated at any time, all employees are prohibited from working with GCPS and MASAE at the same time and any other conditions in accordance with the City Charter.

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

2. Charter schools are responsible for providing transportation for students residing within a "reasonable distance" of the charter school. How has that reasonable distance been defined in your charter transportation plan? What factors helped form the basis for this distance determination?

*The School will use a two-mile minimum and a four-mile maximum radius as defining what a reasonable distance is to the school. This is comparable to the criteria implemented by the local school district.

3. Describe the policies that will help ensure that transportation is not a barrier to equal access for all students.

The School will make arrangements to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. The School will also contract private carriers to provide specialized transportation for students with disabilities, based on their particular need, as specified in the child's IEP.

4. Describe how the GCPS desegregation plan has been taken into account in the transportation plan.

The School will contract with the parents of the students for them to provide transportation for their children. That requirement shall be part of the school's parental involvement obligation and shall be included in the parents' contract with the school so that parents receive volunteer credit hours for the time and effort they invest transporting their children to and from school.

All children will have equally opportunity to attend the school.

D. Food Service

1. Discuss the plans for providing meals to students at school?

The School may operate or contract for a food services program. The Principal shall develop and implement procedures as necessary to operate or contract for such services, which meet all state and federal regulations. School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency. Cleanliness and sanitation should be an integral part of food production, and shall receive the proper emphasis to ensure that standards are high. This will assure the students good food that is clean, nutritious, and of high quality.

E. Additional Board Governance Policy

All charter school proposals also will be evaluated for the impact of the proposed charter on our students and communities. As the board evaluates these applications, at a minimum it will take the following additional criteria into consideration:

- The positive and negative effects of the charter school on existing public schools - both charter and non-charter.

Exhibits

Exhibit A: Sample Parent Contract

Exhibit B: Budgets

Exhibit C: Staffing Plan

Exhibit D: City Charter

Exhibit A: Sample Parent Contract

Exhibit C: Staffing Plan

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE
STAFFING PLAN
Year 1

<u>Name</u>	<u>Position</u>	<u>Expected Salary</u>	<u>Positions</u>	<u>Salary</u>
TBA Instructional	Teachers	35,000	12	420,000
TBA Specialty	ESE Teachers	35,000	2	70,000
TBA Other Instructional	Para-Professional	30,000	2	60,000
TBA Administrators	Principal	70,000	1	70,000
TBA Admin Support	Executive Secretary	35,000	1	35,000
TBA Admin Support	Receptionist	25,000	1	25,000

Exhibit D: City Charter

MASAE Budget

Five (5) Year Budget

Exhibit E: Budget

	Implementation	1	2	3	4	5
	2012-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
WFTW average Gross Value PreK-5		\$5,927	\$6,105.20	\$6,288.36	\$6,477.01	\$6,671.32
Students (FTEs)		250	250	250	250	250
Teachers		12.5	12.5	12.5	12.5	12.5
Students/Teacher Ratio (N:1)		20	20	20	20	20
REVENUE						
FTE Revenue		1,481,845	1,526,300	1,572,089	1,619,252	1,667,830
Implementation Grant	160,000	-	-	-	-	-
Capital Outlay		0	0	0	0	0
School District Fee %5		-74,092	-76,315	-78,604	-80,963	-83,391
City Ops Fee 7%		-103,729	-106,841	-110,046	-113,348	-116,748
Total Revenues:	160,000	1,304,024	1,343,144	1,383,439	1,424,942	1,467,690
EXPENSES						
<i>Personnel Costs</i>						
Principal		70,000	72,100	75,705	79,490	83,465
Assistant Principal		0	0	0	0	0
Teachers		437,500	450,625	473,156	496,814	521,655
Other Instructional		60,000	61,800	64,890	68,135	71,541
Substitute Teachers		25,000	25,000	25,000	25,000	25,000
Clerical/Admin		60,000	61,800	64,890	68,135	71,541
Contract Services		25,000	25,000	25,000	25,000	25,000
Employee Benefits		100,000	105,000	110,250	115,763	121,551
Total:	0	777,500	801,325	838,891	878,336	919,753
<i>School Operations</i>						
Advertisements		1,750	1,750	1,750	1,750	1,750
Class and School Supplies		20,000	20,000	20,000	20,000	20,000
Professional Development		10,000	10,000	10,000	10,000	10,000
Indep. Financial Audit		15,000	15,750	16,538	17,364	18,233
Educational Technology		30,000	31,500	33,075	34,729	36,465
Phone and Communication		25,000	26,250	27,563	28,941	30,388
Postage		2,500	2,625	2,756	2,894	3,039
Misc.		2,500	2,625	2,756	2,894	3,039
Grant Operations	25,000	-	-	-	-	-
Total:	25,000	106,750	110,500	114,438	118,572	122,913
<i>Facilities Operations</i>						
Utilities		100,000	105,000	110,250	115,763	121,551
Lease of Facilities		200,000	200,000	200,000	200,000	200,000
Insurance		25,000	26,250	27,563	28,941	30,388
Repairs and Maintenance		25,000	26,250	27,563	28,941	30,388
Furniture, Fixtures & Equip.	135,000	50,000	30,000	31,500	33,075	34,729
Total:	135,000	400,000	387,500	396,875	406,719	417,055
Totals Expenses:	160,000	1,284,250	1,299,325	1,350,204	1,403,626	1,459,720
Surplus (Deficit) or Reserves	0	19,774	43,819	33,235	21,315	7,970

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District:

Gadsden

1. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential: 0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	162.00	1.117	180.9540	\$ 613,927
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	250.00		268.9540	\$ 912,487

2. ESE Guaranteed Allocation:

Additional Funding from the ESE
Guaranteed Allocation. Enter the
FTE from 111, 112, & 113 by
grade and matrix level. Students
who do not have a matrix level
should be considered 251. This
total should equal all FTE from
programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student
	PK-3	251	\$ 954 \$ -
0.00	PK-3	252	\$ 3,080 \$ -
	PK-3	253	\$ 6,286 \$ -
	4-8	251	\$ 1,070 \$ -
0.00	4-8	252	\$ 3,196 \$ -
	4-8	253	\$ 6,402 \$ -
	9-12	251	\$ 761 \$ -
	9-12	252	\$ 2,888 \$ -
	9-12	253	\$ 6,093 \$ -
Total FTE with ESE Services	0.00		Total from ESE Guarantee \$ -

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 1,235,042

divided by district FTE

5,508.73

(with eligible services)

Per Student
\$ 224 \$ 56,000

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 968,487

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	180.9540		0.9469	1321.29	= 226,397
4-8	88.0000		0.9469	901.25	= 75,099
9-12	0.0000		0.9469	903.43	= 0
Total *	268.9540			Total Class Size Reduction Funds	\$ 301,496

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>268.9540</u>	by district's WFTE:	<u>5,846.59</u>		
to obtain school's WFTE share.					4.6002%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>250.00</u>	by district's UFTE:	<u>5,508.73</u>		
to obtain school's UFTE share.					4.5383%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,839,597</u>	x	4.6002%	\$ <u>84,625</u>
Applicable to all Charter Schools:					
Declining Enrollment		137,703			
Sparsity Supplement		1,507,881			
Program Related Requirements:					
Safe Schools		194,013			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>998,723</u>	x	4.6002%	\$ <u>45,943</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,044,896</u>	x	4.5383%	\$ <u>47,421</u>
.250 mills (UFTE share)	(b)	<u>349,253</u>	x	4.5383%	\$ <u>15,850</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(26,484)</u>	x	4.6002%	\$ <u>1,218</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	4.6002%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>417,456</u>	x	4.5383%	\$ <u>18,945</u>
Science Laboratory Materials	(b)	<u>6,500</u>	x	4.5383%	\$ <u>295</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
				Total	\$ <u>1,481,844</u>

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: _____ \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
 (b) District allocations multiplied by percentage from item 6B.
 (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
 (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
 (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
 (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
 (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
 (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

MASAE Budget

Five (5) Year Budget

Exhibit E: Budget

	Implementation	1	2	3	4	5
	2012-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
WFTW average Gross						
Value PreK-5		\$6,035	\$6,215.68	\$6,402.15	\$6,594.21	\$6,792.04
Students (FTEs)		360	360	360	360	360
Teachers		18	18	18	18	18
Students/Teacher Ratio (N:1)		20	20	20	20	20
REVENUE						
FTE Revenue		2,172,470	2,237,645	2,304,774	2,373,917	2,445,135
Implementation Grant	160,000	-	-	-	-	-
Capital Outlay		0	0	0	0	0
School District Fee %5		-108,624	-111,882	-115,239	-118,696	-122,257
City Ops Fee 7%		-152,073	-156,635	-161,334	-166,174	-171,159
Total Revenues:	160,000	1,911,774	1,969,127	2,028,201	2,089,047	2,151,718
EXPENSES						
<i>Personnel Costs</i>						
Principal		70,000	72,100	75,705	79,490	83,465
Assistant Principal		0	0	0	0	0
Teachers		630,000	648,900	681,345	715,412	751,183
Other Instructional		60,000	61,800	64,890	68,135	71,541
Substitute Teachers		25,000	25,000	25,000	25,000	25,000
Clerical/Admin		60,000	61,800	64,890	68,135	71,541
Contract Services		25,000	25,000	25,000	25,000	25,000
Employee Benefits		200,000	210,000	220,500	231,525	243,101
Total:	0	1,070,000	1,104,600	1,157,330	1,212,697	1,270,831
<i>School Operations</i>						
Advertisements		1,750	1,750	1,750	1,750	1,750
Class and School Supplies		20,000	20,000	20,000	20,000	20,000
Professional Development		10,000	10,000	10,000	10,000	10,000
Indep. Financial Audit		15,000	15,750	16,538	17,364	18,233
Educational Technology		30,000	31,500	33,075	34,729	36,465
Phone and Communication		25,000	26,250	27,563	28,941	30,388
Postage		2,500	2,625	2,756	2,894	3,039
Misc.		2,500	2,625	2,756	2,894	3,039
Grant Operations	25,000	-	-	-	-	-
Total:	25,000	106,750	110,500	114,438	118,572	122,913
<i>Facilities Operations</i>						
Utilities		100,000	105,000	110,250	115,763	121,551
Lease of Facilities		200,000	200,000	200,000	200,000	200,000
Insurance		25,000	26,250	27,563	28,941	30,388
Repairs and Maintenance		25,000	26,250	27,563	28,941	30,388
Furniture, Fixtures & Equip.	135,000	50,000	30,000	31,500	33,075	34,729
Total:	135,000	400,000	387,500	396,875	406,719	417,055
Totals Expenses:	160,000	1,576,750	1,602,600	1,668,643	1,737,987	1,810,799
Surplus (Deficit) or Reserves	0	335,024	366,527	359,558	351,060	340,919

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District:

Gadsden

1. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential: 0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	272.00	1.117	303.8240	\$ 1,030,791
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	360.00		391.8240	\$ 1,329,351

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student
0.00	PK-3	251	\$ 954 \$ -
	PK-3	252	\$ 3,080 \$ -
	PK-3	253	\$ 6,286 \$ -
0.00	4-8	251	\$ 1,070 \$ -
	4-8	252	\$ 3,196 \$ -
	4-8	253	\$ 6,402 \$ -
	9-12	251	\$ 761 \$ -
	9-12	252	\$ 2,888 \$ -
	9-12	253	\$ 6,093 \$ -
Total FTE with ESE Services	0.00		Total from ESE Guarantee \$ -

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 1,235,042

divided by district FTE

5,508.73

(with eligible services)

Per Student
\$ 224 \$ 80,640

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,409,991

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors
PK - 3	303.8240		0.9469	1321.29	= 380,123
4-8	88.0000		0.9469	901.25	= 75,099
9-12	0.0000		0.9469	903.43	= 0
Total *	391.8240			Total Class Size Reduction Funds	\$ 455,222

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>391.8240</u>	by district's WFTE:	<u>5,846.59</u>		
to obtain school's WFTE share.					6.7018%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>360.00</u>	by district's UFTE:	<u>5,508.73</u>		
to obtain school's UFTE share.					6.5351%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,839,597</u>	x	6.7018%	\$ <u>123,286</u>
Applicable to all Charter Schools:					
Declining Enrollment		137,703			
Sparsity Supplement		1,507,881			
Program Related Requirements:					
Safe Schools		194,013			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>998,723</u>	x	6.7018%	\$ <u>66,932</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,044,896</u>	x	6.5351%	\$ <u>68,285</u>
.250 mills (UFTE share)	(b)	<u>349,253</u>	x	6.5351%	\$ <u>22,824</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(26,484)</u>	x	6.7018%	-\$ <u>1,775</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	6.7018%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>417,456</u>	x	6.5351%	\$ <u>27,281</u>
Science Laboratory Materials	(b)	<u>6,500</u>	x	6.5351%	\$ <u>425</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(c)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
Total					\$ <u>2,172,471</u>

17. Funding for the purpose of calculating the administrative fee for ESE Charters. (h)
If you have more than a 75% ESE student population please place a 1 in the following box: \$ -

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
- (b) District allocations multiplied by percentage from item 6B.
- (d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
- (e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
- (f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes
- (g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (h) Consistent with Chapter 2012-133, Laws of Florida, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
- (i) As provided in the 2012 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Midway Arts & Sciences Academy of Excellence

Charter School Application

Submitted to

Gadsden County Public School District

On Behalf of the City of Midway, Florida

August 2012

Charter School Application

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

Name of Charter School: Midway Arts & Sciences Academy of Excellence ("the School")

Name of Non-Profit Corporation that will hold the Charter: City of Midway, Inc

Has the Corporation applied for non-profit status? Yes ☒ No ☐

Contact Person: Auburn E. Ford Jr.

Title/Relationship to Non-Profit: City Manager of the City of Midway

Contact Person's Address:
c/o City of Midway
Post Office Box 438
Midway, Florida 32343

Phone Number: 850-574-2355

Fax Number: 850-574-0633

E-Mail Address: aford@midwayfl.com

Name of Management Company (if any) _____

Name of Partner Organization (if any) _____

The proposed school will open in the fall of school year: 2014-2015

Grade Levels and Number of Students for proposed charter school: PreK-5th Grade - 360 Students

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 revocations 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 service as the primary contact for this application on behalf of the organization.

Ellen M. Barber, Mayor, Council member 8/24/12
Signature _____ Date _____

Ellen M. Barber
Printed Name _____
Auburn E. Ford Jr.
Signature _____ Date 8/24/12

Printed Name _____

The Application is divided into the following sections:

- I. ACADEMIC DESIGN
 - Mission
 - Educational Program
 - Curriculum Plan
 - Student Assessment, Performance and Evaluation
 - Exceptional Students
 - English Language Learners
 - School Climate
- II GOVERNANCE AND MANAGEMENT
 - Profile of the Founding Board and/or Initial Incorporators
 - Education Service Providers
 - Board of Directors and School Governance
 - Parent and Community Support and Partnerships
 - Length of Contract and Implementation Timetable
 - Evidence of Support
- III FACILITIES AND FINANCE
 - Facilities
 - Finances
 - Financial Management and Oversight
 - Recruiting and Marketing Plan
 - Risk Management
- IV. OPERATIONS
 - Admissions and Registration Plan
 - Human Resource Information
 - Transportation
 - Food Service
 - Additional Board Governance Policy
- V. FINAL DOCUMENTATION
 - A. STATEMENT OF ASSURANCES
 - B. Seven (7) Year Budget, FEFP Work Sheet
 - C. Staffing Plan
 - D. City of Midway Charter

I. ACADEMIC DESIGN

A. Mission

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

The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application and, if approved, the full term of the school's charter. Please include grade levels and number of students to be served.

The mission of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to provide an innovative, challenging curriculum for students in an environment that furthers a philosophy of respect and high expectations for all students, parents, teachers, and staff.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE goal is to serve up to 360 students in grades Pre-Kindergarten through 5th within the next ten years.

2. Describe how the proposed school will use the guiding principles for charter schools as established by F.S. 1002.33(2) (a) to meet the statutorily defined purpose of a charter school.

In accordance with the law, charter schools shall be guided by the following principles: Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

In accordance with the law, The 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". MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide a highly-rigorous academic curriculum and environment that sets high expectations for all students, teachers, parents, and staff members. Through implementation of the strategies fully addressed in this application, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will exceed high standards of student achievement by:

- Providing a rigorous curriculum, consistent with effective teaching strategies, that incorporates the Common Core State Standards with a research-based reading initiatives allowing for every child's success.
- Implementing mechanisms to continuously monitor, evaluate, and improve both curriculum and teaching strategies to achieve continuous student improvement year to year.
- Providing opportunities for active involvement of students, families, and the community partners in the educational process.
- Supplementing and enhancing studies through high-quality curricular and extra-curricular activities promoting developed of the "whole child."

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 will promote enhanced academic success and financial efficiency by aligning responsibility and accountability as follows:

- The School will have the responsibility of determining students' educational needs and continuously monitoring their progress as detailed in the application. DIBELS (grades K-2) or student records from previous schools (as applicable) will be used to gather baseline data on each student. The data may also include standardized test scores, report card grades, attendance records, behavioral records, Individual Education Plans (IEP), and/or ELL Plans. This data will be made available to teachers who, as stakeholders, will share the responsibility of providing appropriate services to promote student academic success.
- Student information will be utilized to establish baseline data on each student for an assessment of academic progress and curriculum provided. Baseline data will also be used to determine if each student is reading on grade level. Furthermore data will be used to determine or benchmark each student's gain in reading for every year spent at the School. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide all parents with sufficient information and data on student level and whether the student gains.
- The School will measure its progress in meeting the needs of its student population by accessing data from the State's Accountability Reports and making the necessary accommodations as applicable in meeting its educational goals— including, but not limited to, implementing additional academic programs and/or courses beneficial for improving overall academic success. The School will make necessary adjustments on no less than an annual basis.
- In the first year of operation, the school will gather varied data, i.e. student academic performance, student demographics, student to teacher ratio, board governance, financial management and overall school operations, to develop a School Accountability Plan as a measurement of overall school performance on an annual basis. This plan will detail specific goals and strategies to achieve academic success, fiscal efficiency - including budget projections and evaluations from internal audits and maximum school performance.
- The school will implement financial controls - including an annual audit and regular board review of financial statements - to safeguard finances and promote financial efficiency.

By creating and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE 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 learning for every year spent in the charter school.

The School will provide its parents with Adequate Yearly Progress reports based on Summative assessment 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 far below grade level, below grade level, at grade level, above grade level and far above level.
- Identify those students not making adequate academic progress.

Also, ongoing communication regarding the child's progress will occur between the School and the parents through regular progress reports; and report cards. The school may plan parent conferences, parental involvement workshops and utilize appropriate forms of written and oral communication. Once the academic performance data is disaggregated, the School will identify students who are not making adequate academic progress and institute applicable measures for improvement.

Parents will be provided with additional performance information through progress reports, report cards, parent conferences, Educational Plans (EPs), Individual Education Plans (IEP), and Individual LEP Plans (as applicable). Ongoing parental communication will be achieved through other means of oral and written communication.

Consistent with the *Just Read, Florida!* initiatives, the School will monitor whether or not students are reading at grade level and making gains, students reading proficiencies will be regularly communicated to parents.

3. Describe how the school will meet the Prescribed Purposes for charter schools found in F.S. 1002.33(2) (b).

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

- *Improve student learning and academic achievement.*

The educational philosophy of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to increase learning opportunities and raise the academic achievement of all its students. The School will offer a well-rounded educational program that holds the School and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida and Gadsden County Public Schools (GCPS). The school's educational program is aligned to specific innovative learning methods and strategies that have proven successful in raising student learning and academic achievement.

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

The school will assess and monitor student performance, and will identify students not making adequate progress toward demonstrating mastery of Common Core Standards. Differentiated instruction methods and other appropriate instruction strategies for improvement will be instituted for students, placed on a Progress Monitoring Plan (PMP). These initiatives include a Comprehensive Research-Based Reading Plan (CRRP).

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education Sunshine State Standards. Remedial students and students with special needs

(e.g., ELL and ESE students) will have access to supervised study time and tutoring beyond the school day to accelerate their progress.

- ***Encourage the use of innovative learning methods.***

The objectives and concepts of the School's educational plan for grades Pre-K thru 5 will focus aligning the school's educational philosophy with researched-based instruction to ensure that all students demonstrate mastery of Common Core Standards. Innovative programs will be incorporated into the curriculum framework. An example of one of the innovative programs used in a major part of the School's curriculum is Project MIND ((Math Is Not Difficult). Focusing on mental math, the programs skills carry over to all the curriculum areas. The purpose of the Project MIND curriculum is to suggest some ways to make mathematics fun, interesting, and challenging for children. It was primarily designed to help students improve their ability to solve math problems, but has since evolved into a program to stimulate student interest in math and promote abstract thinking and development.

Other innovative learning methods are encouraged through the use of Multi-age classrooms, project-based learning, cutting-edge technology, an International Faculty Program, and differentiated instructional strategies, to list a few. The School will provide a strong academic program in a warm and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will incorporate into its curriculum an inquiry-based, research-based, standards-based, hands-on Science curriculum which includes the use of innovative programs such as:

- *Galaxy Classroom* - interactive on-line learning environment, standards-based, on-line teacher/student portfolio system, "real-world learning"
- *Gizmos* – higher-order, web-delivered, interactive, focused on conceptual understanding, rich in multimedia activities, interdisciplinary

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

School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as any other age-appropriate research-based assessments. Using data from the published Accountability reports to measure its progress in meeting the needs of its student population, the School will:

- Identify students not making adequate progress towards mastery of the Common Core Standards
- Annually develop measurable learning objectives over the major subject areas to target student learning and development needs
- Implement a Comprehensive Research-Based Reading Plan
- Institute appropriate measures for Remediation in reading and other prescribed subjects

4. Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).

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

- *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 innovative Pre-K through 5th grade programs with a focus on science and innovative study methods. It is the goal of School to provide students with a quality choice education which produces successful, high performing 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.

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

The School will further create new professional opportunities for teachers, including ownership of the learning program. Teachers will be encouraged to communicate with their colleagues and share effective techniques used in the classroom. The School will provide a strong academic program in a warm and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives. The school will afford teachers the opportunity to grow and encourage through positions within the school such as Grade Level Leader, Literary Team and Leadership Teams.

B. Educational Program:

The curriculum at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is designed to serve students of all ability levels. The course of study for all students will be based on the Florida Common Core Standards, and will include language arts, mathematics, science, social studies, foreign language, music, art, physical education and health/personal fitness. In addition to the regular academic program, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE places special emphasis on Sciences instruction.

Based upon the research of *The US Department of Education*, in their work entitled *Promoting Educational Excellence*, there is a need to improve the academic achievement of students in the areas of mathematics and science. The School is committed to address this charge by:

- Improving and upgrading the status and stature of mathematics and science instruction;
- Bringing mathematics and science teachers in elementary, middle and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide.
- Developing a more rigorous mathematics and science curricula that are aligned with challenging State and Common Core standards; and

- Encouraging pre-STEM programs such as Robotics, Elements of gardening, Math bowls and MESA (mathematics, engineering, and science achievement projects).
- Improving and expanding training of mathematics and science teachers, including training teachers in the “effective integration of technology into curricula and instruction.”

The School will seek to the services of a variety of professionals, including, for example, college professors and some well-researched graduate students in such fields including, but not limited to, mathematics, science and instructional technology in order to ensure that students receive high level science and mathematics instruction. With the high qualifications and positions held by the Board of the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE, this is an attainable goal.

According to the National Center for Mathematics and Science research, “achievement means that students should be able to: learn to engage in mathematical and scientific inquiry; understand relationships among big ideas in mathematics and science; and put their knowledge to use in situations removed from the original learning context.” The School is committed to implementing a rigorous curriculum of mathematics coupled with science curricula in order to ensure that our students “achieve.”

Services to Attain the Common Core Standards

Student performance will be assessed, students not making adequate progress towards the Common Core Standards will be identified, and appropriate measures for improvement will be instituted. Ongoing communication will occur between the school, students and parents through progress reports, conferences, and other forms of written and oral communication.

Student records from previous schools will be secured and reviewed for baseline data on each student. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including indoor and outdoor suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), Individual Education Plans (IEPs) will be secured and the Individual LEP Student Plans will be obtained for limited English proficient (LEP) students. This data will be made available to teachers who will assess progress and provide appropriate supports for student’s attainment of Common Core Standards.

Remedial students and students with special needs (e.g., LEP, ESE, and gifted students) will have access to supervised study time and tutoring after school to accelerate their progress. Students performing at grade level who wish not to take advanced courses will have access to the full range of academic courses at grade level. Students who wish to pursue an advanced academic program will be provided with advanced courses. All students will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will closely adhere to the Sunshine State Standards and Grade Level Objectives for each subject area.

Furthermore, the governing board of the proposed school, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE, is comprised of representatives from the City of Midway and Gadsden County School Board. These highly experienced professionals have proven to possess the expertise in the areas of curriculum, student assessment, finance, law, and governance to be able to replicate the existing design.

The successful design strategy is fully detailed in the sections below. These include, but are not limited to, the following:

- Implementing the same core values and beliefs of the existing programs
- Adopting research-based educational concepts
- Utilizing stakeholders to provide consulting support and training to the proposed school's administrators, faculty and staff
- Adopting common expectations of student behavior and parental involvement
- Adopting common Professional Policies and Standards for staff
- Implementing policies for financial management and oversight proven effective in the existing schools
- Providing ongoing communication, training, and support for the school's changing operational needs

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

The school will hire appropriate certified personnel to support SPED and ELL students and will abide by the SPED/SWD/Gifted and ELL State-approved Plans adopted by district. It will abide in all respects by the requirements of the League of *United Latin American Citizens (LULAC) et al. v. State Board of Education*

The curriculum is designed to serve students of all ability levels. Remedial students and students with special needs (e.g., ELL, SPED/SWD/Gifted) shall be provided with programs implemented in accordance with federal, state, and local policies and procedures. Students will have access to supervised study time and after school/Saturday tutoring to accelerate their progress.

To effectively evaluate lower-level readers, the School will participate with Florida Center for Reading Research's Progress Monitoring and Reporting Network. Students identified to have special needs, (ELL, SWD/SPED/Gifted) will be evaluated and serviced according to Individual Educational Plans. For students who are reading below grade level, a student who exhibits a substantial deficiency in reading skills-based on results of these assessments by teacher recommendation-will be given intensive intervention immediately following the identification of the deficiency until the reading deficiency is remedied.

Students with disabilities will be educated in the least restrictive environment and will be placed in self-contained classrooms 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. It is expected that SPED students will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it will be provided either through personnel or contracted services. The school will ensure compliance with IDEA 2004, and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code.

Students performing at an advanced academic level will be provided with advanced or gifted courses, as applicable. All students at the school will be encouraged to maximize their academic potential by utilizing the most rigorous program they can handle. The needs of Gifted Education students will be

addressed as outlined in the Educational Plan for each child. Gifted course offerings will be based on the needs of the student population. If not enough students are enrolled to warrant a separate class, Gifted level work will be assigned by the teacher as is warranted by the student.

ELL student's who do not meet state student performance levels in Language Arts/Reading/ESOL, and/or Mathematics, will be involved in the school-wide Progress Monitoring Process (PMP) process. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process. For students with disabilities, the IEP will constitute involvement in the school-wide PMP process. The time ELL students are required to participate in basic ESOL instruction must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction in a pullout, self-contained. Teachers providing any portion of the Language Arts/ESOL instruction will have appropriate certification and required training, i.e., ESOL endorsement.

C. Curriculum Plan:

1. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.
 - *For schools that intend to serve middle school students, please address how students will be offered additional opportunities to make-up courses needed in order to progress to the 9th grade, if necessary.*

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE focuses on providing students with the highest quality education possible. The School's regular curriculum, core subjects of Language Arts, Mathematics, Social Studies and Science, will be based on the Sunshine State Standards and will be enhanced by the teaching and focus on Science and Innovative studies. Through the curricular emphasis on Sciences the students will receive a world-class education and an excellent preparation for an advanced level high school curriculum. The school's mission is rooted in the belief that an education of the highest quality will steer student's lives toward a better future in a better society.

Instructional strategies are research-based tools that guide teachers in maximizing student achievement. Teachers will consider learning goals and objectives in determining when/how to use a specific strategy/method. Teachers at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will ensure that the instructional strategies implemented in the classroom are linked with measurable objectives.

The MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE educational program is specifically designed to:

- Improve the academic performance of all students, including at-risk students, by tailoring curriculum to individual learning styles, by focusing on strengths, by setting high academic expectations, by viewing differences as assets rather than liabilities (Oakes and Lipton), and by incorporating best educational practices into the classroom and the curriculum.
- Increase positive self-image by providing students with successful learning experiences.
- Extinguish inappropriate behavior patterns by utilizing a behavior management program that focuses on positive behaviors through a highly structured reward system.

The philosophy of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is to provide an environment where:

- students have the opportunity to progress at their individual pace by being grouped in small classrooms
- students and teachers are expected to live up to the high expectations which the School sets for them
- character development of students is formed by increasing self-esteem
- parents are actively involved in the School community
- learning is fun and students are provided with joyful learning experiences
- there is no “one right way” to teach all students, as each student has a unique learning style, and therefore creative endeavors are encouraged

The following core subjects and subtopics will be covered by the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE curriculum:

Reading/Language Arts

The School will follow the *Just Read, Florida!* Comprehensive Research-Based Reading Plan, as established by the Florida Department of Education. The School will use one of the state-adopted texts for Language Arts instruction.

The School’s Language Arts program reflects critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening and viewing. Reading is not passive, but rather an interactive process involving the text itself, the reader, and the context of the reading situation. Writing is also stressed throughout the curriculum through projects such as daily journal entries and a school newspaper. The use of technology in the writing process further enhances the program, as students publish their work. Furthermore, with its emphasis on small classes and teacher support, as well as with the parental obligation contract, the School ensures that parents and teachers will play an integral role in the literacy of its students.

In addition to their regular curriculum, students at the School also have the advantage of being exposed to various literacy programs. These programs introduce the excitement of reading and look at creating a life-long interest in literature. They introduce contemporary and traditional authors through storytelling, readings, bookmaking, story and poetry creative writing sessions, and book fairs.

Based on the philosophy of the School that students have unique learning styles, teachers at the School will determine how each student learns best within this overall model. Therefore, students may learn how to read using the 5 elements of reading instruction (phonemic awareness, phonics, vocabulary, comprehension and fluency). Through differentiated instruction teachers meet the needs and learning styles of all students.

Writing Program

Students will enhance writing skills through expressive and narrative writing assignments. All students at the School will be required to write on a daily basis across the curriculum. A journal will be required writing for all students. Each class will be responsible for an on-going writing project that is embedded within the thematic unit of study. Writing skills that enhance the students’ ability to perform well on the Common Core Standards will be incorporated into the curriculum.

Mathematics

1. Number Sense, Concepts, Operations
2. Measurement
3. Geometry and Spatial Sense
4. Algebraic Thinking
5. Data Analysis and Probability

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will provide its students with a unique, rigorous Mathematics education. Emphasis will be placed on both the practical-problem solving (through world problems appropriate for each level) and the need for abstract thinking (through sets, diagrams, and geometric objects).

Special consideration will be given to the prevention of "mathematics anxiety." We will teach our students to be confident practitioners and thinkers of Mathematics through the use of Project M.I.N.D.

Project M.I.N.D. is a sample of one of the innovative programs used in a major part of the school's curriculum. Even though its focus is mental math, it has been found that those skills carry over to all the curriculum areas.

The purpose of the Project MIND (Math Is Not Difficult) curriculum is to suggest some ways to make mathematics fun, interesting, and challenging for children. It includes activities such as mental math, math stories, math games, competitions, puzzles, problem solving through connection with real life, and a variety of methods and strategies to solve math problems quickly and accurately. It was primarily designed to help students improve their ability to solve math problems, but has since evolved into a program to stimulate student interest in math, reinforce basic math skills, and promote abstract thinking and development. As a result of math games and mental math activities carried out as a part of Project MIND, students gain self-confidence and the ability to enjoy mathematics through both competition and teamwork.

According to Dr. Hui Fang Huang "Angie" Su, creator of Project MIND, "Traditionally, mathematics is taught in the longest, slowest, and most difficult way to understand." Dr. Su has demonstrated that math can be fun and easy with Project MIND. Longitudinal observations show that former students apply methods taught in Project MIND to advanced mathematical concepts.

In addition to the traditional mathematics curriculum, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will incorporate Carnegie Learning's research-based Cognitive Tutor programs in order to maximize student performance in mathematics courses. The program combines software, text, and classroom instruction. It identifies weaknesses in a student's mastery of mathematical concepts and customizes prompts to focus on areas where the student is struggling, and provides the teacher with a report on each student's progress. Carnegie is research based and aligned to both State and District standards.

The purposes of the Mathematics program are to provide instruction and promote academic excellence. Teachers will incorporate the Common Core Standards test item specifications from the state of Florida in their daily lesson plans.

Science

- a. Nature of Matter
- b. Energy
- c. Force and Motion
- d. Processes that Shape the Earth
- e. Earth and Space
- f. Processes of Life
- g. How Living Things Interact with the Environment
- h. Nature of Science

The Science curriculum, will prepare students to achieve the Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

The teachers will incorporate strategies to teach grade level expectations to attain the Sunshine State Standards and the Common Core test item specifications for each grade level. Fourth and fifth grade students will participate in the Science Club where they will be able to explore and investigate the steps to the scientific method. Teachers will use Explore Learning's GIZMOS to enhance understand of key Science concepts. GIZMOS are virtual "manipulative" used during instruction making key concepts easier to understand while targeting higher-order thinking skills.

The design of the school as a mathematics and science focused program will provide the students with a superior foundation in the art of thinking, which in turn will influence their understanding of the study of nature through sciences. During the first grades the dedication to an excellent mathematical and scientific education will manifest itself in terms of additional time of instruction, and sensitivity to the modern techniques as they appear in the scientific literature.

Social Studies

- a. Time, Continuity, and Change (History)
- b. People, Places, and the Environment (Geography)
- c. Government and the Citizen (Civics and Government)
- d. Production, Distribution, and Consumption (Economics)

The Social Studies curriculum will foster an understanding of the factors that have influenced us since the earliest civilizations to the present. A great deal of emphasis will be placed on geography skills as students become aware of the spatial sense of the world, an awareness of the physical processes that shape life and a sense of the interactions between humans and their environment. Connections will be made with current events and how those events affect the global society. Students will have required studies in family, community and region and increase their awareness of what it is to be a good citizen of their own city, their country, and the world.

The Character Education components (respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) will be emphasized individually through thematic lessons and group projects focusing on, but not limited to topics such as:

- The Holocaust
- African and African American History
- Hispanic Contributions, Women's Contributions, Veterans' Contributions
- Principles of democracy, its governmental and political structure, Preserving and Advance democracy

The Physical Education Program at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The program will enable students to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. It will strive to be in step with the current practices and procedures in education and to contribute to the all-around development and education of students. This course will also focus on health. Students will be taught not to take their health for granted, but rather to develop habits of health that contribute to the continued good functioning of the body. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be designated as a "Drug Free School Zone" and a smoke-free worksite. The school will have a strong "Say No to Drugs" campaign and prevention curriculum which will be highlighted by units of study that focus on substance abuse across the grade levels and by Red Ribbon Week. The instruction will be aligned to the Sunshine State Standards.

Art

- a. Skills and Techniques
- b. Creation and Communication
- c. Cultural and Historical Connections
- d. Aesthetic and Critical Analysis
- e. Applications to Life

The primary goal in art is to provide every student an opportunity to develop and explore his or her creative potential. Specialists will encourage skill development and artistic adventure as they guide students to create and express themselves in both realistic and abstract models.

Students will develop art skills, including an aesthetic awareness of art forms in nature, an appreciation of different artistic styles and the confidence to use art as a mode of personal expression. Art provides students a way of exploring the world beyond what they have experienced thus far in their lives and serves as a "cultural window" to a larger and richer world. Students will get practice imagining, experimenting, solving problems, thinking independently and making their own decisions.

Technology and Life Sciences

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be equipped with a computer lab and high-speed internet access. A school wide local area network will be installed. Students will learn how to use the various software programs available for word processing and multimedia presentations. The primary grades will begin with basic keyboarding skills, and the intermediate grades will focus on more advanced computer skills. Teachers will incorporate into the thematic units various forms of technology. Additionally, teachers will instruct students on safe, ethical, and appropriate use of technology, which comply with legal and professional standards.

2. Describe the school's reading curriculum, providing 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.
 - *The reading curriculum must be consistent with effective teaching strategies and grounded in scientifically-based reading research. Information on reading requirements may be accessed at www.justreadflorida.com/docs/reading_programs.pdf*

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 implement *Just Read, Florida!* initiatives in helping students to becoming successful, independent, and comprehensive readers. Accordingly, the school will implement a school-wide Comprehensive Research-Based Reading Plan (CRRP) to provide teachers with a systematic framework for literacy instruction while aligning all departments in focusing on the teaching of reading and writing.

SCREENING AND PROGRESS MONITORING: Assessments will be used to (1) monitor students progress in reading, mathematics, and science sunshine state standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

- DIBELS
- Florida Common Core Standards:
- Norm-Referenced Test (NRT)
- Diagnostic Assessment of Reading (DAR): all high risk students on the FORF will be tested for deficiencies in any of the 5 reading components.

All Level 1 students that are labeled High Risk by the FORF measure and who are reading four or more grades below their actual grade level as diagnosed by the DAR will be placed in the Intensive Reading Plus program. All Level 1 and Level 2 students that are reading at two grades below their actual grade level are placed on an annual Intensive Reading course using state-approved intervention programs (Voyager Journeys, Read 180, Read Excel Rewards, Jamestown Fluency curricula.). All Level 2 students and re-takers are placed on a semester Intensive Reading course that combines curriculum with an array of fiction/non-fiction text implementing the five elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Data Collection and Analysis: The school 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-based assessment) will be used to measure effectiveness of such.

RESEARCH- BASED INSTRUCTIONAL STRATEGIES: According to the National Institute for Literacy, evidence-based reading research indicates that:

- Phonemic awareness instruction can help all types of students learn to read, including preschoolers, kindergartners, first graders who are just starting to read, and older, less able readers.
- Systematic and explicit phonics instruction significantly improves children's reading comprehension.
- Phonics can be taught effectively to a whole class, small groups, or individual students.
- Repeated and monitored oral reading improves fluency and overall reading achievement: Students who read and reread passages out loud as they receive guidance and feedback become better readers. Researchers have found several techniques to be effective including the reading and rereading of text a number of times (usually four times) until a certain level of fluency is reached, and practicing oral reading through the use of audiotapes, tutors, peer guidance, or other means.

- Vocabulary instruction should focus on important words (key words to help readers make sense of the text), useful words (words they will encounter often), and difficult words (words with multiple meanings, idiomatic words, etc)
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Those strategies include monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.
- Comprehension strategy instruction can begin in the primary grades. Teachers should emphasize comprehension from the beginning rather than waiting until students have mastered "the basics" of reading.
- Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction. The hallmark of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/spelling relationships of both consonants and vowels.
- Systematic and explicit phonics instruction is effective for children from various social and economic levels. It helps children from various backgrounds make greater gains in reading than non-systematic or no phonics instruction.
- Repeated and monitored oral reading improves fluency and overall reading achievement. Students who read and reread passages out loud as they receive guidance and feedback become better readers. Researchers have found several techniques to be effective including the reading and rereading of text a number of times (usually four times) until a certain level of fluency is reached, and practicing oral reading through the use of audiotapes, tutors, peer guidance, or other means.
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Those strategies include monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

INSTRUCTIONAL STRATEGIES: Using research-based strategies, teachers will use both systematic and direct instruction in their curriculum delivery:

- **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 five elements of reading instruction (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).

To maximize learning, students will be grouped according to shared instructional needs and abilities and regrouped as their instructional needs change. For optimal instruction, students will be grouped in various ways to accommodate varying reading levels and learning styles. Whole-group instruction, small-group instruction, individual instruction, and independent reading are the four methods teachers will utilize to address the various needs of the students.

Reading instruction and interventions will be focused on the five elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- Phonemic awareness - the ability to notice, think about, and work with the individual sounds in spoken words. Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- Fluency - the ability to read a text accurately and quickly.
- Vocabulary - the words we must know to communicate effectively.
- Comprehension – understanding the reading material- the reason for reading.

Good readers are both purposeful (they have a reason to read) and active (they think to make sense of what they read). Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.

- The School will adopt the Voyager Literacy Reading Passport Program as a supplement to the current reading program. Passport is designed as an intervention program for students for whom the core reading program is not sufficient. The three major components of Passport include: 1) Identification of the 20%-40% of struggling readers left behind by most reading programs; 2) curriculum to advance these students to grade level; and 3) tracking of each student's progress in order to measure critical reading skills of individual students.
- Ongoing progress monitoring (OPM) will ensure each student stays on track for success in reading. A comprehensive set of reading materials will be available in all subject areas to meet the reading needs of all students.

LITERACY LEADERSHIP TEAM: The school will establish a Literacy Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Literacy Leadership Team may be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, SPED Teacher, ESOL Chair, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations and monitor lesson plans and will ensure that reading strategies are implemented across the curriculum. Teachers needing assistance will be supported by reading coordinators. In addition, all faculty must address the strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies need to be constantly updated based on the results and analysis of progress monitoring in reading.

Reading Coordinators will analyze progress monitoring data on a quarterly basis. As student data are collected and analyzed, the data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will tailor instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching).

The Reading Coordinator will meet with the literacy committee and grade levels/departments to review these results and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

This literacy team will meet on a regular basis to:

- Review the school's implementation of the reading plan;
- Assess the professional development needs of staff related to reading instruction based on student performance data; and
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of reading plan.

HOME LEARNING: The increasing parental and family involvement in teaching and encouraging reading; encouraging family literacy practices;

PROFFESIONAL DEVELOPMENT: The Reading Coordinators in conjunction with the Mentoring Program and the Literacy Leadership Team will design workshops to address the needs of classroom instruction.

ACTIVITIES: The literacy team will provide classroom support and on-site teacher professional development in utilizing reading intervention programs such as *Soar to Success* and *Voyager Passport*; supplementing the reading curriculum with reading programs such as *Accelerated Reader*, *Reading Counts*; infusing differentiated instruction strategies; and targeting specific needs of SPED /SWD and ELL students.

In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:

- Differentiated Instruction (3 suggested sessions)
- Content-Area Classroom Libraries (1 suggested session)
- Vocabulary Strategies/ Word Walls (1 suggested session)
- Reciprocal Teaching (3 suggested sessions)

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

The school will hire appropriate certified personnel to service SPED and ELL students and will abide by the SPED/SWD/Gifted and ELL State-approved Plans in effect in the district where the school is located and will abide in all respects by the requirements of the League of *United Latin American Citizens (LULAC) et al. v. State Board of Education*.

The curriculum is designed to serve students of all ability levels. Remedial students and students with special needs (e.g., ELL, SPED/SWD/Gifted) shall be provided with programs implemented in accordance

with federal, state, and local policies and procedures. Students will have access to supervised study time and after school/Saturday tutoring to accelerate their progress.

To effectively evaluate lower-level readers, the School will participate with Florida Center for Reading Research's Progress Monitoring and Reporting Network. Students identified to have special needs, (ELL, SWD/SPED/Gifted) will be evaluated and serviced according to Individual Educational Plans. For students who are reading below grade level, a student who exhibits a substantial deficiency in reading skills-based on results of these assessments by teacher recommendation-will be given intensive intervention immediately following the identification of the deficiency until the reading deficiency is remedied.

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. It is expected that SPED students will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it is provided either through personnel or contracted services. The school will ensure compliance with IDEA 2004, and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code.

Students performing at an advanced academic level will be provided with advanced or gifted courses, as applicable. All students at the school will be encouraged to maximize their academic potential by captivating the most rigorous program they can handle. The needs of Gifted Education students will be addressed as outlined in the Educational Plan for each child. Gifted course offerings will be based on the needs of the student population. If not enough students are enrolled to warrant a separate class, Gifted level work will be assigned by the teacher as is warranted by the student.

4. Explain how ELL students will be engaged in and benefit from the curriculum.

As state above, the curriculum at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is designed to serve students of all ability levels, including ELL students. Teachers will implement ESOL strategies and activities throughout the day in order to ensure that ELL students' are engaged in and will benefit from the curriculum.

ELL students, who do not meet state student performance levels in Language Arts/Reading/ESOL, and/or Mathematics, will be involved in the school-wide Progress Monitoring Process (PMP) process. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process. For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

The time ELL students are required to participate in basic ESOL instruction must be equal to the time non-ELL students are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction in a pullout, self-contained.

The School will hire highly experienced and ESOL endorsed/certified teachers to serve the School's English Language Learner Program based on students' proficiency levels and enrollment needs. 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).

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

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test, SAT, DIBELS and teacher-made tests will be used to determine the level of mastery in reading, writing, and mathematics. 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 the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Accountability/Improvement Plan.

The extent to which the effectiveness of the curriculum standards will be met will be gauged by the achievement of the specific measurable objectives for the first year of operation. In subsequent years, the results will be determined based on the objectives specified in The School Accountability/Improvement Plan. Additionally, The School will work with the students to mastery the skills necessary for advancement to the next level as delineated by the State of Florida.

6. Identify the research base and foundation materials that will be used to develop the school's curriculum.

There are elements of the educational practices and teaching methods at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE that are rooted in Dr. Theodore Sizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. Samplings of the manner in which Dr. Theodore Sizer's nine principles may be implemented include:

- *Principle 1: Less is more (Guided research, integrating curriculum, "uncovering" curriculum)*
Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes will include social studies, math, art/music, science, writing, reading, listening, and speaking.
- *Principle 2: Intellectual Focus (Creative thinking, engaging minds, essential questions, alternative teaching strategies)*
Alternative Teaching Strategies: It will be a requirement of teachers at the School to "break the mold" by coming up with alternative teaching strategies.
- *Principle 3: Universal goals (Themes, learning and mind styles, interdisciplinary approaches, inclusion)*
Learning and Mind Styles: It is the very foundation of the School that each student must be viewed as an individual with unique learning and mind styles. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this information to expand on the student's learning. Teachers at the School will not be providers of information, but providers of opportunities for students to gather their own information.
- *Principle 4: Creative Administration Plan (Changing status of present structures and schedules, differentiated roles for all, staff development)*

The staff at the School will be recognized for his or her individual learning style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience

success in the learning process. Success breeds positive self-esteem. MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE incorporates multi-grade classrooms throughout the program.

- *Principle 5: Personalization (Learning styles, student self-esteem, common planning time, teams and houses, cross-grading)*

Each student's learning environment will be personalized to meet his/her potential. In that regard, the School's multi-age learning environment will allow each student the flexibility to work within a curriculum that more closely approximates his/her learning style and ability. Each class will be further broken down into small learning groups or teams. In that manner, each student will be an integral part of a learning team. Further, due to the multi-age program, each student may stay a greater number of years with a particular teacher. This will allow each student to develop a longer and more stable learning environment with a particular teacher.

- *Principle 6: Staff (Participatory management, teachers developing curriculum, changing teacher practices)*

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest standards as reflected in the Florida Sunshine State Standards. Curriculum development will reflect what and how best to present a core body of knowledge. When teachers can participate in the curriculum development, their buy-in to the process increases dramatically.

- *Principle 7: Student as Worker (Cooperative learning, student involvement, commitment, and responsibility empowered student/teacher as coach)*

Cooperative Learning: Especially in a multi-grade/age classroom setting, older students can take on a role as helper to younger students. Younger students learn how to work together with a diverse group.

Commitment and Responsibility: By signing the school's Code of Conduct, students acknowledge that they are making a commitment to and responsibility for their role as an active participant in the learning process.

- *Principle 8: Demonstration of Mastery (Performance assessments, planning backwards, exhibitions and portfolios)*

Performance Assessments: An integral part of the methods used to identify educational strengths of students at MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments.

- *Principle 9: Attitude (Parent involvement, collegiality, comradeship, trust and decency, and cooperation)*

Parent Involvement: Parents will be expected to play an integral role in the school, not only via completion of their parental contribution hours, but also in their involvement in the PTA and other such school commitments. The educational philosophy of the School centers on building a love of learning through strong family relationships and a supportive educational environment. Learning best occurs for the student population served by the constant interaction between the home and school. Students understand that their parents/guardians are well informed of the educational process and are full participants in their education.

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies, Reciprocal Teaching, Small learning communities, etc.

D. Student Assessment, Performance, and Evaluation:

1. Describe your plan to assess student performance in the core academic areas.

Please include:

- the current incoming baseline standard of student academic achievement,
- the outcomes to be achieved
- the method(s) of measurement to be used.

As required by F.S. 1002.33, this section must include student goals and objectives for improving student achievement. These goals and objectives must indicate how much academic improvement students are expected to show each year, how success will be evaluated, and the specific results to be attained through instruction.

The School's educational goals have been written in accordance with school goals of other sister schools, which have yielded consistent adequate yearly progress and academic success of all students. The following objectives will be implemented in year one and revised as necessary to ensure the School's continuous improvement:

The following will be the School's goals and objectives for 2014-2015:

- Given school-wide emphasis and instruction for mastery of the Sunshine State Standards, at least 60 percent of students in grades three through eight will score a level 3 or above as documented by the scores on the Reading component of the Common Core Standards Assessment Test.
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards, at least 64 percent of students in grades three through eight will score a level 3 or above as documented by scores on the Mathematics component of the Florida Common Core Standards Assessment Test.
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards, with an emphasis in writing, at least 90 percent of fourth grade students will score a 3.5 or above on the Common Core Standards
- Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Science, fifth grade students will demonstrate mastery of science standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring a three or above on the Science component of the Common Core Standards Assessment Test.
- Given a school-wide emphasis on instruction for mastery of the 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 by maintaining Common Core Standards achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level.

Students are expected to make annual learning gains toward achieving the Sunshine State Standards appropriate for the student's grade level. The annual gains will be measured by the student's developmental scale score on the Common Core Standards and on internal pre and post tests to be administered at the beginning and end of each school year. Pre- and post-testing in Year 1, as well as reports from previous school records, when available, will be used as measures of progress, a baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of educational strategies.

The following instructional activities will be will be intergraded in the school program as a vehicle to achieve performance standards and to increase learning opportunities:

- Implement Common Core Standards early bird tutoring or Saturday tutoring for Level 1 and 2 students in order to maximize student achievement
- Implement parent workshops that will assist with the implementation of effective strategies at home
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement
- Implement Common Core Standards Super Saturdays and Early Bird tutoring program to increase reading levels
- Implement a variety of literature and maximize the use of Common Core Standards reading components such as determining main idea, author's purpose, and sequence
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- Implement flexible scheduling that designates two hours of Language Arts/Reading instruction and one hour of daily collaborative grade level planning times

In addition to the Common Core Standards, and SAT standardized tests, the School will conduct its own internal pre and post testing and assessment to measure annual gain. The test will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. The assessment instrument to be used will ultimately be determined by the testing professional retained to provide that service. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods.

Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. Ongoing

internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

English Language learners (ELL) will be assessed and served by ESOL-certified personnel. The School will adopt and abide in all respects by the requirements of the *LULAC et.al. Vs. State Board of Education Consent Decree (1990)*.

- **How will the baseline student academic achievement levels and prior rates of academic progress be established?**

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (SPED /SWD, Gifted) Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Sunshine State Standards.

- **How will these baseline rates be compared to rates of academic progress achieved by these same students while attending the charter school?**
- **To the extent possible, how will these rates of progress be evaluated and compared with rates of progress of other closely comparable student populations?**

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

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency.

For each year in which a student scores at Level 1 on Common Core Standards Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on Common Core Standards Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

2. **Describe the methods used to identify the educational strengths and needs of students and the extent to which educational goals and performance standards will be met. How will baseline data be collected and used.**

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test, SAT, DIBELS and teacher-made tests will be used to determine the level of mastery in reading, writing, and mathematics. 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 the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Accountability/Improvement Plan.

The following instructional activities will be will be intergraded in the school program as a vehicle to achieve performance standards and to increase learning opportunities:

- Implement Common Core Standards early bird tutoring or Saturday tutoring for Level 1 and 2 students in order to maximize student achievement.
- Implement parent workshops that will assist with the implementation of effective strategies at home.
- Facilitate student participation in essay, poetry, and book writing contest in order to promote writing success.
- Utilize assessment data, writing pretest, and other ongoing assessments to drive instruction and target remediation.
- Utilize assessment data to drive instruction and target remediation in order to maximize student achievement.
- Implement Common Core Standards Super Saturdays and Early Bird tutoring program to increase reading levels.
- Implement a variety of literature and maximize the use of Common Core Standards reading components such as determining main idea, author's purpose, and sequence.
- Utilize state-adopted supplemental material in order to increase reading critical thinking skills.
- Implement flexible scheduling that designates two hours of Language Arts/Reading instruction and one hour of daily collaborative grade level planning times.

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (SPED /SWD, Gifted) Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the Sunshine State Standards.

3. **Identify the range of assessments that the school will use to measure and monitor student performance.**

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will use a battery of assessments to evaluate student performance. Assessment of students in the core academic areas will be for diagnostic purposes. The students' progress will be used to determine the needs of the students, strategies that will be used by the teachers to meet the needs of the students, and additional programs and/or course offerings beneficial for improving academic success. *See "5. Identify the range of assessments that the school will use to measure and monitor student performance" below

4. Describe how students will participate in the statewide assessment program. What other assessments will be used to document student achievement?

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will participate in all statewide assessments. See 5. Identify the range of assessments that the school will use to measure and monitor student performance" below for more details on what assessments will be used to document student achievement.

5. Identify the school's promotion standards.

Each student in grades Pre-K thru 5 must meet specific levels of performance in reading, writing, mathematics, and science. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. Student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion.

Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives must be based on careful consideration of all aspects of each student's performance during a grading period: Class work, observations, tests, portfolios, state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion.

In compliance with Section 1008.25, F.S., The specific levels of performance on the FCAT required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not score at Level 2 or higher on the Grade 3 FCAT SSS Reading portion *must* be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

The school will also abide by the promotion requirements of the Secondary School Redesign Act, the "A++ Plan for Education," passed by the Florida Legislature and effective July 1, 2006. The purpose is to increase the rigor and relevance to academics in the middle grades and prepare students for successful completion of rigorous courses in high school. As part of the requirements for middle grades promotion, each student should be enrolled in a career and education planning course in seventh or eighth grade according to Florida Legislation. The School will offer different career pathway include career exploration using CHOICES interactive program sponsored by the DOE. Students are expected to select electives in a consecutive manner. The course must result in the completion of a personalized career

and education plan. This plan will allow each student to chart their courses for high school and major area of interest; set short and long term goals; record personal assessments such as interests, values, skills, aptitudes, and career options; and plan for postsecondary education.

ENGLISH LANGUAGE LEARNERS: Promotion for an ELL student is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL committee. Retention of a student with disabilities (SWD) who is also an ESOL/SPED student requires the review and recommendation

6. Identify the range of assessments that the school will use to measure and monitor student performance.

The Florida adopted Common Core State Standards listed in the subsequent pages will guide the development of school formative assessments for student academic performance in the core subject areas of grades K thru 5. See pages 29-51

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

Reading Standards for Literature K-5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K-5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2</i> topic or subject area.
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K-5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (K-5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. - Follow words from left to right, top to bottom, and page by page. - Recognize that spoken words are represented in written language by specific sequences of letters. - Understand that words are separated by spaces in print. - Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Recognize and produce rhyming words. - Count, pronounce, blend, and segment syllables in spoken words. - Blend and segment onsets and rimes of single-syllable spoken words. - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /k/.) - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Standards: Foundational Skills (K-5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. - Know the spelling-sound correspondences for common consonant digraphs. - Decode regularly spelled one-syllable words. - Know final -e and common vowel team conventions for representing long vowel sounds. - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. - Decode two-syllable words following basic patterns by breaking the words into syllables. - Read words with inflectional endings. - Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. - Distinguish long and short vowels when reading regularly spelled one-syllable words. - Know spelling-sound correspondences for additional common vowel teams. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. - Identify words with inconsistent but common spelling-sound correspondences. - Recognize and read grade-appropriate irregularly spelled words.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. - Read on-level text with purpose and understanding. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. - Read on-level text with purpose and understanding. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K-5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards K-5

W

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K-5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. - Provide reasons that support the opinion. - Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. - Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. - Provide reasons that are supported by facts and details. - Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>). - Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). - Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. - Develop the topic with facts, definitions, and details. - Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. - Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - Use temporal words and phrases to signal event order. - Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words and phrases to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. - Use concrete words and phrases and sensory details to convey experiences and events precisely. - Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K-5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards K-5

SL

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K-5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion. - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Identify the reasons and evidence a speaker provides to support particular points.	- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

Language Standards K-5

L

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print many upper- and lowercase letters. - Use frequently occurring nouns and verbs. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). - Produce and expand complete sentences in shared language activities. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize the first word in a sentence and the pronoun I. - Recognize and name end punctuation. - Write a letter or letters for most consonant and short-vowel sounds (phonemes). - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print all upper- and lowercase letters. - Use common, proper, and possessive nouns. - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). - Use frequently occurring adjectives. - Use frequently occurring conjunctions (e.g., and, but, or, so, because). - Use determiners (e.g., articles, demonstratives). - Use frequently occurring prepositions (e.g., during, beyond, toward). - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize dates and names of people. - Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use collective nouns (e.g., group). - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). - Use reflexive pronouns (e.g., myself, ourselves). - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). - Use adjectives and adverbs, and choose between them depending on what is to be modified. - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize holidays, product names, and geographic names. - Use commas in greetings and closings of letters. - Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K-5

L

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scow) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Language Standards K-5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns (e.g., <i>childhood</i>). - Form and use regular and irregular verbs. - Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>, <i>I will walk</i>) verb tenses. - Ensure subject-verb and pronoun-antecedent agreement.* - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use relative pronouns (<i>who</i>, <i>whose</i>, <i>whom</i>, <i>which</i>, <i>that</i>) and relative adverbs (<i>where</i>, <i>when</i>, <i>why</i>). - Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses. - Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. - Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* - Correctly use frequently confused words (e.g., <i>to</i>, <i>too</i>, <i>two</i>; <i>there</i>, <i>their</i>).* - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use correct capitalization. - Use commas and quotation marks to mark direct speech and quotations from a text. - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed.	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense.* - Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation to separate items in a series.* - Use a comma to separate an introductory element from the rest of the sentence. - Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K-5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect.* - Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely.* - Choose punctuation for effect.* - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). - Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	- Over in the Meadow by John Langstaff (traditional) (c1800)* - A Boy, a Dog, and a Frog by Mercer Mayer (1967) - Pancakes for Breakfast by Tomie DePaola (1978) - A Story, A Story by Gail E. Haley (1970)* - Kitten's First Full Moon by Kevin Henkes (2004)*	- My Five Senses by Ailiki (1962)** - Truck by Donald Crews (1980) - I Read Signs by Tana Hoban (1987) - What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page (2003)* - Amazing Whales! by Sarah L. Thomson (2005)*
1*	"Mix a Pancake" by Christina G. Rossetti (1893)** - Mr. Popper's Penguins by Richard Atwater (1938)* - Little Bear by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** - Frog and Toad Together by Arnold Lobel (1971)** - Hill Fly Guy by Tedd Arnold (2006)	- A Tree Is a Plant by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** - Starfish by Edith Thacher Hurd (1962) - Follow the Water from Brook to Ocean by Arthur Dorros (1991)** - From Seed to Pumpkin by Wendy Pfeffer, illustrated by James Graham Hale (2004)* - How People Learned to Fly by Fran Hodgkins and True Kelley (2007)*
2-3	"Who Has Seen the Wind?" by Christina G. Rossetti (1893) - Charlotte's Web by E. B. White (1952)* - Sarah, Plain and Tall by Patricia MacLachlan (1985) - Tops and Bottoms by Janet Stevens (1995) - Poppleton in Winter by Cynthia Rylant, illustrated by Mark Teague (2001)	- A Medieval Feast by Ailiki (1963) - From Seed to Plant by Gail Gibbons (1991) - The Story of Ruby Bridges by Robert Coles (1995)* - A Drop of Water: A Book of Science and Wonder by Walter Wick (1997) - Moonshot: The Flight of Apollo 11 by Brian Floca (2009)
4-5	- Alice's Adventures in Wonderland by Lewis Carroll (1865) "Casey at the Bat" by Ernest Lawrence Thayer (1888) - The Black Stallion by Walter Farley (1941) "Zlateh the Goat" by Isaac Bashevis Singer (1984) - Where the Mountain Meets the Moon by Grace Lin (2009)	- Discovering Mars: The Amazing Story of the Red Planet by Melvin Berger (1992) - Hurricanes: Earth's Mightiest Storms by Patricia Lauber (1996) - A History of US by Joy Hakim (2005) - Horses by Seymour Simon (2006) - Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea by Sy Montgomery (2006)

COMMON CORE STATE STANDARDS FOR

Mathematics

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

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

The School will participate in all applicable components of the Florida Assessment Program, including the Florida Common Core Assessment Test, Common Core Writing +, the Stanford Achievement Test (SAT), the Scholastic Reading Inventory (SRI), and other age-appropriate tests that may be required or recommended by the state and the Sponsor. A child's performance is not nearly as significant as the interpretation of that performance. 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.

Appropriate measures for improvement will be instituted for students not making adequate progress towards the Sunshine State Standards. The parent/guardian will be advised in a special conference if need be, and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, 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.

Interim reports: Not later than midway between grading 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, interims will be provided for all students. Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication.

E. Exceptional Students:

- 1. Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individual Education Plans and providing a full range of services.**

The school will implement the state-approved Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students. (6A-6.03411FAC). The Procedures document shall be submitted in accordance with the timelines required by the Department of Education and shall include but not be limited to the requirements specified.

Exceptional Education students will be provided with programs implemented in accordance with federal, state and local policies and local policies and procedures; including the Individuals with Disabilities Education Improvement Act (IDEA 2004), and Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of Florida Statutes, and Chapter 6A-6 and 6A-19 of the Florida Administrative Code. This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection;
 - Child Find Requirements
 - School Support Team (SST) Process
- Free appropriate public education (FAPE);

- Individual Education Plans (IEP) to include an IEP meeting with the student's family, the LEA and appropriate charter school staff; and
- Educational Plans (EP) for students who are gifted.

Identifying students with special needs:

It is expected that students with disabilities will be totally integrated into the school program through an inclusive instructional model. If extraordinary support for teachers or students is necessary, it will be provided through personnel or contracted services. The school will ensure that it complies with federal/state and local regulations/policies regarding the students with disabilities.

The School will develop or purchase documents to ensure that all federal requirements are met regarding identification, referral, evaluation, individualized educational plans and procedural safeguards. The School will disseminate information to its staff for identifying students eligible for special education.

Developing Individual Education Plans:

An initial evaluation (subsequent to obtaining informed parental consent) by a multidisciplinary team, composed of those personnel specified by law will occur. Students determined eligible for an SPED program would be guaranteed a free appropriate education. The written individualized educational plan (IEP) for each student will include academic and functional goals and defines supplementary aids. Related Services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan.

Providing a Full Range of Services:

Students with disabilities will be educated in the least restrictive environment, with the use of supplementary aids and related services. Participation in Statewide Assessments will be determined by the IEP team (i.e. CCSS, CCSS with accommodations, AlterNet Assessment.)\

Student Support Team (SST) process:

General Education interventions are required activities to address and resolve a student's learning or behavioral areas of concern in the general education environment prior to a referral for evaluation to determine eligibility for a student suspected of having a disability. For students with academic learning problems, these activities must include the use of a Student Support Team Plan, or a Progress Monitoring Plan (PMP).

Therefore, prior to the submission of a referral for evaluation to determine eligibility as a student with a disability, the School will:

Initiate an SSTP/PMP for implementation. An SSTP/PMP will include meeting with parents, teachers, and administrator to discuss student's performance; and at that meeting determining academic areas of risk and areas of strength in order to target student-learning needs. At the SSTP/PMP meeting the plan will be written with specific goals, objectives, monitoring schedule and persons responsible for monitoring.

School Support Team (SST) Process for identifying students with disabilities (SWD):

School Support Team (SST)/ Student Development Team (SDT) are a process that combines existing resources for students who are having difficulties with academic, behavioral, and/or social-emotional problems.

SST/SDT is a process in which a problem solving team works together and develops an intervention plan and monitoring schedule. SST/SDT is a resource for assisting teachers in providing additional interventions for children with learning, emotional, social, and behavioral problems in school within general education classroom management.

The results of an SST/SDT meeting will always be an SST/SDT Intervention Plan and/or a Behavior Intervention Plan (BIP); which includes a documented problem area, collected data, interventions, and a monitoring schedule. In certain cases, when needed, a Behavioral Intervention Plan (BIP) and/or a Student Services Intervention Plan (SSIP) may be developed in collaboration with the Student Support Team Intervention Plan? A referral for an M-Team evaluation will be initiated if the student demonstrates a speech disorder, severe cognitive, physical, or sensory disorder, or severe social /emotional deficits.

The Steps:

- a. Teacher fills out a Request for Assistance Form.
- b. The principal/Assistant principal reviews the SIPP/PMP (student services Intervention plan/Progress Monitoring Plan).
- c. A meeting is scheduled and held with Parent, Teacher, and SST/SDT/CST chair.

At meeting:

- a. Review and discussion of the SIPP/PMP (Student Services Intervention Plan/Progress Monitoring Plan) and interventions implemented.
- b. Current Grades.
- c. Current ESOL Levels.
- d. Assessments Scores (CCSS, FL writes and etc.)
- e. A student Support Team Intervention in written and implemented with new strategies and monitoring schedules.
- f. Observation data is collected.

Second Meeting: (Teachers, parents, SST/SDT chair, school psychologist will all be present at this meeting)

- Teachers complete observation of behaviors/Anecdotal Records.
- Review of student progress: Multi-disciplinary team will request Evaluation for an educational evaluation to take place.
- If progress has been made continue monitoring and meeting until student is in no need of additional interventions.

2. Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

An inclusion model will be utilized at all grade levels. Appropriately certified personnel will ensure that the students' needs are being met. Students with disabilities will have an IEP that complies with state and federal regulations. 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.

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

In accordance with State Board Rule 6A6.03019, the school will implement the following procedures for meeting the needs of gifted students:

Identifying Gifted Students: Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

- a. A need for a special program*
- b. A majority of characteristics of gifted students according to a standard scale or checklist and
- c. 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.

Underrepresented minority students will be identified as eligible for gifted programs upon demonstration of:

- a. ESOL or free/reduced lunch eligibility/status
- b. 98% or above on standardized test
- c. 112 or above on IQ test

The following criteria will be used in identifying a student's need:

- a. high present levels of performance on test scores (98% or higher)
- b. referrals from teachers for gifted eligibility based on classroom performance, student's portfolio
- c. recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.
- d. recommendation from parents about student's academic areas of strength and individual interest.

Plan Development: Once a student has been referred for evaluation, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms as per the school's gifted plan and notify the parents of the CST to obtain permission for the testing.

Upon completion of the evaluation, a meeting will be scheduled to determine eligibility. If the student meets the eligibility criteria an Educational Plan (EP) is developed.

Initial Educational Plan (EP) Participants: The EP team will include the following participants:

- The students parents*
- The student
- The school's gifted coordinator
- At least one teacher of the gifted program;
- One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's strengths and needs.
- School psychologist
- Staffing Specialist

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

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

The Educational Plan (EP) for each student will include:

- a. A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, performance on state assessments, and evaluation results;
- b. A statement of goals, including benchmarks or short term objectives;
- c. A statement of the specially designed instruction to be provided to the student;
- d. A statement of how the student's progress toward the goals will be measured and reported to parents; and
- e. The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Review and Revision: The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of an English Language Learner student, the language needs of the student as they relate to the EP will be considered when reviewing and revising the plan.

The goals for determining the School's effectiveness in serving special education students at the School is consistent with goals set for all students of the School and as specified in the child's EP.

4. Describe how the school will evaluate the effectiveness in serving Exceptional students.

The goals for determining the School's effectiveness in serving exceptional students at the School is consistent with goals set for all students of the School or as specified in the child's IEP or EP.

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.

Furthermore, the School's effectiveness in serving exceptional 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/EP. 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 in serving the School's special education population.

Additionally, at conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the students progress towards goals identified in the students IEP/EP as well as overall success with current courses.

The administrator for SPED may meet with student, general education and special education teachers, parents and school psychologist/speech language therapist/OT/PT (when applicable) to review results and informally discuss students progress towards goals indicated in Individual Educational Plan. Every four weeks the SPED Administrator/Chairperson will arrange communication with student, teachers, services providers, and parents in regards to student's progress during the time of midterm progress reports.

The gifted coordinator may meet with student, general education and gifted education teachers, parents to review results and informally discuss student's progress towards goals indicated in the Educational Plan.

F. English Language Learners:

- 1. Describe how the school will comply with state and federal requirements for serving ELL students, including the procedures that will be utilized for developing and maintaining LEP plans and providing services.**

The School will implement the state-approved, English Language Learner (ELL) plan in effect in Gadsden County. This plan is in accordance with the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing English Language Learners (ELL) as follows:

Identification and Assessment: Per FS 1003.56, the School will identify "English Language Learner" (ELL) as:

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency

The school will survey ALL parents upon initial entry (registration) using the **Home Language Survey (HLS)** and will administer the following assessments as applicable:

- **Oral Language Proficiency Scale-Revised (OLPS-R)** to students who have at least one affirmative response on the HLS.

Metropolitan Achievement Test (MAT-7) to ALL students from 4th to 5th grade who score a Level V on the OLPS-R, and do not have CCSS/SAT 10 – Reading NRT standardized test scores. The MAT-7 will be used to determine language and reading proficiency status. If the student's proficiency is 32% or above, the student will be assigned NOT ELL and will be placed accordingly. If the student's proficiency is less than 32%, the student is classified as a Level IV and will be placed in the ESOL program at the School.

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 as well as ESOL strategies in mathematics, science, social studies, and computer literacy following state guidelines.

Home Language Assistance Program (HLAP): 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. Teachers and paraprofessionals assigned to this program are expected to assist ELL students using ESOL strategies in the core subject areas of mathematics, science, and social sciences.

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 state assessments.

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, and 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 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 English 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
- 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 ELL Program Records Folder. The record folder containing the following will be available for all ELL students:

- Home Language Survey - signed and dated by parent/guardian

- Copy of Annual Letter of Participation in ESOL program - signed by the principal
- Oral Language Proficiency Scale-Revised (OLPS-R) Test/Answer Sheet(s)
- A copy of student's current schedule.

The ELL Committee: The School's ELL Committee will be comprised of a school administrator or designee, ESOL teacher/coordinator, home language teacher (if any), classroom/subject area teacher, and guidance counselor. 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.

Evaluation: The Student ELL plans will be updated annually by the principal's designee/ESOL coordinator. The Language Arts teacher will document former ELL student's progress in the student's ELL Student Plan using a Post-Program Review Report and a Post-Program Review Student Profile are generated with information regarding ELL students who have exited the ESOL program within the last two years. . Documentation of the progress review for each ESOL-exited student will be conducted at the end of the student's first grading period, first semester, first year, and second year after exiting.

The school will monitor the student's progress:

- 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 schools in determining if student's progress as well as the school's effectiveness servicing the needs of its ELL population.

2. Identify the staffing plan for the School to meet the needs of the ELL students, including the number and qualifications of staff.

The School will hire highly experienced and ESOL endorsed/certified teachers to serve the School's English Language Learner Program based on students' proficiency levels and enrollment needs. 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 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 GCPS 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 competency-based curriculum to plan lessons and reflect ESOL strategies being used in lesson plans; and
- use appropriate grading guidelines and report card comments
- Work at least 190 days a year

G. School Climate and Discipline:

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

Approximate School Hours and Schedule:

- ◆ Grades PreK-5
- ◆ 8:30a.m. – 3:00p.m.
- ◆ 180 days of instruction

Hours of Instructional Time: The School will comply with the required hours of instructional time in the core and selected areas of study as per a state-approved Student Progression Plan (SPP).

Proposed Instructional Minutes

Reading/LA	Grades K-5 Required	90 minutes. consecutive, uninterrupted daily instruction
ESOL/ELL (Same requirement as Non-ELL students)	Grades K-5 Required	60 minutes. consecutive, uninterrupted daily instruction
Math	Grades K-5 Required	60 minutes. consecutive uninterrupted daily instruction
Science (Including scientific inquiry approach)	Grades K-2 Required	100 minutes. (weekly)
	Grades 3-5 Required	150 minutes. (weekly)
Social Studies	Grades K-2 Recommended	100 minutes. (weekly)
	Grades 3-5 Recommended	150 minutes. (weekly)
Writing	Grades K-5 Required	30 minutes. During the instructional day
Intervention: Tier 1 (never retained) Tier 2 (retained once)	Grades K-5 Required	30 minutes. (daily) During the instructional day
Tier 3 (Retained twice in same grade)	Grades K-5 Required	60 minutes. (daily) During the instructional day
P.E.	Required - K-5	150 minutes. (weekly)
Recess	Grades Pre-K – 5 Required	20 minutes. (2 times a week or 15 minutes. (3 times a week)
Music	Grades K-1 Recommended	40 minutes. (weekly)
	Grades 2-5 Recommended	150 minutes (every 2 weeks)
Art	Grades K-1 Recommended	50-60 minutes. Consecutively (weekly)
	2-5 Recommended	60 minutes. Consecutively (weekly)
SP-S	Grades K- 5 Recommended	150 minutes. (weekly)
SP S/L World Languages	Grades K- 5 Recommended	150 minutes. (weekly)
Home Language Arts	Grades K- 5 Required	150 minutes. (weekly)

2. Code of Student Conduct

Discipline and dismissal procedures should be the same as those in the GCPS Code of Student Conduct and Consistency Manual

- If a charter school student is withdrawn or is expelled from the charter school and has committed an expellable act that would merit full exclusion, the student will be denied enrollment to any Gadsden County Public School or program.
- If a charter school student is expelled and has committed an expellable act that would merit exclusion from a comprehensive (regular) school, the student may be accepted in an alternative GCPS program.

If a charter school student withdraws but has not committed an expellable act based on GCPS standards, the student shall be admitted to a GCPS program and the charter school shall rebate the FTE to the district.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE strictly enforces the Code of Student Conduct policies and discipline and dismissal procedures of the plan in effect in Gadsden County Public Schools. In addition, the expectations and policies of the School's Code of Excellence and the Progressive Disciplinary Plan are fully explained in the School's Student/Parent Handbook.

The rules, regulations and due process procedures in the School's Code of Excellence are designed to protect all members of the educational community in the exercise of their rights and responsibilities. These rules apply to any student:

- a. Who is on the school property?
- b. Who is in attendance at school or any school-sponsored activity?
- c. Whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in the School?

Below is a summary of these policies:

ACTS OF DISORDERLY CONDUCT MAY INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

- a. Classroom tardiness
- b. Dishonesty
- c. Acting in a manner as to interfere with the educational process
- d. Abusive language between or among students
- e. Failure to complete assignments or carry out directions

POSSIBLE SANCTIONS:

- a. Verbal and Written Reprimand / Referral / Student Case Management Form (SCAM)
- a. Contact with parent
- b. Loss of Privileges
- c. Detention / Work Duty on Campus
- d. In-school/Outdoor Suspension

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE students will be expected to show respect for themselves, for other students, and for their teachers. Each room has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when the home and school work together.

Teachers and students must foster a mutual respect for one another. Teachers will never use corporal punishment or offensive language toward a student. According to the Code of Excellence, methods of positive reinforcement/rewards and/or loss of privileges are utilized. Administration will make the final decision on disciplinary actions.

Disruptive Conduct

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE strictly enforces the Code of Student Conduct policies and procedures of the plan of the Gadsden County Public School District.

Disruptive conduct is defined as activities in which students engage in that are directed against another person or property. The consequences of these activities tend to endanger the health or safety of oneself or others in the school. Acts may include, but are not limited to the following:

- Vandalism
- Theft
- Disrespect
- Violation of dress code

Types of Disciplinary Action

- **Detention** – student will be issued a morning or afternoon detention to be served in school.
- **In-school suspension** – student sent to the office.
- **Work Duty** – student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing.
- **Outdoor suspension** – absence from school – student is not allowed on school grounds or at any school-related function.
- **Expulsion** – student removed from school for the remainder of the school year.

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Suspension Policy

Only the principal or designee may suspend a student. Before suspension may be imposed, the student is entitled to know what provision of the Code of Student Conduct was allegedly violated, and what specific conduct constituted the violation. If the student denies the charge or charges, the student is entitled to provide an explanation and to have other students or others who witnessed the incident speak on his or her behalf. If the student wishes additional time to present his or her side of the incident, the principal may grant his or her request, however, this shall not stay the disciplinary action. All disciplinary meetings between the principal, the student and the parent or guardian shall be informal and not in the nature of an evidentiary hearing. Therefore, requiring testimony, cross-examination, or similar legal proceedings are not permitted. The principal's decision regarding a suspension shall be considered final.

The principal will suspend a student immediately if the student has committed an act which poses an immediate danger to students or staff members or if the violation is one of battery or one which has an immediate disruptive effect upon the orderly conduct of the school. If a student is to be immediately suspended, the principal or designee must give the student either oral or written notice of the charges. The principal or designee must mail the parent/guardian written notice of the charges against the student within 24 hours of the suspension. Such written notice will be preceded by reasonable attempts to contact parent/guardian by telephone.

When a student is suspended for possession, distribution, attempted distribution, sale, or attempted sale of a controlled substance, or willful possession of a firearm or a weapon, or has committed any other offense which is a crime under Florida law, parents/guardians, and law enforcement officials, shall be notified by the principal or designee as soon as possible.

ZERO-TOLERANCE POLICY: The administration reserves the right to apply severe disciplinary actions including possible dismissal from MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE. The School is committed to the mental, physical welfare, and safety of each student. Violence, i.e. fighting, weapon possession and drug use are detrimental to students' welfare and detract from the educational environment of the School. As a result, the school has a **zero-tolerance policy** for violence, drug, alcohol, and weapons brought on campus. The school believes that all students have the right to attend a safe, drug- and violent free school.

- a. Possession of FIREARMS (of all types as defined by Florida Law), KNIVES (of any kind), EXPLOSIVE (including fire crackers), MACE, PEPPER SPRAY, CIGARETTE LIGHTERS, or any other object that may be identified as a potential weapon or threat to the student body and or structural buildings of our campus.
- b. Illegal items will be confiscated and possession of an illegal item may result in out-of-school suspension, dismissal from MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE
- c. Possession of an illegal item WILL BE REPORTED to law enforcement. Any student caught with possession of an illegal item will be turned over to the Police Department for criminal charges and processing of arrest. Parents will be contacted by the Police Department. School authorities will not be responsible to make parent contact prior to the arrest of a student.

- d. Laser devices (pens or others) are not to be brought to school. If found in the possession of a student, disciplinary action will be taken.

Expulsion Policy:

The school will abide by GCPS' policies regarding expulsion.

Dismissal or Recommendation for expulsion:

The principal of the School may take this action when they have exhausted less severe administrative disciplinary action, or when they have considered those alternatives and rejected them as inappropriate in the given situation. If a student is referred for possible expulsion, the parent/guardian will receive a letter explaining the reason for the recommendation. If recommended for expulsion, the parent/guardian may request a hearing before the Governing Board. Failure to submit a timely request for a hearing shall be deemed a waiver of the student's right to a hearing. Failure to appear before the governing board when the referral for possible expulsion is to be considered shall be deemed a waiver of the student's right to a hearing.

Discipline Procedures for Students with Disabilities.

For students whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior must be considered in the development of the students' individual educational plans (IEPs). Procedures for providing discipline for students with disabilities are in accordance with the requirements of Rule 6A-6.03312 FAC. The School will comply with all state and federal laws as it relates to students with disabilities and discipline procedures.

II. GOVERNANCE AND MANAGEMENT

A. Profile of the Founding Board and/or Initial Incorporators:

1. Describe the group submitting this application and other management team members.

The MASAE Governing Board will consist of the members of the community appointed by the City of Midway Council:

- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member
- _____, Board Member

The City of Midway was incorporated in 1987 by a special act of the Florida Legislature. Our City government consists of seven elected city council members, all of whom are elected city-wide, but five must live in the district they represent. Our Mayor is an elected city councilmember, but is appointed by the city council as Mayor for a two-year term. Midway operates under a Council/Manager form of government, with the city council enacting policy and the city manager carrying out that policy and operating the city on a day-to-day basis. Midway has a long history dating back to the earliest days of Florida. One common myth is that Midway was actually the point where representatives from Pensacola and Saint Augustine first met to determine the Capitol of Florida, but no one has actually proven that point. Midway is located in Gadsden County about ten miles from Tallahassee, the Capitol of Florida. We are conveniently located near the intersection of two major highways-Interstate 10 and US 90.

2. Describe how the school will be governed, including documentation of legal structure (i.e. Certificate of Incorporation)

The City of Midway is the legal entity that will operate the School as per the City Charter. The city council managed by its board of directors ("Governing Board"). The Governing Board has the responsibility for all of the affairs and management of the School and will provide continuing oversight of school operations. Members are committed to the mission of the School and are cognizant of their responsibility to effectively and properly manage public funds.

3. Discuss any business arrangements or partnerships with existing schools, educational programs, businesses, or non-profit organizations.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will collaborate with the existing charter schools, businesses, and non-profit organizations that work in the Gadsden County area.

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

The founding group of MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is the same group who currently serves as the City of Midway Council. The Board is committed to ensure 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.

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

Plans for Board Member Recruitment:

The City of Midway council will recruit members as a seat becomes available, 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.

Orientation Process and Ongoing Professional Development:

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. This training will be provided by The Florida Association of Charter Schools or other approved vendor. 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: Administrators and governing board members will be trained every two years by a human resources management company 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.

6. Explain how parents and the community will be involved in the governance of the school.

One of the appointed board members will be parent representative (appointed on an annual basis). The parent board member will assist the Governing Board in ensuring that there is active parental participation in the governance of the school and will provide parental feedback on the board's effectiveness in carrying out the school's mission in meeting the needs of all students.

Parental involvement in school matters is an integral, and in fact, required, part of the philosophy and operation of the School. The following areas represent a sampling of parental involvement opportunities:

- Parents will contract to volunteer with their child's teacher and/or be involved in other ways in school activities;
- Parents will serve on various committees, including the School Advisory Council (SAC);
- An SAC member will serve as a voting member of the Governing Board; and
- Parents will have the opportunity to serve as members of the PTA, if they elect to do so.

7. Detail the relevant expertise of retained consultant or professionals (e.g. accounting, finance, educational management services, risk management, human resources).

Upon application approval the School will retain the services of professionals to assist in the implementation of the curriculum at the School site and adherence to district compliance requirements.

- 8. Identify any management or professional expertise that must be acquired and how that task will be achieved.**

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. This training will be provided by The Florida Association of Charter Schools or another approved vendor.

Human Resources Training: Administrators and governing board members will be trained every two years by a human resources management company 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.

B. Education Service Providers

- 1. Explain the roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place.**

General accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of financial statements and assistance with the work of the School's independent certified auditor.

- 2. 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: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs.

The City of Midway has extensive experience working with affiliated real estate developers that acquire, design, finance, construct and retrofit quality school facilities leased to charter schools. The real estate developers involved in this process have extensive experience in this arena, and have successfully assisted other charter school applicants in securing state-of-the-art charter school campuses to carry out the school's educational missions. The City of Midway will work with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers also 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.

C. Board of Directors and School Governance:

- 1. Describe how the board of directors will be chosen and what steps will be taken to maintain continuity between the founding organizer's vision and that of the permanently established board of directors.**

Following the terms of the initial directors, directors of the Board shall be elected by the then-current Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office.

The existing president of the board shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Any member may be removed without cause by the affirmative vote of a majority of the Board. 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 any meeting of the Boards. 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.

2. **Describe the roles and responsibilities of the governing board. Include the obligations of the governing board as whole, individual members and officers of the board and the relationship the governing board has to teachers and administrators.**

Responsibilities of the Governing Board as a whole:

The Governing Board is the ultimate policy-making body for the School, and will have the responsibility for the affairs and management of the School. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

Responsibilities of the Officers and Members of the Board

Chairman:

As further specified in the in the charter of The City of Midway (herein attached as Exhibit D), the Chairman is the chief executive officer of the Board and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Chairman shall preside at all meetings of the Board. The Chairman has the general management powers and duties usually vested in the office of the Chairman and general manager of a Board as well as such other powers and duties as the Board may prescribe from time to time.

Vice Chairman:

As further specified in the in the charter of The City of Midway (herein attached as Exhibit D) the Vice Chairman(s), the absence or disability of the Chairman, shall perform all duties of the Chairman and shall have such other powers and perform such other duties as the Board may prescribe form time to time.

Secretary:

The Secretary shall:

- a. maintain minutes of all meetings of the Board and its committees;
- b. keep a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation;
- c. give notice of all meetings of the Board;
- d. distribute the minutes of meetings of the Board to all its members promptly after the meetings; keep the seal of the corporation in safe custody;
- e. maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer; and
- f. perform such other powers and perform such other duties as may be prescribed from time to time by the Board as well as all other duties detailed therein the charter of The City of Midway (Exhibit D)

3. Discuss the proposed method for resolving conflicts between the governing board of the charter school and the Gadsden County School Board.

The Governing Board intends first to avoid conflict by approaching this agreement in a cooperative manner. The members are aware that charter schools are still relatively new in Florida and that there are many areas where issues of law and governance have yet to be defined. The first step in conflict resolution would be for a representative of the charter school to meet with representatives of GCPS and discuss a viable resolution to the conflict.

If, following such a meeting, the conflict is still unresolved; the Governing Board would propose referring the matter under dispute to the Department of Education of Florida's Charter School Division in Tallahassee. That division has experience handling many issues regarding the operation and governance of charter schools and could be of assistance in resolving an issue of concern.

4. Describe the policies and procedures by which the governing board will operate, including board powers and duties, board member selection and removal procedures and term limits, code of ethics, conflict of interest, and meeting schedule.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

Board Member Powers

The policies and procedures by which the board will operate, including specific board member powers are detailed in The City of Midway charter (provided herein as Exhibit D).

Board Member Duties

The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Board of Charter Schools and any other duties specified therein The City of Midway Charter (herein attached as Exhibit D):

- Oversee operational policies, academic accountability, and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- 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.
- 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.
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- 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. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

Board Member Selection & Removal Procedures & Term Limits

The City of Midway Charter specifies the selection removal procedures and term limits of Board Members as follows:

Selection:

Following the terms of the initial directors, directors of the Board shall be elected by the then-current Board of Directors shall be so elected at the annual meeting of the Board of Directors then in the office. The existing president of the corporation shall nominate each Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors compromising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of the Boards. 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:

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal.

Term Limits:

The authorized number of Directors shall be no less than three (3) and no greater than nine (11) until changed by amendment of these Bylaws.

Code of Ethics: It is the policy of The City of Midway that its 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 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 Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Board of Directors.
- Keep the faculty, parents, students and community informed about issues affecting them.
- 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 tax-exempt organization authorized to operate charter schools, the operations of The City of Midway can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, fiduciary duties exist between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of 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, or knowledge gained from, Midway ASAE for their personal benefit. Each Board member will be required to sign a Conflict of Interest Statement to this effect each year he or she serves.

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 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 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 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 Board. Disclosure involving the directors should be made to the Board. The 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 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 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: Currently, the Governing Board has an established meeting schedule to meet monthly (approximately the 3RD Thursday of every month). The precise meeting schedule for the 2014-2015 school year has yet to be established. Notwithstanding, The City of Midway will develop and post their meeting schedule as well as comply with chapter 119 of the Florida Statutes, relating to public records, and public meetings.

5. **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 that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's faculty and staff will report directly to the principal, who reports 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. 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 assisting to carry out these procedures in daily activities and interactions with students, parents and the community.

6. Describe the governance structure of the school. Include clearly delineated responsibilities, policies, and practices needed to effectively manage the school.

The Governing Board is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the school. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

- The school's on-site administration will consist of the principal and administrative support staff responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements.
- 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 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 school's faculty will be responsible for carrying out the school's mission, instructional program, and will be involved in the implementation of school-wide policies and procedures. All staff members will be responsible for assisting to carry out the procedures in their daily activities and interactions with students, teachers, and parents of the school.

KEY ROLES AND RESPONSIBILITIES

PRINCIPAL/ADMINISTRATOR: In addition to demonstrating all of the principal's duties include but are not limited to:

- Administer, control, and supervise the instructional program of the school operations and school personnel
- Facilitate frequent communication the parents of the school community
- Encourage teachers and pupils to perform to the best of their ability
- Interpret the educational program of the school and school system to the community
- Coordinate and adapt school curricular programs and policies
- Assume responsibility for the buildings, grounds, equipment and supplies of the school; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the school
- Keep accurate account of all money paid to the school and record the purpose for which it was paid
- Report directly to the Governing Board
- Compile and prepare all student achievement outcomes
- Develop and implement school vision and mission
- Coordinate, supervise, and conduct the evaluations of all staff
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Supervise and coordinate the budgetary process
- Develop, implement, and evaluate the school improvement plan
- Oversee the School Advisory Council
- Maintain a positive and productive relationship with the Parent-Teacher Association
- Develop and supervise New Teacher programs
- Supervise all students and staff
- Supervise and coordinate school-wide programs, curricula and course options
- Supervise and coordinate student registration, scheduling, and master scheduling construction
- Oversee the grade reporting system
- Monitor substitute teachers and the class coverage process
- Coordinate and supervise the testing and assessment program
- Supervise school activities and special events and initiate fundraising activities
- Establish business partnerships and positive relationships with community leaders
- Maintain a master schedule of all school activities and events, including extracurricular trips
- Coordinate and schedule the use of facilities for all events
- Implement and enforce attendance and tardy policies and procedures for all students
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior

ASSISTANT PRINCIPAL AND LEAD STAFF: The assistant principal and/or lead teacher will assist the principal in all the tasks detailed above as directed by the principal and assist in the daily implementation of school policies and procedures including but not limited the areas of:

- School Operations
- Curriculum (Instruction, Assessment, Staff Evaluation and Development)
- Discipline and Safety
- Student-related issues
- Parental Communication and Involvement
- Staff Support
- Community Support
- School-wide Assessment and Accountability

TEACHERS: The instructional staff's duties and responsibilities are as follows:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Maintain student portfolios

DEMONSTRATE INITIATIVE

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

SERVE AS ROLE MODELS FOR STUDENTS

- Maintaining and promoting a safe learning environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

ADVISE PARENTS

- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create

- Pupil Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records
- Maintain up-to-date lesson plans within the guidelines of the curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and tornado drills
- Keep dangerous objects and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate medication guidelines for all students (never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

7. **Will the school elect to be a public or private employer? If the school seeks to participate in the Florida Retirement System, detail the process leading to such participation.**

The School will be a public employer, and will 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 as illustrated in the attached Staffing Plan.

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

Recruitment of Staff:

Emphasizing the philosophy that all staff members share in the responsibility of advancing the School's mission, The School will ensure that faculty members are highly-qualified and match the learning needs of its' students. Accordingly, the School will:

- Recruit teachers through the State-sponsored, Department of Education, Teach in Florida website,
- Coordinate efforts 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 Governing Board will appoint a school-site screening committee to interview and recommend the hiring of all other employees. The screening process is as follows:

The School Governing Board:	Appoints a school site screening committee;	Develops partnerships with universities to attain qualified, certified teachers; and	Interviews and Recommends the School Principal.
The Screening Committee is comprised of School Principal, City Manager, and 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 City Council.
The Principal:	Reviews applicants for interviews;		

Evaluating Staff:

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:

- a. Assessment
- b. Communication
- c. Continuous improvement
- d. Critical thinking
- e. Diversity
- f. Ethics
- g. Human Development & Learning
- h. Knowledge of Subject Matter
- i. Learning Environments
- j. Planning
- k. Role of the Teacher
- l. 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 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 newly initiated Merit Pay Plan for teachers, based on student performance, as it relates to learning gains, on the Common Core Standards.

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.

Retaining Qualified Staff: 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.

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. These include:

- **Employee Benefits**
 - a. Health Insurance
 - b. Vision Care Insurance
 - c. Dental Insurance
 - d. Life Insurance
 - e. Retirement/401(k) Savings Plan
 - f. Long-Term Disability
 - g. Family Medical Leave
 - h. Financial Counseling
 - i. Bereavement Leave
 - j. Sick Leave
 - k. Paid Holidays
 - l. Jury Duty Leave
 - m. Theme Park Discounts
 - n. Credit Union
 - o. Direct Deposit
 - p. Collective Bargaining

- **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.
- **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. While many employees solve their problems either on their own or with the help of family and friends, sometimes employees need professional assistance and advice. Through the Employee Assistance Program (EAP), the school will provide confidential access to professional counseling services.
- **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.
- **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 through the Teacher Education Center (TEC), and offering trainings.
- **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. The NESS (New Educator Support System) format will also be utilized as a means to offer support to beginning teachers, through the assignation of a willing mentor, who will be assigned for struggling and/or beginning teachers

D. Parent and Community Support and Partnership:

1. Describe how the school will involve parents in its operations.

- Input, comment, and/or participation in the school's operations or governance
- Lines of communication between the school's governing board or management team and parents
- Methods for handling disputes between parents and the school

2. Describe any community partnerships

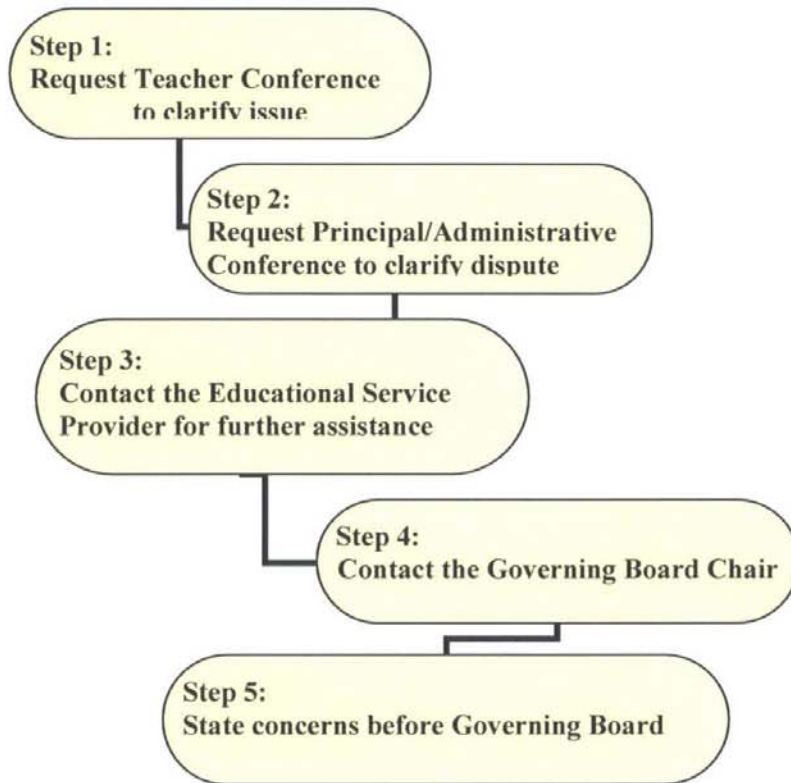
Parents and community members will have extensive opportunities for involvement in aspects of school operations. Parental and community involvement in school matters is a fundamental and required part

of the philosophy and operation of the School.

The school will ensure that parents, teachers, and other community members are actively engaged in the design and implementation of the school. Examples of areas where parents and community members will be involved are listed below.

- Educational Excellence School Advisory Council (EESAC)-comprised of school personnel, parents, students, local business, and community members. This council meets monthly to discuss significant issues concerning the school (needs for materials, budget, curriculum plan, pupil progression, etc.).
- Quarterly Parent/Teacher Conferences – are hosted in the evenings at the school for parents to discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Picnic - events are held yearly to maintain communication and active 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.
- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child’s teacher and/or be involved in school activities.
- PTA – Parent Teacher Association coordinates extra-curricular events involving the community.
- Parents and Community Members - serve as a voting members of the Governing Board

Method for resolving disputes between parents and the school:



Parents in dispute with the School will be able to handle their issues in the following order:

- a. Make appointment to clarify issue with student's teacher;
- b. Make appointment to clarify issue with school administration
- c. Contact the identified person at the management company
- d. Contact the Chairman of the Governing Board
- e. State concerns at a scheduled Governing Board meeting
- f. Seek mediation with the Sponsor

Parents will be informed, in oral and written communication, of the steps that should be taken in case a conflict should arise. Written communication will be mailed to each parent that delineates the steps, and provides phone numbers for each contact person.

E. Length of Contract and Implementation Timetable:

1. State the length of the proposed initial charter term. If the applicant is eligible for and requests an initial charter term exceeding 5-years, outline the reasons supporting that request. Technically, the charter may be terminated before that period, as described in the charter school requirements in Florida Statute 1002.33. In any case, the charter school is subject to an annual review of academic progress and fiscal management.

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE is requesting a five (5) year contract term to operate the proposed school. The term would begin August 2014 and terminate June 30, 2019, unless extended for additional years. The school is requesting a five-year initial charter period because it will need to secure long term financing to develop and equip the state-of-the-art facility. The School will be subject to annual review and may be terminated before that period, as described in Subsection (8) of the Florida's Charter School Statute.

2. Present a timetable for implementing the charter which addresses the implementation of each element thereof and the date by which the charter shall be awarded in order to meet this timetable.

July 24, 2012:	Submission of charter school application proposal to GCPS
December 2012:	Approval of application Identification of potential facility
January/February 2013:	Contract negotiations
March 2013:	Approval of contract Negotiation of Facility lease, design/construction
April to June 2014:	Marketing/Recruiting Selection and Hiring of staff Initial student registration period
May 31, 2014:	Students who have registered will be officially enrolled. If number of applicants exceeds capacity, lottery will be conducted.
June 15 to August 1, 2014:	Second Registration Period Begins. If number of applicants exceeds capacity, lottery will be conducted.
April to August 2014:	Staff planning, purchasing, preparation of facilities.
On or before August 1, 2014:	Teacher fingerprinting, drug-testing, and background checks completed.

August 2014: Classes commence

F. Evidence of Support:

1. The City of Midway though many meeting with the community and the school board representatives have 100% supported this process.

III. FACILITIES AND FINANCES

A. Facilities:

1. **Describe the facilities to be used and their location, or alternatively, describe your present options for a school building.**

The proposed site for the MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE will be located within the City of Midway's (physical address to be disclosed later).

1. **Demonstrate how this site would be a suitable facility for the proposed school including any plans to renovate and bring facility into compliance with all applicable local building codes.**

The Governing Board will ensure that the charter school facility complies with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633.

Security measures will be established to ensure the safety and security of students and staff. Access to the building will be limited, and a plan developed to minimize the risk of violent or disruptive behavior. Escape routes will be posted throughout the building in case of a fire or other emergency that requires the evacuation of the building. The school will form a Critical Incident Response Team, consisting of school administrators, teachers, and teacher assistants.

2. **If applicable, discuss any progress, partnership developments, or other future steps towards acquisition of a school building.**

The City of Midway plans to acquire facilities for the School by securing governmental grants, fundraising, municipal loans and In-kind donations.

3. **Describe financing plans for facilities, if applicable. Important Policy Item: Contracts will not be awarded and existing contracts will not continue unless the charter school has secured a facility for the entire school year (Executive Limitation-15)**

The School will be financing its facilities throughout the entire term of the initial charter school contract. The School may conduct fundraising activities to generate capital and to supplement the per pupil allocations. Fundraising activities will 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.

B. Finances:**1. Describe the financial management and internal accounting procedures of the school.**

The School shall establish 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 and ensure that 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.

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 authorized and approved vendors. Disbursement voucher packages are prepared at the School site and authorized by the School Principal.

For Disbursements: vouchers are submitted to the City of Midway 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 City Manager. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Specified checks & checks over a certain amount will require City Manager approval. Authorized signatures on checks are limited to those that coincide with the City of Midway Accounting Policy and Procedures.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Governing Board of the School including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles.

The school will provide the Governing Board of the School with annual audited financial reports for the year ending June 30th of each year. These reports will include a complete set of financial statements and notes to be 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.

2. Present a budget for start-up expenses covering only the planning and capital expenses necessary before school opening.

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 Governing Board of the School. The projections for the start-up period are as follows:

Advertising/Recruitment Costs	\$ 5,000
Computer and Printer	\$ 1,500
Materials and Supplies	\$ 1,000
Administrative Personnel Costs (April - June 2013)	<u>\$17,500</u>
Total	\$25,000

3. As required by F.S. 1002.33 and school board policy, present an operating budget for the length of the proposed contract covering all projected sources of revenue (both public and private), and planned expenditures. As it pertains to the budget, it is required that the applicant submit a detailed and realistic financial plan and analysis. This shall include the following:

- (i) A sensitivity analysis and financial plan for the first year based on enrollment of 50 percent, 75 percent, and 100 percent of capacity, with contingency plans for reduced enrollment. Documentation commitment included therein of all revenue referred to in the budget.
- (ii) Five percent of the operating and five percent of the capital budget in a contingency fund.
- (iii) Cash flow projections for the first year displayed month by month and a plan to fund any cash flow shortfalls.
- (iv) Contingency plans to replace any loss of state funds for both operating and capital expenditures (School Board Executive Limitation-15).

4. 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.

5. Do you plan to conduct any fund-raising efforts to generate capital or to supplement the pupil allocations? If so, briefly explain.

The School may conduct fundraising activities to generate capital and to supplement the per pupil allocations. Fundraising activities will 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.

6. Explain the manner in which the school will be insured, including liability insurance.

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **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
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **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 be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence
- f. **Worker's Compensation & Employer's Liability:** No Maximum limit under Part 1 & Minimum under Part 2 shall be: \$500,000 EL Each Accident, \$500,000 EL Disease Policy, EL Disease - Each Employee

*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

7. A revenue estimate must be obtained from the Florida Department of Education. Please attach the Florida Education Finance Program Projected Revenue form to the application. This projection is provided to charter applicants from the Florida Department of Education. The contact number for the FTE/Budget office is (850) 488-5142.

C. Financial Management and Oversight

1. 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 of ensuring that the school's finances are managed properly. The School Principal and the City Manager will be responsible for the preparation and reporting of the school's finances.

The School Principal and the City Manager will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Board will review and approve a preliminary annual budget prior to the beginning of each 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 and City Manager 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 City Manager and 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.

2. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances and projected enrollment trends.

The School shall establish 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 and ensure that 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.

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 authorized and approved vendors. Disbursement voucher packages are prepared at the School site and authorized by the School Principal.

For Disbursements: vouchers are submitted to the City of Midway 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 City Manager. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Specified checks & checks over a certain amount will require City Manager approval. Authorized signatures on checks are limited to those that coincide with the City of Midway Accounting Policy and Procedures.

Bank statements will be reconciled on a monthly basis. The School will provide regular financial statements to the Governing Board of the School including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. The school will provide the Governing Board of the School with annual audited financial reports for the year ending June 30th of each year. These reports will include a complete set of financial statements and notes to be 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.

3. 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.

4. 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. Inasmuch as is practicable, permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use.

5. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **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
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **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 be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence.
- f. **Worker's Compensation & Employer's Liability:** No Maximum limit under Part 1 & Minimum under Part 2 shall be: \$500,000 EL Each Accident, \$500,000 EL Disease Policy, EL Disease - Each Employee

*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary. The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company

D. Recruiting and Marketing Plan:**1. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.**

The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children. The School may also prepare a public service announcement in dual languages for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.

2. What steps will be taken to reach students representative of the racial and socio-economic diversity in the community, including typically "harder to reach" families?

As stated above, the promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of county, the school expects to achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community.

E. Risk Management:**1. Describe procedures that identify various risks and provide for a comprehensive approach to reduce the impact of losses.**

The school will develop a Comprehensive Security Plan to ensure the safety and well-being of all students and staff and to reduce the impact of losses. Throughout the year all work site administrators must understand their role in preventing loss, as well as in establishing and proving losses sustained at their respective sites.

2. Discuss plans to ensure the safety and security of students and staff.

Security measures will be established to ensure the safety and security of students and staff. Access to the building will be limited. In addition to the School Code of Excellence, a plan will be developed to minimize the risk of violent or disruptive behavior as. Escape routes will be posted throughout the building in case of a fire or other emergency that requires the evacuation of the building. The School will form a Critical Incident Response Team, consisting of school administrators, teachers, and teacher assistants to ensure the safety of all students and staff.

The educational facility will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. [633.025](#), as adopted by the authority in whose jurisdiction the facility is located. Evacuation routes will be posted by the School in every classroom and throughout the building for fire safety precautions or other emergencies. A facility security plan will be established by the School in order to control access to the building and maintain a safe environment for students and staff

3. Describe your proposed school's insurance coverage plans, including applicable health, worker's compensation, general liability, property insurance and director's and officers' liability coverage.

The School will provide the following types of insurance and identification coverage*:

- a. **Automobile Liability:** Minimum of \$1,000,000 per occurrence / \$3,000,000 annual aggregate
- b. **School Leader's Errors & Omissions:** Minimum of \$1,000,000 per claim/annual aggregate / maximum deductible of \$25,000 per claim
- c. **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
- d. **Fire, Property, & Casualty:** The school agrees to obtain and maintain insurance coverage for its own buildings and contents
- e. **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 be on a first dollar basis without any application of deductible or self insured retention / maximum deductible of \$1,000 per occurrence
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*The above figures are minimums budgeted. Larger amounts can be provided if the Sponsor deems it necessary The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company

4. **Detail emergency plans to be used for fires, hurricanes, tornadoes, and child safety issues.**

In cooperation with local law enforcement and fire personnel the School will develop a Comprehensive Emergency Plan detailing procedures to be followed in the case of a fire, hurricane, tornado and other child safety issues. All school personnel will be trained in procedures and faculty and staff will run drills to ensure the plans are carried out smoothly.

IV. OPERATIONS

A. Admissions and Registration Plan:

1. **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 promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the school's demographic composition should mirror that of the local community. The school will provide copies of its promotional materials and announcements in English, and Spanish to local community organizations to make sure that "harder-to-reach," families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children. The School may also prepare a public service announcement in dual languages for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.

2. **Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of the district.**

Pupils will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of county, the school expects to achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. By publicizing the availability of the school throughout the county, the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community.

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

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 thereafter will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student 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.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-municipality as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;
- Students that are the sibling of a student enrolled in the charter school;
- Students that are the child of an employee of the charter school;
- Students that are the child of a member of the Governing Board; and,
- 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 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 FL. Stat. **1002.33 (10) (4) (e)**.

Any premature vacancies will be filled in the same way described above.

If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Enrollment Timeline:

February-March 2014:	Initial student registration period begins
March 31, 2014	Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, wait listing will be conducted. Parents will be notified of child's acceptance to the school.
April 1- June 30, 2014	Second registration period begins. If number of applicants exceeds capacity, wait listing will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the school.
July 15, 2014	Capacity, wait listing will be conducted.

4. **Explain any student and/or family contracts that will be used as a prerequisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.**

A sample **Parent Contract** is included herein (**see Exhibit A**) and will be implemented as a major initiative of the School and parents willingly agree to the required 30 hours of service 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 Student Code of Excellence 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 30 hours of parental volunteerism prior to 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.

5. **Describe the admissions procedures and dismissal procedures you will use.**

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 on the wait list will be assigned a waiting list number should student seats become available or capacity increases.

Any eligible student 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.

To serve the needs and convenience of the neighborhood workplaces, MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE intends to establish a charter school-in-the-workplace as provided for in Florida's Charter School Legislation **1002.33(15)(b)**, and will provide enrollment priority to the following student populations:

- Students that are residents in the City of Midway, Florida;
- Students that are children of an employee of the City of Midway;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the sponsor;

- Students that are the sibling of a student enrolled in the charter school;
- Students that are the child of an employee of the charter school;
- Students that are the child of a member of the Governing Board; and,
- 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 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 FL. Stat. **1002.33 (10) (4) (e)**.

Dismissal

Students may withdraw from the School at any time and enroll in another public school as determined by policy set by the School Board Gadsden County, Florida. The School will implement the Dismissal Procedures of Gadsden County.

B. Human Resource Information:

1. **Describe the standards to be used in the hiring process of teachers, administrators and other school staff and how you will ensure that teachers and administrators are appropriately certified?**

The Governing Board will be responsible for recruiting, interviewing and selecting the school's leader. The Board will look for highly qualified candidates who possess the certification, instructional, operational, and school leadership experience needed to properly carry out the roles and responsibilities detailed above. The board will use Florida Principal Leadership Standards in the selection of as "high-performing" school leader. Accordingly, the school leader will demonstrate the experience and /or ability to:

- Manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
- Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
- Plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
- Plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.
- Recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.
- Ability to act with integrity, fairness, and honesty in an ethical manner.
- Carry out the vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
- Collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

- Understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

The principal will be evaluated by the Board of Directors using a board-created evaluation system incorporating Florida Principal Competencies:

- a. Commitment to Vision and Mission
- b. Proactive Orientation
- c. Managing Interaction
- d. Tactical Adaptability
- e. Concept Formation
- f. Conceptual Flexibility
- g. Organizational Ability and Sensitivity
- h. Delegation
- i. Self-Presentation
- j. Written Communication
- k. Achievement and Developmental Orientation
- l. Management Control
- m. Budget Oversight and Development
- n. Information Search and Analysis
- o. Interpersonal Sensitivity.

Other data included in this evaluation will be parent participation, CCSS and AYP reports, Professionalism and Attendance statistics, and parent, student and staff climate surveys.

2. Describe your human resource policies governing: salaries, contracts, hiring and dismissal, and benefit packages.

The School will be public employer, and will 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 in the county where the school is physically located.

Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board has authorized that employees uses agents contracting with the City of Midway.

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:

- a. Having a bachelor’s degree
- b. Having State credentials or certificate
- c. 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. Obviously, however, such listing cannot 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.

Conditions of Hire

All employees will be hired and may be terminated at any time in accordance with the City Charter and the School's termination provisions.

Outside Employment

All employees will be hired and may be terminated at any time, all employees are prohibited from working with GCPS and MASAE at the same time and any other conditions in accordance with the City Charter.

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.

3. **Describe how the qualifications of the teachers will be described to parents considering the charter school for their children, as required in the Florida Statute 228.056.**

The school agrees to disclose to the parents the qualifications of its teachers by providing parents with short, written biographies on each full-time teacher. These biographies will include the colleges they attended, the degrees they hold, certificates or special competencies, years of experience, philosophy of education, and any other relevant information. A pamphlet with all the information will be published and attached to each student application. Pamphlets will also be available in the main office.

4. **What is the targeted staff size, staffing plan, and projected student-to-teacher ratio?**

The staffing plan will be implemented each year of the charter term. Salaries will be comparable to those outlined in the teacher salary schedule implemented by Gadsden County Public Schools.

Certified and/or Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter Schools.

The plan will be adjusted in accordance with actual student enrollment figures. Recruitment and staffing for each year of the charter term will be determined according to the projected student enrollment as detailed in the School's budget in accordance with the Class Size Reduction Act and will be adapted accordingly to meet the future needs of the School. Other instructional staff may be included if the School decides to hire additional staff for special areas (e.g. media specialist, reading coaches, etc.).

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 projected student-to-teacher ratio shall be consistent with those required by the Class Size Reduction Act, as applied to charter schools. The school's staffing plan correlates with enrollment projections and is designed to employ sufficient personnel to ensure that the student to teacher ratio is as follows:

- The maximum number of students assigned to each teacher who is teaching core-curricula courses in classrooms for Pre-Kindergarten through grade 3 will not exceed 18 students.
- The maximum number of students assigned to each teacher who is teaching core-curricula courses in classrooms for grades 4 through 5 will not exceed 22 students.

C. Transportation:

- 1. Discuss the plans for transporting students to and from school. What arrangements, if any, will be made with the local school district, private providers, or with parents?**

Pursuant to Florida's Charter School Legislation and consistent with the requirements of Chapter 1006, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the school, as required by law. The School will contract with the parents of the students for them to provide transportation for their children. That requirement shall be part of the school's parental involvement obligation and shall be included in the parents' contract with the school so that parents receive volunteer credit hours for the time and effort they invest transporting their children to and from school.

If the parent/guardian advises the school that there is a hardship, and he or she is unable to provide the transportation, the School will provide transportation within the defined reasonable distance*. The School will cooperate with the City of Midway in determining "reasonable distance" in a manner commensurate with "reasonable distance" determinations for the City of Midway's other public schools. Reasonable distance has been defined as a two to four mile radius from the School.

The School may contract with specialized approved carriers to provide specialized transportation for ESE students based on their particular student needs.

2. Charter schools are responsible for providing transportation for students residing within a "reasonable distance" of the charter school. How has that reasonable distance been defined in your charter transportation plan? What factors helped form the basis for this distance determination?

*The School will use a two-mile minimum and a four-mile maximum radius as defining what a reasonable distance is to the school. This is comparable to the criteria implemented by the local school district.

3. Describe the policies that will help ensure that transportation is not a barrier to equal access for all students.

The School will make arrangements to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. The School will also contract private carriers to provide specialized transportation for students with disabilities, based on their particular need, as specified in the child's IEP.

4. Describe how the GCPS desegregation plan has been taken into account in the transportation plan.

The School will contract with the parents of the students for them to provide transportation for their children. That requirement shall be part of the school's parental involvement obligation and shall be included in the parents' contract with the school so that parents receive volunteer credit hours for the time and effort they invest transporting their children to and from school.

All children will have equally opportunity to attend the school.

D. Food Service

1. Discuss the plans for providing meals to students at school?

The School may operate or contract for a food services program. The Principal shall develop and implement procedures as necessary to operate or contract for such services, which meet all state and federal regulations. School food service programs must meet all sanitary regulations recommended by the State Department of Health for food-handling establishments and the respective county or federal inspection agency. Cleanliness and sanitation should be an integral part of food production, and shall receive the proper emphasis to ensure that standards are high. This will assure the students good food that is clean, nutritious, and of high quality.

E. Additional Board Governance Policy

All charter school proposals also will be evaluated for the impact of the proposed charter on our students and communities. As the board evaluates these applications, at a minimum it will take the following additional criteria into consideration:

- The positive and negative effects of the charter school on existing public schools - both charter and non-charter.

- Whether the financing mechanism for the facility is prudent and has safeguards to protect public money should unforeseen circumstances arise?
- The school board expects charter school founders to follow the same guidelines for naming their schools as the Gadsden County School Board. These guidelines include: Names being used only once, whether by a charter or non-charter public school in Gadsden County.

V. FINAL DOCUMENTATION

See final documentation packet.

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 Midway Arts & Sciences Academy of Excellence is 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.
- 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. 1003.43.
- 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.

The Midway City Council, at its discretion, allows Auburn E. Ford Jr. to sign as the legal correspondent for the school.

Signature

Auburn E. Ford Jr., Midway City Manager

Printed Name

Date

Exhibits

Exhibit A: Sample Parent Contract

Exhibit B: Budgets & DOE Worksheets

Exhibit C: Staffing Plan

Exhibit D: City Charter

Exhibit A: Sample Parent Contract

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE Charter School

Parent Contract

As a parent I understand the importance of the Code of Student Conduct as a set of preventative measures to create a safe and positive school environment.

- **I understand and will assure compliance** of the School's Student Code of Conduct, which has been given to me at the time of registration.
- **I understand that attendance is mandatory.** After an absence, I understand that I am responsible to send a handwritten note explaining the reason for my child's absence. I am aware that more than 5 or more unexcused absences within a semester course or 10 or more within an annual course will result in the withholding of a student's grade.
- I understand that I need to provide proof of medical/dental appointment to pick up my child early (on a regular school day), and that **after 2:00 p.m., I will not be permitted to pick up my child for early dismissal.** Students will only be dismissed to persons who I have authorized on the Emergency Contact Card.
- **I understand the Arrival time is from 7:00 a.m. to 7:25 a.m.** I am aware of the School's policy that excessive tardiness will result in detentions and referrals.
- **I understand that my child is not allowed to bring any games, toys, or electronic devices from home into the classroom.** The teacher will confiscate any unauthorized items that my child may bring into the school. The teacher or administration may keep such items until the end of the school year. While the school will endeavor to protect such confiscated items, I agree not to hold it responsible for lost or damaged items.
- **I agree that uniforms must be worn everyday as stated in the uniform policy** (in the parent/student handbook) I am aware that students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the policy. Repeat offenders may be suspended outdoors.
- **Satisfactory Academic Progress:** I understand that my child needs to need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. I agree that the School, as part of its Code of Excellence, may enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on a Progress Monitoring Plan (PMP). If there is no improvement at the end of the semester, the plan will be reviewed. I agree that parents are responsible for the implementation of all aspects of the plan.

- I agree that my family is required to complete 30 volunteer hours or the equivalent prior to the last day of school. I am aware that this commitment is required as an investment in my child's education and that the School will provide me with various options to complete these hours.
- I agree that if I fail to complete the 30 hours by the designated date it may result in my child losing preferential re-enrollment status at the school.
- We understand as members of the School's family, we agree to abide by all of the school rules and regulations, and with that which is stated above.

Student's Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name: _____ Signature: _____

Parent/Guardian Name: _____ Signature: _____

Exhibit B: Tentative Budget

MASAE Budget (360 FTES)

Five (5) Year Estimated Budget

Exhibit E: Budget	Year 1 2013- 2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019	Year 7 2019-2020
WFTW average Gross							
Value PreK-5		\$6,758	\$6,961	\$7,170	\$7,385	\$7,607	\$7,835
Students (FTEs)		360	360	360	360	360	360
Teachers		18	18	18	18	18	18
Students/Teacher Ratio (N:1)		20	20	20	20	20	20

REVENUE

FTE Revenue		2,432,880	2,505,960	2,581,200	2,658,600	2,738,520	2,820,600
Implementation Grant	160,000	-	-	-	-	-	-
Capital Outlay		135,167	139,222	143,399	147,701	152,132	156,696
School District Fee (5% of Revenue)		-121,644	-125,298	-129,060	-132,930	-136,926	-141,030
Total Revenues:	160,000	2,446,403	2,519,884	2,595,539	2,673,371	2,753,726	2,836,266

EXPENSES

Personnel Costs

Principal		70,000	72,100	75,705	79,490	83,465	87,638
Assistant Principal		55,000	56,650	59,483	62,457	65,579	68,858
Teachers		720,000	741,600	778,680	817,614	858,495	901,419
Other Instructional		60,000	61,800	64,890	68,135	71,541	75,118
Substitute Teachers		25,000	25,000	25,000	25,000	25,000	25,000
Clerical/Admin		60,000	61,800	64,890	68,135	71,541	75,118
Contract Services		125,000	125,000	125,000	125,000	125,000	125,000
Employee Benefits		180,000	189,000	198,450	208,373	218,791	229,731
Total:	0	1,295,000	1,332,950	1,392,098	1,454,202	1,519,412	1,587,883

School Operations

Advertisements		1,750	1,750	1,750	1,750	1,750	1,750
Class and School Supplies		20,000	20,000	20,000	20,000	20,000	20,000
Professional Development		10,000	10,000	10,000	10,000	10,000	10,000
Independent Financial Audit		15,000	15,750	16,538	17,364	18,233	19,144
Educational Technology		30,000	31,500	33,075	34,729	36,465	38,288
Phone and Communication		25,000	26,250	27,563	28,941	30,388	31,907
Postage		5,280	5,544	5,821	6,112	6,418	6,739
Misc.		2,500	2,625	2,756	2,894	3,039	3,191
Grant Operations	25,000	-	-	-	-	-	-
Total:	25,000	109,530	113,419	117,502	121,790	126,292	131,019

Facilities Operations

Utilities		200,000	210,000	220,500	231,525	243,101	255,256
Lease of Facilities		250,000	250,000	250,000	250,000	250,000	250,000

Insurance		75,000	78,750	82,688	86,822	91,163	95,721
Repairs and Maintenance		50,000	52,500	55,125	57,881	60,775	63,814
Furniture, Fixtures & Equip.	135,000	90,000	30,000	31,500	33,075	34,729	36,465
Total:	135,000	665,000	621,250	639,813	659,303	679,768	701,257
Totals Expenses:	160,000	2,069,530	2,067,619	2,149,412	2,235,296	2,325,473	2,420,159
Surplus (Deficit) or Reserves	0	376,873	452,265	446,127	438,075	428,253	416,107

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District:

Unaudited

1. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential: 0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	272.00	1.117	303.8240	\$ 1,030,791
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	360.00		391.8240	\$ 1,329,351

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111, 112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

Total FTE with ESE Services

FTE	Grade Level	Matrix Level	Guarantee Per Student	
	PK-3	251	\$ 954	\$ -
0.00	PK-3	252	\$ 3,080	\$ -
	PK-3	253	\$ 6,286	\$ -
	4-8	251	\$ 1,070	\$ -
0.00	4-8	252	\$ 3,196	\$ -
	4-8	253	\$ 6,402	\$ -
	9-12	251	\$ 761	\$ -
	9-12	252	\$ 2,888	\$ -
	9-12	253	\$ 6,093	\$ -
Total FTE with ESE Services	0.00		Total from ESE Guarantee	\$ -

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 1,235,042

divided by district FTE

5,508.73

(with eligible services)

Per Student

\$ 224 \$ 80,640

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 1,409,991

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	303.8240		0.9469	1321.29	= 380,123
4-8	88.0000		0.9469	901.25	= 75,099
9-12	0.0000		0.9469	903.43	= 0
Total *	391.8240			Total Class Size Reduction Funds	\$ 455,222

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:		<u>391.8240</u>	by district's WFTE:	<u>5,846.59</u>	
to obtain school's WFTE share.					6.7018%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:		<u>360.00</u>	by district's UFTE:	<u>5,508.73</u>	
to obtain school's UFTE share.					6.5351%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>1,839,597</u>	x	6.7018%	\$ <u>123,286</u>
Applicable to all Charter Schools:					
Declining Enrollment		<u>137,703</u>			
Sparsity Supplement		<u>1,507,881</u>			
Program Related Requirements:					
Safe Schools		<u>194,013</u>			
Lab School Discretionary		<u>0</u>			
8. Discretionary Local Effort (WFTE share)	(d)	<u>998,723</u>	x	6.7018%	\$ <u>66,932</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,044,896</u>	x	6.5351%	\$ <u>68,285</u>
.250 mills (UFTE share)	(b)	<u>349,253</u>	x	6.5351%	\$ <u>22,824</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(26,484)</u>	x	6.7018%	-\$ <u>1,775</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	6.7018%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>417,456</u>	x	6.5351%	\$ <u>27,281</u>
Science Laboratory Materials	(b)	<u>6,500</u>	x	6.5351%	\$ <u>425</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(c)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
				Total	\$ <u>2,172,471</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

MASAE Budget (250) FTES**Five (5) Year Budget****Implementation****1****2****3****4****5**

Year 2

Year 3

Year 4

Year 5

Year 6

Exhibit E: Budget

2012-2014

2014-2015

2015-2016

2016-2017

2017-2018

2018-2019

WFTW average Gross

Value PreK-5

Students (FTEs)

Teachers

Students/Teacher Ratio (N:1)

\$6,035

\$6,215.68

\$6,402.15

\$6,594.21

\$6,792.04

250

250

250

250

250

12.5

12.5

12.5

12.5

12.5

20

20

20

20

20

REVENUE

FTE Revenue

Implementation

Grant

Capital Outlay

School District Fee

%5

City Ops Fee 7%

1,508,660

1,553,920

1,600,537

1,648,554

1,698,010

160,000

-

-

-

-

-

0

0

0

0

0

-75,433

-77,696

-80,027

-82,428

-84,901

-105,606

-108,774

-112,038

-115,399

-118,861

Total Revenues:

160,000

1,327,621

1,367,449

1,408,473

1,450,727

1,494,249

EXPENSES*Personnel Costs*

Principal

Assistant Principal

Teachers

Other Instructional

Substitute Teachers

Clerical/Admin

Contract Services

Employee Benefits

70,000

72,100

75,705

79,490

83,465

0

0

0

0

0

420,000

432,600

454,230

476,942

500,789

60,000

61,800

64,890

68,135

71,541

25,000

25,000

25,000

25,000

25,000

60,000

61,800

64,890

68,135

71,541

25,000

25,000

25,000

25,000

25,000

100,000

105,000

110,250

115,763

121,551

Total:

0

760,000

783,300

819,965

858,463

898,886

School Operations

Advertisements

Class and School

Supplies

Professional

Development

Indep. Financial

Audit

Educational

Technology

Phone and

Communication

Postage

Misc.

1,750

1,750

1,750

1,750

1,750

20,000

20,000

20,000

20,000

20,000

10,000

10,000

10,000

10,000

10,000

15,000

15,750

16,538

17,364

18,233

30,000

31,500

33,075

34,729

36,465

25,000

26,250

27,563

28,941

30,388

2,500

2,625

2,756

2,894

3,039

2,500

2,625

2,756

2,894

3,039

Grant Operations

25,000

-

-

-

-

-

Total:

25,000

106,750

110,500

114,438

118,572

122,913

Facilities Operations

Utilities

Lease of Facilities

Insurance

100,000

105,000

110,250

115,763

121,551

200,000

200,000

200,000

200,000

200,000

25,000

26,250

27,563

28,941

30,388

Repairs and Maintenance		25,000	26,250	27,563	28,941	30,388
Furniture, Fixtures & Equip.	135,000	50,000	30,000	31,500	33,075	34,729
Total:	135,000	400,000	387,500	396,875	406,719	417,055
Totals Expenses:	160,000	1,266,750	1,281,300	1,331,278	1,383,754	1,438,854
Surplus (Deficit) or Reserves	0	60,871	86,149	77,195	66,973	55,395

Revenue Estimate Worksheet for Midway Charter School

Based on the Second Calculation of the FEFP 2012-13

School District:

Guidance

1. 2012-13 FEFP State and Local Funding

Base Student Allocation

\$3,582.98

District Cost Differential

0.9469

Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE (b) x (c) (d)	2012-13 Base Funding WFTE x BSA x DCD (e)
101 Basic K-3	162.00	1.117	180.9540	\$ 613,927
111 Basic K-3 with ESE Services	0.00	1.117	0.0000	\$ -
102 Basic 4-8	88.00	1.000	88.0000	\$ 298,560
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$ -
103 Basic 9-12		1.020	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.020	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.524	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.524	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.044	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.044	0.0000	\$ -
130 ESOL (Grade Level PK-3)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 4-8)	0.00	1.167	0.0000	\$ -
130 ESOL (Grade Level 9-12)		1.167	0.0000	\$ -
300 Career Education (Grades 9-12)		0.999	0.0000	\$ -
Totals	250.00		268.9540	\$ 912,487

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student		
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	251	\$ 954	\$	-
	0.00	PK-3	252	\$ 3,080	\$	-
		PK-3	253	\$ 6,286	\$	-
		4-8	251	\$ 1,070	\$	-
	0.00	4-8	252	\$ 3,196	\$	-
		4-8	253	\$ 6,402	\$	-
		9-12	251	\$ 761	\$	-
		9-12	252	\$ 2,888	\$	-
		9-12	253	\$ 6,093	\$	-
Total FTE with ESE Services	0.00	Total from ESE Guarantee			\$	-

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 1,235,042

divided by district FTE

5,508.73

(with eligible services)

Per Student

\$ 224 \$ 56,000

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds

Total Base Funding, ESE Guarantee, and SAI \$ 968,487

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X Allocation factors	
PK - 3	180.9540		0.9469	1321.29	= 226,397
4-8	88.0000		0.9469	901.25	= 75,099
9-12	0.0000		0.9469	903.43	= 0
Total *	268.9540			Total Class Size Reduction Funds	\$ 301,496

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above: <u>268.9540</u>		by district's WFTE: <u>5,846.59</u>		4.6002%	
to obtain school's WFTE share.					
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above: <u>250.00</u>		by district's UFTE: <u>5,508.73</u>		4.5383%	
to obtain school's UFTE share.					
Letters Refer to Notes At Bottom:					
7. Other FTEP (WFTE share)	(a)	<u>1,839,597</u>	x	4.6002%	\$ <u>84,625</u>
Applicable to all Charter Schools:					
Declining Enrollment		<u>137,703</u>			
Sparsity Supplement		<u>1,507,881</u>			
Program Related Requirements:					
Safe Schools		<u>194,013</u>			
Lab School Discretionary		<u>0</u>			
8. Discretionary Local Effort (WFTE share)	(d)	<u>998,723</u>	x	4.6002%	\$ <u>45,943</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,044,896</u>	x	4.5383%	\$ <u>47,421</u>
.250 mills (UFTE share)	(b)	<u>349,253</u>	x	4.5383%	\$ <u>15,850</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(26,484)</u>	x	4.6002%	-\$ <u>1,218</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	4.6002%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>417,456</u>	x	4.5383%	\$ <u>18,945</u>
Science Laboratory Materials	(b)	<u>6,500</u>	x	4.5383%	\$ <u>295</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders			x	#####	\$ <u>-</u>
Enter ESE Student Riders			x	#####	\$ <u>-</u>
14. Florida Teachers Lead Program Stipend					
15. Food Service Allocation	(g)				
16. Performance Pay Plan					
				Total	\$ <u>1,481,844</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:				\$	<u>-</u>

Exhibit C: Staffing Plan

MIDWAY ARTS & SCIENCES ACADEMY OF EXCELLENCE
STAFFING PLAN
Year 1

Name	Position	Expected Salary	Positions	Salary
TBA Instructional	Teachers	35,000	12	420,000
TBA Specialty	ESE Teachers	35,000	2	70,000
TBA Other Instructional	Para-Professional	30,000	2	60,000
TBA Administrators	Principal	70,000	1	70,000
TBA Admin Support	Executive Secretary	35,000	1	35,000
TBA Admin Support	Receptionist	25,000	1	25,000

Exhibit D: City Charter

THE CHARTER OF THE CITY OF MIDWAY, FLORIDA

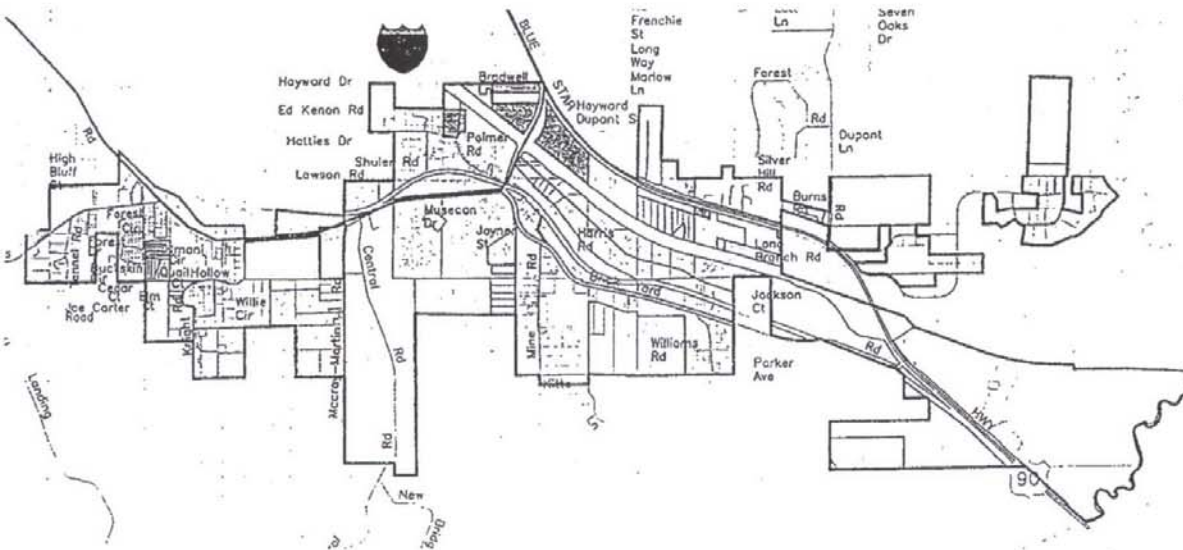
Article I - In General

Section 1.1 - Name of City.

The inhabitants of the City of Midway, Gadsden County, Florida, within the boundaries hereinafter designated or within such boundaries as may hereinafter be established, are a body politic incorporated under the name "City of Midway, Florida", and such shall have perpetual succession, may use a city seal, may contract and be contracted with, and may sue and be sued and be impleaded in all courts of this state and in all matters whatsoever.

Section 1.2 - Territorial Limits.

The boundaries of the City of Midway shall be as follows:



The boundaries of said municipality may be changed and enlarged or contracted under the general powers of the State of Florida from time to time for such purposes.

State Law Reference: F. S. 166.031(3).

Section 1.3 - Succession of Rights and Liabilities.

The City of Midway shall succeed to own, possess and hold all property, real, personal, or mixed heretofore owned, possessed, or held and shall succeed to all uncollected taxes, dues, claims, judgements, decrees and chooses in action, held or owned by the former City of Midway, as existed from

1987 to present, and shall have all the rights and powers to annex, acquire by purchase, gift, deed or trust any lands either submerged or improved, abutting to the boundaries of said city; and shall have, exercise and enjoy all the rights, immunities, powers, benefits, privileges, and franchises now possessed, owned or held by the City of Midway, or that can be conferred by law upon municipal corporations under the laws of the State of Florida; and all rights, immunities, powers, and privileges conferred hereby are and shall be held to be conferred with like legal affect as though each right, immunity, power and privilege and the mode of exercise thereof was specifically enumerated, set forth and defined in this Charter; and said city shall be subject to all duties and obligations now pertaining to, or incumbent upon, the City of Midway as a municipal corporation.

Section 1.4 - General Powers.

The City of Midway shall have all powers possible for a municipality or city to have under the Constitution and laws of the State of Florida, as fully and completely as though specifically enumerated in this Charter, except as limited herein and as amended from time to time, including provision of such municipal services as will protect and promote the health and well-being of the city and its inhabitants, such services may include, but not be limited to, police, fire, utilities and sanitation, except that police and fire protection shall be furnished by the County until the city becomes fully operational under this Charter and until such time as the city determines it is financial feasible. The city may provide any such services by contracting or granting a franchise, as an alternative to providing the service directly.

State Law References: F. S. Chapter 166, Municipal Home Rule Powers Act.

Section 1.5 - Construction.

The powers of the City of Midway under this Charter shall be construed liberally in favor of the City and the specific mention hereinafter of a particular in the Charter shall not be construed as limiting in any way the general powers stated in this article.

Section 1.6 - Intergovernmental Relations.

The City of Midway may exercise any of its powers or perform any of its functions and may participate in the financing thereof, jointly or in cooperation, by contract or otherwise, with any one or more states or civil divisions or agencies thereof.

Article II - Governing Body

Section 2.1 - Form of Government.

The form of government for the City of Midway provided for under this act shall be the "Council-Manager Plan" and the city council shall consist of seven (7) citizens who shall be residents of the City and electors eligible to vote in the City of Midway elections elected by the electors of the City.

Section 2.2 - City Council Created; Qualifications; Term of Office; and Vacancies.

(a) There is hereby created a city council with all legislative powers of the city vested herein which consists of seven councilmembers. Two members shall be elected at large and five members shall be elected from districts. The district seats shall be numbers 1, 2, 3, 4, and 5. The at large seats shall be numbered 6 and 7. Council districts shall be as nearly equal in proportion to population as possible. The city council may, from time to time, fix the boundaries of such districts to keep them as nearly equal in proportion to the population as possible, provided that such changes shall be made only in odd-numbered years.

(b) All elected officers shall be citizens, residents, and electors of the City over the age of eighteen and in addition, shall have resided within the corporate limits of the City of Midway for a period of at least one (1) year prior to last qualifying date and be a qualified elector under the laws of the State of Florida and eligible to vote within the City of Midway and shall continue to be a resident of the City during the term of office. All members of the city council shall be elected at large by all registered voters in the city, however, if a person is running for a district seat, the person must reside in the district from which they are running at the time of qualification and shall continue to reside in that district during the term of office.

(c) Term of Office. Term of office of a councilmember shall be for a period of four (4) years from the first meeting following certification of election to such office, beginning in the year 2004. Challenge and recount will be conducted in accordance with provisions of Florida Statutes. The term of office shall begin at the next regularly scheduled city council meeting on the first Thursday of May and shall end at Midnight on the first Wednesday in May prior to the end of the four year period.

Terms of Office to Conform with Charter Amendments. For the purpose of this Charter amendment, the terms of office for city council seats 1, 3, 5 and 7, elected in 2001 shall expire at Midnight on the first Wednesday of May 2004. The election for city council seats 1, 3, 5, and 7 held in April 2004 shall be for a three-year term expiring at Midnight on the first Wednesday of May 2007 and then every four years thereafter; terms of office for council seats 2, 4, and 6, elected in September 2002 shall expire at Midnight on the first Wednesday of May 2005 and then every four years thereafter.

(d) Vacancies; forfeiture of office; filling of vacancy.

(1) Vacancies. The office of a councilmember shall become vacant upon death, incapacitation due to long term illness, if such incapacitation is attested to in writing by not less than two physicians, resignation, or removal from office in a manner authorized by law, or forfeiture of office.

(2) Forfeiture of Office. A councilmember shall forfeit his/her office if he/she (a) lacks at any time during his/her term of office any qualification for the office prescribed by this Charter or by law; (b) violates any express prohibition of this Charter; (c) is convicted of a felony or misdemeanor involving moral turpitude; (d) fails to attend three regular meetings of the city council without being excused by the city council or (d) violates any standard of conduct or code of ethics established by law for public officials.

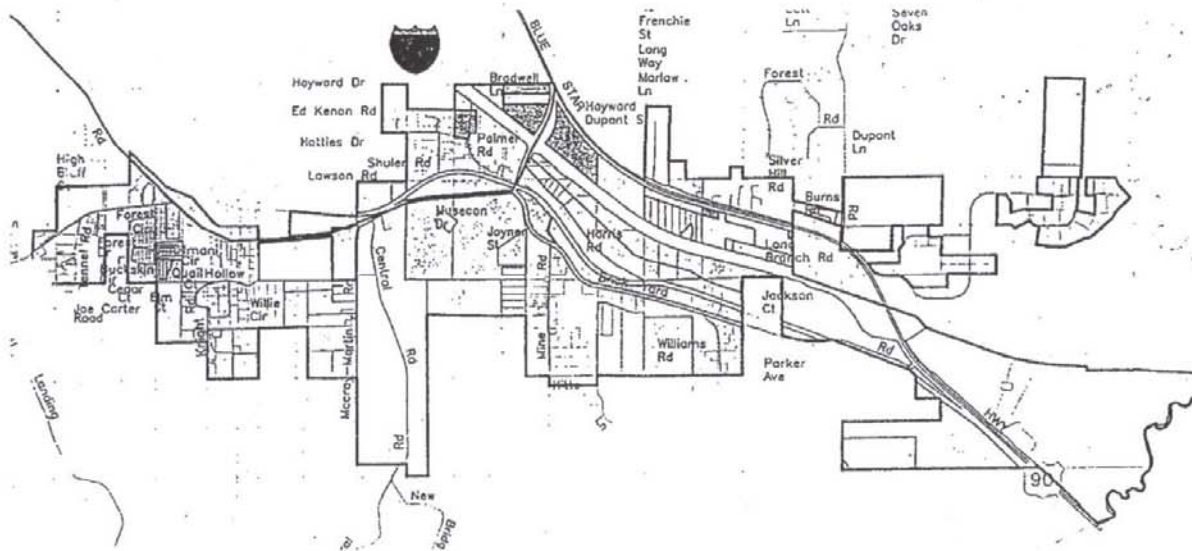
(3) Filling of Vacancies. If less than one year remains in the unexpired term or if there is less than one year remaining before the next regular city election for that district, the council by a majority vote of the remaining members shall choose a successor to serve the remainder of the unexpired term. If there is one year or more remaining in the unexpired term and no regular city election is scheduled within one year, the city council shall, by majority vote, fill the vacancy on an interim basis until the next regular election for that seat. The appointed member need not live in the district in order to be appointed by the remaining members of the city council to fill the remainder of the term, if the unexpired term is not an at-large district seat, however, in order to qualify to run for a successive term, and it is not an at-large district seat, the appointed member must live in the district for which he or she is qualifying to run.

(4) Notwithstanding the requirements of Article IV, Section 4.9 that a quorum consists of four members, if at any time the membership of the city council is reduced to less

than three, the remaining two members may convene under the provisions of this section to appoint additional members to raise the membership to four. If there is inability to reach agreement within ten days on the appointment of a third member, the Governor of the State of Florida shall appoint a third member. If at any time the membership of the city council is reduced to one, the Governor of the State of Florida shall appoint the second member and those two members shall convene under the provisions of this section.

(5) In the event a vacancy occurs in a manner that is not contemplated by this Charter, such vacancy shall be filled by special election to be held not sooner than sixty (60) days following the occurrence of the vacancy.

Section 2.3 - Districts.



Article III - Elections

Section 3.1 - Manner of Holding Elections.

(a) Municipal elections in the City of Midway shall be held on the last Tuesday in April. Terms of the current city council will expire as follows: districts 1, 3, 5, and 7 will expire at Midnight on the first Wednesday of May 2004 and districts 2, 4 and 6 will expire at Midnight on the first Wednesday of May 2005 and then in accordance with Article 2, Section 2.2.

Section 3.2 - Nomination of the City Council.

(a) Every person who shall desire to become a candidate for nomination under the provisions of this Charter to the office of city councilmember, prior to the date established by ordinance, shall qualify

to become such candidate by filing with the city manager or other person designated by ordinance, in accordance with Section 3.2(b), his/her application to have his/her name printed upon the ballot, as a candidate for nomination to the district for which he/she aspires. All applications shall be accompanied by an affidavit that the candidate is a qualified elector of the City of Midway, Florida, pursuant to section 2.2 of this Charter, and has been a resident of the City of Midway, Florida for one (1) year prior to the final qualifying date. With said application shall be filed a petition which shall indicate prominently the district for which the petitioner is filing for as a candidate or, if not for a district, that the petitioner is filing for an at-large seat. All members of the city council shall be elected at large by all registered voters in the city, however, if a person is running for a district seat which is not an at-large district seat, the person must reside in the district for which they are running.

(b) Method of Qualifying for Nomination to City Council. Each person seeking to qualify for nomination or election to a city council seat shall file his or her qualification papers and pay the qualifying fee, or, in lieu of qualifying fee and if approved by ordinance, an "Affidavit of Undue Burden for Municipal Candidates Election Assessment Only", (State Law Reference FS 99.093) with the city manager or other person designated by ordinance, at any time after noon of the 1st day of qualifying, which shall be the 50th day prior to the city election, but not later than noon of the 46th day prior to the election. The city council shall, by ordinance, adopt all appropriate State Statutes with respect to the manner and method of conducting elections, including, but not limited to, naming of campaign treasurer, filing of campaign expenditure reports, establishing a canvassing board, and tabulation of votes and proclamation of results where ballots are used. (State Law Reference: FS 102.071)

(c) The city council shall, by ordinance, prescribe the manner of holding both general and special elections not inconsistent with the provisions hereof and said city council shall also by ordinance provide such polling place or places as they deem expedient. The supervisor of elections shall appoint a three member canvassing board which shall consist of the Supervisor of Elections and two City Council members who are not up for election and who are not an active participant in the campaign or candidacy of any candidate or issue on the ballot for all elections held under this Charter. The canvassing board shall meet promptly, or as soon as it is practicable to do so and without undue delay, following the certification to them of the final machine tally, or if by paper ballot, upon delivery of the ballot box or boxes which shall be sealed in accordance with Florida Statutes, by the duly appointed election officials conducting and in charge of such election or elections. At such a meeting the canvassing board shall meet for the purpose of declaring the results of said election or elections.

(d) The provisions of the general laws of the state and municipal elections relating to the qualifications of electors, registrations, manner of voting, duties of election officers, canvassing of returns and all other particulars in respect to the management of elections, except as otherwise provided in the Charter and the ordinances adopted hereunder pertaining to elections shall so far as the same may be applicable, govern all city elections.

(e) No informalities in conducting city elections shall invalidate the same, if they have been conducted fairly and in substantial conformity to the requirements of this Charter.

(f) If the candidate dies, withdraws or is removed from the ballot after final qualifying date and there is no candidate to fill the respective position, the city council may appoint a qualified elector to fill said position until a special election is held within ninety days of the regular election to fill the position in accordance with provisions of Florida statutes.

(g) Notice of elections are regulated by Florida Statutes.

(h) In the event of a tie vote for a district seat, the winner shall be determined by a coin toss.

The candidate with the first alphabetical last name shall call the coin in the air.

(l) No individual may qualify as a candidate for city council who holds another elective or compensated appointive office, whether state, county, or municipal, the term of which or any part thereof runs concurrently with the term of office for which he/she seeks to qualify without resigning from such office, if required by the United States Constitution or Florida State Law, not less than ten days prior to the first day of qualifying for the office he/she intends to seek. Such resignation shall be effective not later than the date upon which he/she would assume office if elected to the office for which he/she seeks to qualify, or the date at which, under law or the State Constitution, the person elected to an unexpired portion of his/her term is required to assume office, whichever occurs earlier, provided. The resignation shall be filed in the office of the city manager.

Section 3.3 - Judge of Qualifications.

The City Council shall be the judge of the election and the qualifications of its members and the grounds for forfeiture of office and for that purpose shall have the power to subpoena witnesses, administer oaths and require production of evidence. A member charged with conduct constituting grounds for forfeiture of office shall be entitled to a public hearing on demand and notice of such hearing shall be published in one or more newspapers of general circulation in the City at least one week in advance of the hearing. Decisions made by the city council under this section shall be subject to review by courts of competent jurisdiction within this State.

Article IV - City Council

Section 4.1 - General Powers.

The City Council, City of Midway, shall have and exercise all powers conferred by general law upon municipal officers not inconsistent with the terms of this Charter. The city council may, by ordinance, delegate to the city manager the power to execute contracts, deeds and other documents approved by the council, and to represent the city in all agreements with other governmental entities or certifications to other governmental entities.

State Law Reference: F.S. Chapter 166.

Section 4.2 - Oath of Office.

All officers of the City of Midway, before entering upon the duties of office, shall by oath or affirmation subscribe to faithfully perform the duties of office in accordance with the laws and Constitution of the State of Florida and the Constitution of the United States of America.

State Law Reference: Oath of Office; F.S. 876.05 et seq.

Section 4.3 - Compensation and Expenses.

The city council may determine the annual compensation of the council members by ordinance as part of the budget process as required by Florida Statutes, Chapter 200, but no ordinance increasing such compensation shall become effective until the date of commencement of the terms of council members elected at the next regular election, provided that such election follows the adoption of such ordinance by at least three months. Council members shall receive their annual compensation incurred in the performance of their duties and shall account therefore in accordance with appropriate State and Federal statutes. In no event shall the compensation for the mayor-council member exceed \$300.00 per month nor shall the compensation for council members exceed \$200.00 per month and any such annual compensation shall be based solely upon the financial status of the City. Councilmembers shall be

reimbursed for expenses while traveling on or performing city business. Reimbursement shall be in accordance with Florida State Law.

State Law Reference: F. S. Chapter 112.

Section 4.4 - Mayor-Councilmember.

The city council shall elect, from among its members, a mayor and mayor pro-tem. Election of the mayor and mayor pro-tem shall be every two years at the first regular council meeting after the city election. The Mayor-Councilmember shall preside at all meetings of the city council and shall perform other duties consistent with the office as imposed or designated by the city council. The mayor shall have a voice and vote in the proceedings of the city council. He/She shall use the title of mayor-councilmember in the execution of any legal instruments or writing or functioning to meet other necessities arising from the general laws of Florida or from this Charter, which shall not be considered as conferring upon him/her the function of the mayor under the general laws of Florida. The mayor shall be recognized as the head of city government for all ceremonial purposes, but the Governor for purposes of military law, for service of process, execution of contracts, deeds and other documents; may take command of the police and govern the city by proclamation during the times of grave public danger or emergency, and shall have the power during such times to appoint additional temporary officers and patrolmen. The power and duties of the mayor-councilmember shall be such as they are conferred upon him/her by this Charter and no other. The mayor pro-tem shall act as mayor during the absence or disability of the mayor. Nothing contained herein shall be construed as to preclude the member succeeding himself or herself as Mayor-Councilmember.

Section 4.5 - Powers of the Mayor.

The Mayor shall:

- (a) see that all laws, provisions of this charter, and acts of the council, subject to his/her direction and supervision are faithfully executed.
- (b) submit the annual budget message.
- (c) summon the appropriate law enforcement officers to suppress civil disturbances and to keep law and order during times of emergency.
- (d) make such other reports as the council may require concerning the operations of city departments, offices, and agencies subject to his/her direction in times of emergency.
- (e) attend, preside and vote at all council meetings.
- (f) sign contracts on behalf of the city pursuant to the provisions of applicable ordinances.
- (g) be recognized as the city official designated to represent the city in all agreements with other governmental entities or certifications to other governmental entities as approved by the vote of the city council.
- (h) annually prepare a state of the city message, set forth the agenda for all meetings of the council, name committees of the council, and make recommendations of members for city boards to the city council.
- (i) perform such other duties as are specified in this charter or may be required by council.

Section 4.6 - Mayor Pro-Tem.

The mayor pro-tem shall preside over the meetings of the city council during the absence of the mayor-councilmember, and in general in the absence or the incapacity of the mayor-councilmember, he/she shall do and perform those acts and things provided in this Charter to be done by the mayor-council member. Nothing contained herein shall be construed as to preclude the member succeeding himself or herself as Mayor-Council member.

Section 4.7 - Vacancy in the Office of Mayor.

In the event the mayor dies, resigns, ceases to be qualified, is removed from office as provided by law, or becomes permanently disabled and such disability is attested to in writing by not less than two physicians, the mayor pro tem shall become the mayor for the remainder of the former mayor's unexpired term and the council shall by majority vote at the next regular meeting elect another mayor pro tem to fill that office for the unexpired portion of the term.

Section 4.8 - Prohibitions.

- (a) Holding other Office. No former elected city official shall hold any compensated appointive office or position of employment with the City of Midway until one year after the expiration of the term for which he/she was elected.
- (b) Appointments and Removals. Neither the city council nor any of its members shall in any manner dictate the appointment or removal of any city employee whom the city manager or any of the manager's subordinates are empowered to appoint, but the council may express its views, and fully and freely discuss with the manager anything pertaining to appointment and removal of such employee. Appointment of department heads by the city manager shall be confirmed or denied by a majority vote of the city council.
- (c) Relations with Administration. Except for the purpose of inquiries and investigations, the city council or its members shall deal with the city officers and employees solely through the city manager, and neither the council nor its members shall give orders to any such officer or employee, either publicly or privately. Nothing in the foregoing is to be construed to prohibit individual members of the city council from closely scrutinizing by questions and personal observation, all aspects of city government operations so as to obtain independent information to assist the members in the formulation of sound policies to be considered by the council. It is the express intent of this Charter, however, that recommendations for improvement in city government operations by individual councilmembers be made to and through the city manager, so that the manager may coordinate efforts of all city departments to achieve the greatest possible savings through the most efficient and sound means available.
- (d) Nepotism Prohibited. Neither the city council nor the city manager of the City of Midway shall employ or contract with any member of said city council or with the city manager or any charter officer of the City of Midway nor with any relative of any member of the city council or city manager of the City of Midway or any charter officers thereof. The foregoing contract provision shall not apply to contracts publicly advertised and competitively bid for work for the city. Nothing contained above shall limit the city council from contract with the city manager or any charter officer for the terms and conditions of their employment.

Section 4.9 - Rules of Procedure; Quorum; Meetings.

The city council shall by resolution or ordinance determine its own rules of procedure, may punish its own members for misconduct and may compel attendance. The majority of the members of the city council shall constitute a quorum to do business. A smaller number may adjourn.

Section 4.10 - City Council Meetings.

- (a) The first meeting of each newly elected city council for induction into office shall be at the beginning of the first meeting which follows certification of election results.
- (b) The city council shall conduct regular meetings on the first Thursday of each month. If the date and time of the regular meeting must be changed due to special circumstances, the new

date and time must be set by a majority vote of the city council at the regular meeting immediately preceding the changed meeting. Such meetings shall be public meetings within the meaning of F.S. 286.011, and shall be subject to notice and other requirements of law applicable to public meetings. Special meetings may be held as prescribed in other sections of the Charter.

(c) Any four members of the city council or the mayor may call special meetings of the city council, upon at least twenty-four hours notice to each member, served personally or left at his or her usual place of abode or business and the meeting will be limited to the special subjects, and that decisions taken shall be confirmed at the next regular meeting.

(d) The city council shall direct that minutes be kept on each meeting.

(e) Voting. All votes shall be by roll call and shall be recorded by name and vote in the minutes. All council members present shall be recorded as voting "yes" or "no" on all matters before the council except on those matter on which a councilmember announces in advance that he or she has a conflict of interest. When a councilmember announces in advance a conflict of interest, he or she shall submit a written statement concerning the conflict with forty-eight hours after the meeting at which the conflict was announced. Such statement shall contain the reason(s) for the conflict of interest.

State Law References: Open Meetings Law, F. S. 286.011.

Section 4.11 - Investigations.

The city council may make investigations into the affairs of the city and the conduct of any city department, office or agency and for this purpose may subpoena witnesses, administer oaths, take testimony and require the production of evidence. Any person who fails or refuses to obey a lawful order issued in the exercise of these powers by the city council shall be subject to prosecution in a court of competent jurisdiction and any violation of this section may be referred for prosecution to the appropriate authority.

Section 4.12 - Independent Audit.

Financial Audit. The city council shall provide for an independent annual audit of all city accounts and may provide for such more frequent audits as it deems necessary. The city council shall appoint a certified public accountant or a firm of such accountants upon such terms and such compensation as the city council shall fix. The certified public accountant or firm of such accountants shall have no personal interest, direct or indirect in the fiscal affairs of the city government or any of its officers. If the State of Florida makes such audit, the city council may accept it as satisfying the requirements of this Charter.

State Law References: Independent Audit Required, F. S. 166.241 and 218.32.

Article V - City Manager

Section 5.1 - Appointment; qualifications; compensation.

The city council shall appoint a city manager to serve at the pleasure of the council and fix his or her compensation. The manager shall be appointed on the basis of his or her executive and administrative qualifications, to include a minimum of an undergraduate degree. The city manager shall be responsible to the council for the administration of all city affairs placed in the manager's charge by or under this charter. The manager need not reside in the city or state at the time of appointment nor shall the manager be required to live within the corporate boundaries of the City of Midway during his or her appointment, however, he or she shall be required to live within the State of Florida. Nothing contained herein shall prevent the city council from entering into an employment agreement with the city manager.

Section 5.2 - Acting City Manager.

The city manager may designate, by letter filed with the council, subject to approval by the council, a qualified city administrative officer to exercise the powers and perform the duties of manager during the city manager's absence.

Section 5.3 - Removal.

The City Council may remove the manager from office by an affirmative vote of four of its members.

Section 5.4 - Powers and Duties of the City Manager.

The city manager shall be the chief administrative officer of the city. He or she shall be responsible to the city council for the administration of all city affairs place in his or her charge by or under this Charter. He or she shall have the following powers and duties:

- (1) He or she will appoint and, when he or she deems it necessary for the good of the city, may suspend or remove for just cause, any city employee or appointive administrative officer provided for under this charter, except as otherwise provided by law, this Charter, contract or personnel rules pursuant to this Charter, and except in the case of the Chief of Police. The chief of police can be hired, fired or suspended by the city manager only with the consent of the city council. He or she may authorize any administrative or any Charter officer who is subject to his direction and supervision to exercise those powers with respect to subordinates in that officer's department, office or agency.
- (2) He or she shall attend all city council meetings and shall have the right to take part in discussions but may not vote.
- (3) He or she shall direct and supervise the Charter officers and the administration of all departments, offices and agencies of the city, except as otherwise provided in this Charter or by law.
- (4) He or she shall see that all laws, provisions of this Charter and directives of the city council, subject to enforcement by him or her or by officers subject to his or her direction and supervision are faithfully executed.
- (5) He or she shall recommend to the city council for adoption such measures as he or she may deem necessary or expedient in the interest of the city.
- (6) He or she shall prepare and submit the annual budget and capital program to the city council.
- (7) He or she shall make such other reports as the city council may require concerning the operations of the city departments, officers and agencies subject to his direction and supervision.
- (8) He or she shall keep the city council full advised as to the financial condition and future needs of the city and make such recommendations to the city council concerning the financial affairs of the city as he or she deems necessary.

(9) He or she shall see that all terms and conditions imposed in favor of the city or its inhabitants in any public utility franchise are faithfully kept and performed; and upon knowledge of any violation thereof, he or she shall call the same to the attention of the city attorney.

(10) He or she shall be the purchasing agent of the city, by whom all purchases of supplies shall be made. In the capacity of purchasing agent he or she shall also conduct all sales of personal property which the city council may authorize to be sold as having become unnecessary or unfit for the city's use. All purchases and sales shall conform to such regulations as the city council may, from time to time, prescribe and shall allow for competition. These restrictions, limitations or criteria on this authority shall be established by ordinance, including but not limited to bidding requirements.

(11) He or she shall perform such other duties as are specified in this Charter or may be required by the City Council.

Section 5.5 Emergency meetings of city council.

The City Manager may call emergency meetings of the city council, upon at least six hours notice to each member, served personally or left at the councilmembers usual place of abode or business, and the meeting notice will be limited to the emergency subject and decisions taken shall be confirmed at the next regularly scheduled city council meeting.

Article VI - Charter Officers

Section 6.1 City Clerk.

There shall be appointed a city clerk who shall serve at the pleasure of the city council. The City Clerk shall serve as Clerk of the Council and shall give notice of the council meetings to its members and to the public and shall keep a journal of its proceedings, which shall be a public record.

Section 6.2 City Attorney.

The city council shall appoint a city attorney, upon such terms and for such compensation as the city council shall fix. The city attorney shall act as legal advisor to and attorney for the city and all of its officers or employees in matters arising out of the performance of their official duties for the city. He or she shall prepare all instruments in writing, as assigned by the city council, in which the city is concerned and shall endorse on each his or her approval of the form and correctness thereof.

The city attorney shall prosecute and defend or assist in the prosecution and defense, for and on behalf of the city, all complaints, suits and controversies in which the city is a party, unless said function is designated by statute or otherwise to another agency, and shall perform such other professional duties as may be required of him or her by official action of the city council. He or she shall furnish the city council, the city manager, the head of any department or any officer or board, his opinion on any question of law relating to their respective duties and powers.

The city attorney shall be an attorney-at-law duly licensed to practice law in the State of Florida with at least three years of legal experience.

The city council may appoint an assistant city attorney if necessary. The council may contract with such other attorneys or firm of attorneys to preform such services on behalf of the city on specialized projects as may be deemed necessary or expedient in the discretion of the city council.

Section 6.3 Administrative Departments.

(a) Creation of Departments. The city council may establish or abolish departments of the city, offices or agencies not in conflict with this Charter.

(b) Direction by manager. All departments, offices and agencies shall be under the direction and supervision of the city manager and shall be further administered by an officer appointed by and subject to the direction and supervision of the manager. With the consent of the city council, the manager may serve as the head of one or more such departments, offices or agencies or may appoint one person as the head of two or more of them.

Section 6.4 Personnel Systems.

(a) Merit Principle. All appointments and promotions of city employees shall be made solely on the basis of merit and fitness demonstrated by examination or other evidence of competence.

(b) Personnel rules. The city manager shall prepare personnel rules. When concurred on by the city council, the city council may by ordinance adopt them with or without amendment. These rules shall include, but are not limited to:

- (1) The classification of all classified city positions, based on the duties, authority and responsibility of each position, with adequate provision for reclassification of any position whenever warranted by circumstances;
- (2) A pay plan for all classified city positions;
- (3) Methods for determining the merits and fitness of candidates for appointment or promotions;
- (4) The policies and procedures relating reduction in force, demotion, suspension, and removal of employees;
- (5) The hours of work, attendance regulation and provisions for sick and vacation leave;
- (6) Grievance procedures;
- (7) Other practices and procedures necessary to the administration of the city personnel system.

(c) Power to bargain collectively recognized. Nothing contained in this Charter shall limit the power of the city council of the City of Midway, Florida, acting through its manager, from entering into collective bargaining negotiations with any officers, employees, or group of employees for the purpose of establishing by contract conditions of employment, rules, or compensation of said officers, employees, or groups of employees. For the purposes of this Charter, Article 1, Section 6 of the Constitution of the State of Florida is specifically recognized.

Article VII - Ordinances and Resolutions

Section 7.1 Power to Adopt.

The City Council of the City of Midway, Florida shall have the power to make ordinances and resolutions and establish for the government of said city, such ordinances and resolutions in writing not inconsistent with the Charter, Constitution, and laws of the State of Florida, or the United States, as they may deem necessary. Said ordinances to be passed and become effective as hereinafter provided for.

Section 7.2 Definitions.

(a) As used in the Charter, the following terms and words shall have the following meanings unless some other meaning is plainly indicated:

(1) "Ordinance" means an official, legislative action of the City Council, which action is a regulation of a general and permanent nature and enforceable by local law.

(2) "Resolution" means an expression of the City Council concerning matters of administration, expression of a temporary character, or a provision for the disposition of a particular item of the administrative business of the city council.

(3) "Code" shall mean and include any published compilation of rules and regulations which have been prepared by various technical trade associations and shall include specifically, but shall not be limited to building codes; fire prevention codes; inflammable liquid codes; codes for the processing and sale of foodstuffs for human consumption, together with any other code which embraces rules and regulations pertinent to a subject matter which is a proper municipal legislative matter.

(4) "Public Records" means all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings or other material, regardless of physical form or characteristics, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.

(5) "Published" shall mean printed, lithographed, multigraphed, mimeographed or otherwise reproduced.

Section 7.3 Procedure for the Enactment of Ordinances and Resolutions.

(a) Each ordinance or resolution shall be introduced in writing and shall embrace but one subject and matters properly connected therewith. The subject shall be clearly stated in the title. No ordinance shall be revised or amended by reference to its title only. Ordinances to revise or amend shall set out in full the revised or amended act, section, subsection or paragraph of a section or subsection.

(b) A proposed ordinance may be read by title, or in full, on at least two (2) separate days and shall, at least ten days prior to adoption, be noticed once in a newspaper of general circulation in Midway, Florida. The notice of proposed enactment shall state the date, time and place of the meeting, the title or titles of proposed ordinances and the place or places within the City of Midway where such proposed ordinances may be inspected by the public. Said notice shall also advise that interested parties may appear at the meeting and be heard with respect to the proposed ordinance.

(c) The city council, subject to the provisions of 7.3(e), with a two-thirds vote may enact an emergency ordinance without complying with the requirements of paragraph (b) of this section. Every emergency ordinance shall automatically stand repealed as of the sixty-first day following the date on which it was adopted, but this shall not prevent re-enactment of the ordinance in the manner specified in this section if the emergency still exists. However, no emergency ordinance shall be enacted which enacts or amends any land use plan or which rezones private real property.

(d) A proposed resolution may be read by title, or in full, at no less than one regular meeting of the city council of the City of Midway, Florida. The notice and publication requirements as set forth hereinabove as applying to ordinances shall not be required for the passage of resolutions.

(e) The majority of the members of the city council shall constitute a quorum. The affirmative vote of the majority of the quorum shall be necessary to enact an ordinance or adopt any resolution; provided that two-thirds of the membership is required to enact an emergency ordinance. On final passage, the vote of each member of the city council voting shall be entered on the official record of the meeting.

(f) Every ordinance or resolution shall, upon its final passage, be recorded in a book kept for that purpose, and shall be signed by the presiding officer and attested to by the city clerk.

Section 7.4 Power to Grant a Variance to an Ordinance.

The power to grant any variance to any ordinance shall be pursuant to Florida Statutes, Chapter 166, unless otherwise specified in an individual ordinance.

Article VIII - Municipal Taxation**Section 8.1 Taxes and Charges; Authority to Levy.**

The city council of the City of Midway, Florida, may raise by taxation or licenses authorized by the Florida Constitution or Florida Statutes or by any user charges or fees authorized by ordinance, amounts of money which are necessary for the conduct of municipal government and may enforce the receipt and collection in the manner prescribed by ordinances not inconsistent with the Florida Statutes.

Section 8.2 Ad Valorem Taxes.

The city council shall have the right by ordinance to levy ad valorem taxes on real and tangible personal property within the municipality pursuant to Florida Statutes, Chapter 166, however, the city council shall not have the right and authority to increase ad valorem taxes on real and tangible personal property above 5 mills without approval of the registered voters of the City of Midway, Florida.

Section 8.3 Regulatory Fees.

The power to impose any regulatory fees shall be the power as established by Florida Statutes, Chapter 166.

Section 8.4 Public Service Tax.

The power to impose any public service tax shall be the power established or limited by Florida Statutes, Chapter 166.

Section 8.5 All Taxes to Remain in Effect.

All ad valorem taxes, regulatory fees, and public service taxes or other taxes or fees in effect on the effective date of this Charter not inconsistent with the provisions of this Charter shall remain in effect and be collectible in accordance with ordinances passed prior to the adoption of this Charter, not inconsistent with the Laws of the State of Florida.

Section 8.6 Authorization to Levy Other Forms of Taxes or Fees.

Nothing contained in this Charter shall be construed as a limitation upon the power of the city council of the City of Midway, Florida, to levy such other forms of taxes or fees as may, from time to time, be authorized by the general laws of the State of Florida.

Section 8.7 Borrowing.

Authorization to borrow money shall be as contained in Florida Statutes, Chapter 166.

Article IX - Financial Procedures**Section 9.1 Fiscal Year.**

The fiscal year of the city shall begin on the first day of October and end on the thirtieth day of September of each year or pursuant to Florida Statutes.

State Law Reference: Fiscal Year Established, Florida Statutes, Sections 166.241 and 218.33.

Section 9.2 Annual Estimates.

The city manager, ninety days before the beginning of the fiscal year, shall make his or her report covering the operation of the city, in which it shall be his or her duty to make and submit to the city council an estimate of the expenditures and revenues of the city for the next fiscal year. This estimate shall be compiled from detailed information, and in its arrangement the classification of expenditures shall be as nearly uniform as possible for the main functional divisions and departments of the city and shall give in columns the following information:

- (1) Detailed estimate of the expenses of conducting each department and division of the city, including all public utilities and enterprises conducted by the city.
- (2) Amount of supplies and materials on hand.
- (3) Expenditures for corresponding items during the two fiscal years last past.
- (4) Increase of demands compared with corresponding appropriations for the last fiscal year.
- (5) Proposed capital expenditures during the ensuing fiscal year, detailed by offices, department and agencies when practicable, and the proposed method of financing each such capital expenditure.
- (6) Such other information as required by the city council or as the city manager may deem advisable to submit.
- (7) The estimates so given, as to the amount necessary to be appropriated for the ensuing fiscal year, shall be supported with information giving the reasons therefore in such detail as may be necessary to afford the city council a comprehensive understanding of the needs and requirements of the various divisions of the city government for the ensuing period.
- (8) Sufficient copies of the report and estimates shall be prepared so that there may be copies on file in the office of the city clerk for inspection by the public.

Section 9.3 Capital Program.

(a) Submission to the city council. The city manager shall prepare and submit to the city council a five year capital program at least ninety days prior to the beginning of the fiscal year.

(b) Contents. The capital program shall include:

- (1) A clear summary of its contents;
- (2) A list of all capital improvements which are proposed to be undertaken during the five fiscal years next ensuing, with appropriate supporting information as to the necessity for such improvements;
- (3) Cost estimates, method of financing and recommended time schedules for such improvements;
- (4) The estimated annual cost of operating and maintaining the facilities to be constructed or acquired.

The above information may be revised and extended each year with regard to capital improvements still pending or in process of construction or acquisition.

Section 9.4 Budget.

The city council shall adopt ad valorem tax millage and a budget in accordance with Florida Statutes, Chapters 166 and 200.

Section 9.5 Establishment of Reserves; Transfer of Funds; and Authorization for Loans; When Permitted.

(a) Establishment of Reserves:

(1) The city council shall, by ordinance, establish and maintain a General Operating Fund Emergency/Contingency Reserve Fund, when feasible. Funds within this reserve shall be used for purposes of an emergency as declared by at least four affirmative council votes. Funds shall not be transferred or expended for nonemergencies without at least five affirmative votes of the city council.

(b) Transfer of Funds: the city council shall have the authority, whenever it is deemed necessary, to increase or decrease any particular fund contained in said budget, other than the reserve established in section 9.5(a) above.

(c) Authorization for Loans: if the city council should deem it wise and appropriate, they may authorize the city manager to effect a loan or loans from any source under such terms and provisions as the city council may authorize, pledging the credit of the city for such purpose or purposes.

Section 9.6 Limitations of Appropriations.

(a) At the close of each fiscal year, the unencumbered balance of each appropriation shall revert to the respective fund from which it was appropriated and shall be subject to future appropriation.

(b) Any accruing revenue of the city as herein provided, and any balance at any time remaining after the purpose of the appropriation shall have been satisfied or abandoned, may from time to time, be appropriated by the city council to such use as will not conflict with any uses for which such revenue specifically accrued. No money shall be drawn from the treasure of the city nor shall any obligation for any expenditure of any money be incurred, except pursuant to the appropriations made by the city council.

Section 9.7 Real Property Interest.

No real property interest held by the City of Midway which provides parks, recreational lands, or administrative and support facilities for city government, shall be sold, traded, given away, vacated or alienated in any way except after referendum approval of electorate. Nothing contained herein shall in any way limit the ability of the city council to enter into leases of land with another governmental agency for the purpose of providing public facilities.

Article X - Local Improvements and Special Assessments

Section 10.1 Authority.

The city council has authority to provide for any municipal improvement contained in Florida Statutes Chapter 170.

Section 10.2 Assessment of Cost.

In the event the city council shall deem it necessary and appropriate, the city council shall have the power to assess the cost of any of the improvements authorized in this section against the property especially benefitted thereby. Any such supplemental and alternative methods of making local municipal improvements shall be governed by Florida Statutes, Chapter 170.

Article XI - Creation of Boards or Commissions

Section 11.1 Authorized.

The city council may create by ordinance or resolution any and all boards or commissions deemed necessary to promote the health, safety or the general welfare of the community, and appoint the boards or commissions and set forth the duties and powers thereof. At a minimum, the city council shall appoint a planning and zoning board who shall also be the local planning agency in accordance with Florida Statutes, Chapter 163.

Article XII - Comprehensive Plan

Section 12.1 Comprehensive Plan.

The City shall maintain, amend, or update a comprehensive plan in accordance with Florida Statutes, Chapter 163.

Section 12.2 Redress to Courts.

A person or persons, jointly or severally aggrieved by any act of the city council under the powers vested herein granted to said city council, may present to the city council a petition duly verified setting forth that such act is illegal in full or in part, particularly specifying the grounds of illegality. If the city council's action or inaction fails to correct the alleged act within 45 days of the city's receipt of the petition, the aggrieved person(s) may present such petition to a court of competent jurisdiction within thirty days of action or inaction, whichever shall first occur, or no action, suit or other proceeding in any manner questioning the legality of said act or acts shall lie for any cause whatsoever. Appeal to the city council is a precondition to suit and a mandatory administrative remedy.

Section 12.3 Subdivision of Plats.

The city council shall have sole authority for approving subdivision of plats lying within the corporate boundaries of the City, in accordance with Florida Statutes, Chapter 177.

Article XIII - Initiative, Referendum and Recall**Section 13.1 Initiative.**

The qualified voters of the city shall have the power to propose ordinances to the city council and, if the city council fails to adopt an ordinance so proposed without any change in substance, to adopt or reject it at a city election, provided that such power shall not exceed to the budget or capital program or to any ordinances relating to appropriation of money, levy of taxes or salaries of city officers or employees.

Section 13.2 Referendum.

The qualified voters of the city shall have power to require reconsideration by the city council of any adopted ordinance and, if the council fails to repeal an ordinance so reconsidered, to approve or reject it at a city election, provided that such power shall not extend to the budget or capital program or any emergency or ordinance relating to the appropriation of money, levy of taxes or salaries of city officers or employees, except as provided in Section 1.4 of this charter.

Section 13.3 Recall.

The qualified voters of the city shall have the power to remove from office any elected official of the city in the manner prescribed by general law for the removal of members of the governing body.

Section 13.4 Commencement of Proceedings.

Any five qualified voters may commence Initiative, referendum and/or recall proceedings by filing with the city clerk or other official designated by the city council, an affidavit stating they will constitute the petitioner's committee and be responsible for circulating the petition and filing it in proper form stating their names and addresses and specifying the address to which all notices to the committee are to be sent, and setting out in full the proposed initiative ordinance or citing the ordinance sought to be reconsidered or the reasons for the official's recall. Promptly after the affidavit of the petitioners' committee is filed, the city clerk or other official designated by the city council shall at the committee's request, issue the appropriate petition blanks to the petitioners' committee at the committee's expense.

Section 13.5 Petition.

(a) Number of Signatures. Initiative, referendum and recall petitions must be signed by qualified voters of the city equal in number to at least 25 percent of the total number of qualified voters registered to vote at the last regular city election.

(b) Form and Content. All papers of a petition shall be uniform in size and style and shall be assembled as one instrument for filing. Each signature shall be in ink or indelible pencil followed by the address of the person signing. Petitions shall contain or have attached thereto throughout their circulation, the full text of the ordinance proposed or sought to be reconsidered, of the reason for the official's recall, and the response of that official to the reason shall not be in excess of 250 words or one double-spaced typewritten page, whichever is greater. Neither the reason nor the response shall be in excess of 250 words.

(c) Affidavit of Character. Each person circulating a copy of the petition shall attach it to a sworn affidavit stating the number of signers, that all signers were advised they must be residents and electors of the city in order to sign and that each signer had an opportunity

before signing, to read the full text of the ordinance proposed or sought to be reconsidered or the reason for the official recall and the response to the reason.

(d) Time for Filing Referendum Petitions. Referendum petitions may be filed any time after adoption by the city council of the ordinance sought to be reconsidered or repealed.

Section 13.6 Procedure for Filing.

Certificate of Clerk: Amendment. Within twenty days after the petition is filed (five days for a referendum), the city clerk or other official designated by the city council shall complete a certificate as to its sufficiency, specifying, if it is insufficient, the particulars wherein it is defective and shall promptly send a copy of the certificate to the petitioners' committee by registered mail. Grounds for insufficiency are only those specified in Section 13.5. If the number of signatures is insufficient or the petition is deficient as to form or compliance with this section, the city council shall notify the committee filing the petition and allow thirty days for filing or additional petition papers, at the end of which time the sufficiency or insufficiency shall be finally determined.

Section 13.7 Referendum Petitions; Suspension of Effect of Ordinance.

When a referendum petition is filed with the city clerk or other official designated by the city council, the ordinance sought to be reconsidered shall be suspended from taking effect. Such suspension shall terminate when:

- (a) There is a final determination of insufficiency of the petition, or
- (b) The petitioners' committee withdraws the petition, or
- (c) The city council repeals the ordinance, or
- (d) After a vote of the city on the ordinance has been certified.

Section 13.8 Action on Petitions.

(a) Action by City Council. When an initiative, referendum or recall petition has been determined sufficient, the city council shall promptly consider the proposed initiative ordinance in the manner provided for in this Charter or reconsider the referred ordinance by voting its repeal, or the official named in the recall petition may resign. If the council fails to adopt a proposed initiative ordinance without any change in substance within sixty days or fails to repeal the referred ordinance within thirty days, or the official named in the recall petition fails to resign within fifteen days after the date the petition was finally determined sufficient, the city council shall submit the proposed or referred ordinance or the question or recall of an elected official to the voters of the city.

(b) Submission to Voters. The vote of the election on a proposed or referred ordinance shall be held not less than thirty days and not later than 60 days from the date that the city council rejected the proposed ordinance or refused to reconsider the referred ordinance. The vote of the electors on a recall petition shall be held not less than thirty days and not later than sixty days from the date that the subject official declined to resign. Passage of the times provided in Section 13.8(a) without action by the city council, or by the official, shall be considered rejection, refusal or declination. If no regular city election is to be held within the period prescribed in this subsection, the city council shall provide for a special election. The vote shall be held at the same time as such regular election, except that the city council may, in its discretion, provide for a special election at an earlier date within the prescribed period. Copies of the

proposed or referred ordinance or the recall charges and response shall be made available at the polls.

(c) **Withdrawal of Petitions.** An initiative, referendum, or recall petition may be withdrawn at any time prior to the fifteenth day preceding the day scheduled for a vote of the city by filing with the city clerk or other official designated by the city council, a request for withdrawal signed by at least four members of the petitioners' committee. Upon the filing of such request, the petition shall have no further force or effect and all proceedings thereon shall be terminated.

Section 13.9 Results of Election.

(a) **Initiative.** If a majority of qualified electors voting on a proposed Initiative ordinance vote in its favor, it shall be considered adopted upon certification of the election results and shall be treated in all respects in the same manner as ordinances of the same kind adopted by the city council. If conflicting ordinances are approved at the same election, the one receiving the greatest number of affirmative votes shall prevail to the extent of such conflicts.

(b) **Referendum.** If a majority of the qualified electors voting on a referred ordinance vote against it, it shall be considered repealed upon certification of the election results.

(c) **Recall.** If a majority of the qualified electors voting on a recall of an elected city official vote for the recall, that official shall be removed from office upon certification of the election results but such removal shall not constitute a disqualification to run for the same or any other city office at some future time.

Article XIV - General Provisions

Section 14.1 Personal Financial Interest.

Any member of the city council, city officer or employee who has a financial interest, direct or indirect or by reason of being an officer, director or five percent shareholder in any corporation, in any contract with the city or in the sale of any land, material, supplies or services to the city or to a contractor supplying the city shall make known that interest and shall refrain from voting upon or otherwise participating in his or her capacity as a member of the city council, city officer or employee in the making of such sale or in the making or performance of such contract. Any member of the city council, city officer or employee who willfully conceals such financial interest or willfully violates the requirements of this section, shall be guilty of malfeasance in office or position and shall forfeit his or her office or position. Violation of this section with the knowledge expressed or implied of the person or corporation contracting with or making a sale to the city shall render such contract voidable by the manager or city council. In the alternative, the city council may in its discretion, by resolution, prohibit the city from contracting with an organization when it is aware that a member of the city council, city officer or employee has a substantial interest in the organization with which the contract is proposed.

State Law Reference: Code of Ethics, FS 112.311 et seq.

Section 14.2 Charter Amendment.

The Charter of the City of Midway may be amended in strict adherence with the provisions of the General Laws of the State of Florida, specifically, F.S. Chapter 166.

State Law Reference: Charter amendment procedure, F. S. 166.031.

Section 14.3 Separability.

If any article, section or subsection, sentence, clause or provision of this Charter is held invalid, the remainder of the Charter shall not be affected.

Article XV - Transitional Provisions**Section 15.1 Elected Officials and City Employees; Rights and Privileges Preserved.**

Nothing in this Charter except as otherwise specifically provided shall affect or impair the rights or privileges of persons who are elected officials or employees of the city at the time of its adoption.

Section 15.2 Pending Matters.

All rights, claims, actions, contracts and legal or administrative proceedings shall continue except as modified pursuant to the provisions of this Charter and in each case shall be maintained, carried on or dealt with by the city department, office, or agency appropriate under this Charter.

Section 15.3 State and Municipal Laws.

All city ordinances, resolutions, orders and regulations which are in force when this Charter becomes fully effective and which do not conflict herewith shall remain in full force and effect until otherwise changed in accordance with this Charter.

Section 15.4 Effective Date.

This Charter shall take effect immediately upon adoption by the voters.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4a

Date of School Board Meeting: November 13, 2012

TITLE OF AGENDA ITEM: District Improvement and Assistance Plan

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

The State of Florida's Differentiated Accountability Plan for Lowest Performing Schools Guidelines requires that a District Improvement and Assistance Plan must be approved by the School Board for low performing schools. The plan is a detailed outline of assistance and interventions that the district will provide to these schools to aid in academic achievement and school improvement. (www.flbsi.org)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Dr. Sylvia R. Jackson

POSITION: K-12 Director

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

This form is to be duplicated on light blue paper.

2012 OCT 25 AM 10:58
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability

2012-2013 District Improvement and Assistance Plan

District: Gadsden



Contact Person: Dr. Sylvia R. Jackson
Title: Director of K-12 Education
E-mail: jacksons@gcpsmail.com
Phone Number: 850-627-9651
Fax: 850-627-2760

Last Modified on: 12-10-2012

John L. Winn,
Commissioner
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32399

Title I District Improvement Plan

Title I, Section 1116(c)(7)

This section addresses the requirements for districts that have been identified as in need of improvement.

Directions: Address each item below and provide your response in the appropriate cell or text box.

Title I District Improvement Plan - (Part1_1)

1) Summarize the process used to write this plan. Include how parents, school staff, and others were involved.

The process utilized for writing this plan included the collaborative efforts of representatives from the district level and school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. During the spring of 2012, the district's assessment coordinator received, analyzed, and distributed the student performance results of the 2012 FCAT Assessment. After an in-depth study of the data, the District decided to continue utilizing the Florida Continuous Improvement Model (FCIM) process that was first implemented during the 2004-2005 school term to achieve overall school improvement.

Prior to submission of any school improvement plans to the School Board, the plan must contain the approval signatures of the building principal, the signature of the School Advisory Council Chairperson, and it must address each of the NCLB subgroups failing to make AYP. Each one of the district's schools will have their school improvement plan presented to the Gadsden County School Board for approval in October 2012.

Title I District Improvement Plan - (Part1_2)

STRATEGIES TO SUPPORT TEACHING AND LEARNING

No Data Found

[Click here to see a Detailed Report](#)

Title I District Improvement Plan - (Part 2)

2) Based on the 2011-2012 AMO data and the 2012-2013 achievement objectives, identify the specific academic problems of low-achieving students, the fundamental teaching and learning needs of each subgroup, and how these will be addressed. Also, include why the prior plan did not sufficiently meet these needs. Complete for each subgroup/subject area not making satisfactory progress. Add additional strategies as needed. For English Language Learners (ELL), if the district receives Title III funds see section "Title III District Improvement Plan."

Subgroup not making satisfactory progress.	Subject Area	Specific Teaching and learning needs of students not making satisfactory progress	Why the prior plan did not sufficiently meet needs	Strategies/actions with the greatest likelihood of improving student achievement	Professional development to support strategies/actions	Person/department responsible
Total	Reading	Need for data to be used to identify specific learning deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text. Need for content specific reading instruction.	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will continue to be provided to school staff members to assist with proper implementation of programs. Emphasis will continue to be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
			Whole group instruction			

Total	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
White	Reading	Need for data to be used to identify specific learning deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text. Need for content specific reading	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders

		instruction.				
White	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
Black	Reading	Need for data to be used to identify specific learning deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text.	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders

		Need for content specific reading instruction.	districtwide assessment support system.			
Black	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
		Need for data to be used to identify specific learning	Programs used in the district continue to lack sufficient fidelity			

Hispanic	Reading	deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text. Need for content specific reading instruction.	of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
Hispanic	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
Asian	Reading	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	N/A	N/A	N/A	N/A	N/A

American Indian	Reading	N/A	N/A	N/A	N/A	N/A
American Indian	Mathematics	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	Reading	Need for data to be used to identify specific learning deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text. Need for content specific reading instruction.	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
			Whole group instruction			

Economically Disadvantaged	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
English Language Learners	Reading	Use of data to identify specific learning needs of students and to provide appropriate differentiated instruction and interventions.	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
			Whole group instruction			

English Language Learners	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
Students with Disabilities	Reading	Need for data to be used to identify specific learning deficiencies of students. Need to increase effort to provide appropriate differentiated instruction and specific interventions. Need for increased emphasis on vocabulary development and student interaction with complex text. Need for content specific reading	Programs used in the district continue to lack sufficient fidelity of implementation across the district. Professional development activities continue to need sufficient follow-up to ensure effective implementation of programs. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist with proper implementation of programs. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	ImagineIt, FAIR, PMRN, Riverside/Data Director, SuccessMaker, NG2 Standards, NG-CAR-PD, FCIM, Lesson Study, RtI, Read 180, Edge, Direct/Explicit Instruction Strategies	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders

		instruction.				
Students with Disabilities	Mathematics	Incorporate the use of math manipulatives and small group instruction to meet the individual needs of the students. Apply real world applications to increase the relevancy of mathematics to the students.	Whole group instruction dominated the teaching style being used in the district. An increased effort needs to be made to analyze data on an individual basis to target specific learning needs of students. Need to reduce the level of instructional staff turn-over. Continued need to develop an effective districtwide assessment support system.	Specific professional development will be provided to school staff members to assist in areas of weakness. Emphasis will be placed on high yield instructional strategies which are scientifically research based. Consultants and school / district staff will assist with classroom walkthroughs to ensure fidelity of programs and effective instructional practices.	GoMath Acaletics, Riverside/Data Director, SuccessMaker, NG2 Math Standards, FCIM, Lesson Study, RtI	Deputy Supt. Academic Services, K12 Director, Staff Development Director, Federal Programs Director, ETO Director, RTTT Science Specialist, District Reading Coach, Principals, Assistant Principals Curriculum, Reading Coaches, Teacher Leaders
Other (e.g. Migrant) [as needed]	Reading					
Other (e.g. Migrant) [as needed]	Mathematics					

Title I District Improvement Plan - (Part3_1)

3) List and describe specific scientifically research-based reading programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Reading and Scientifically Research-Based Program(s)
ELEMENTARY	SRA Imagine It! Reading Program is the comprehensive core reading program that is being implemented throughout Gadsden County at all elementary schools. This research-based instructional curriculum correlates to all Next Generation Sunshine State Standards (NGSSS) and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, oral language, and comprehension. The CCRP, SRA Imagine It! Reading Program, is the tool used to provide initial and differentiated instruction and is used to expose and instruct students on grade level. Students also receive high-quality, explicit, and systematic instruction in the reading classroom by having at least a 90-minute block of uninterrupted time for reading instruction each day for all students. The instructional plan includes specific examples of Teacher-Led Activities and additional activities to support the six basic components of reading. An additional 30 to 50 minutes of intervention using the supplementary and/or comprehensive intervention program materials will be scheduled to support differentiated instruction for moderate to at-risk students. SRA Imagine It! Reading Curriculum covers a broad range of comprehension and vocabulary skills. The

	core textbook will be a starting point for meeting the rigorous features of the Common Core State Standards (CCSS) for English Language Arts. To align instruction in K-2 to meet the requirements of the CCSS, literacy coaches and K-2 teachers will meet and use the state's Action Planning Document to focus on the standards and cite evidence/practice that teachers currently implement, and identify areas to strengthen. They will use the alignment matrix provided by SRA to see how the standards are embedded in text for explicit and systematic instruction and to ensure that instruction has the appropriate focus and intensity. Teachers will read aloud complex text often as documented in lesson plans. Literacy coaches and teachers will meet periodically to reflect upon the implementation process and discuss methods for improving CCSS implementation. Coaches will maintain documentation of all meetings.
MIDDLE	Middle grade students in Gadsden County are not required to take a reading course but The Daybook of Critical Reading and Writing will be used as a core program in all district middle schools with the exception of the charter school. This developmental program will be used with Level 3 students and above. This comprehensive program will offer students high-quality literature selections supported by skills instruction and practices that address the Next Generation Sunshine State Standards. In addition to the Daybook of Critical Reading and Writing, students will read shorter, challenging complex texts that elicit close reading and the opportunity to reread at each grade level. This will support students at a wide range of reading levels as they participate in the close analysis of more demanding text. High priority will be placed on close, sustained reading of complex text which emphasizes the particular over the general and strives to focus on what lies within the four corners of the text. Such close reading will most likely require compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and prove the meanings of individual words, the order in which sentences unfold and the development of ideas over the course of the text. All Language Arts and Reading teachers will be provided on-going training in the use of an integrated and interdisciplinary middle school literacy program. The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day. If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read aloud. The District Focus Calendar will be kept on file. The District Reading Coach will attend PLCs as often as possible. The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.
HIGH	The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the

Additional Information	school day. If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more complex text. The District Focus Calendar will be kept on file. The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.
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Grade Level	Supplemental Reading and Scientifically Research-Based Program(s)
ELEMENTARY	SRA Imagine It! is the core reading program that is taught during the 90 minute block. During the extended day, students in grades K-3 will use Early Interventions in Reading, Phonemic Awareness, Early Reading Tutor, leveled libraries of informational text, FCRR materials, and Kaleidoscope for intensive remediation. All programs align with the core program taught during the day. Instruction will be differentiated and taught in small groups based on several data points. The FAIR assessment, the program's placement test, and benchmark assessments will be used to inform instruction. Ongoing progress monitoring and retesting of identified targeted areas will determine if interventions are working. Students in grades 4-5 will use Kaleidoscope, leveled libraries, core intervention materials, and FCRR activities. All programs align with the core program. Instruction will be differentiated and taught in small groups based on several data points. The FAIR Assessment, the Kaleidoscope placement test, and the baseline benchmark assessment will be used to inform instruction. Ongoing progress monitoring and benchmark assessments will be given to determine the success of interventions or changes/adjustments needed. Gadsden assures that the offerings in addition to the CCRP, Supplemental and Comprehensive Program introduce and increase in the amount of complex text provided for students through the use of Common Core State Standards units embedded within their CCRP and other programs. During the summer, literacy coaches will create a District Focus Calendar with CCSS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all teachers. During weekly grade group meetings/PLCs, teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Reading coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from meetings. Reading coaches and consultants will provide ongoing professional development during and after the school day. If additional exposure to complex text is needed, the district and/or coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more exposure to complex text. The District Focus Calendar will be posted in all classrooms and kept on file. The District Reading Coach will attend grade group meeting/PLCs as often as possible. The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and grade group meetings/PLCs. We recognize that some students will need more time and more instruction in order to reach specific goals and expectations. Students targeted for immediate intensive intervention will receive differentiated instruction in the regular classroom through the use of scientific research-based intervention programs. Results of the progress monitoring (i.e., Florida Assessment for Instruction in Reading (FAIR), core program assessments, state/district assessments) will be used to determine which students are intensive (iii) and need daily additional intensive support. For students in need of immediate intensive intervention (iii), the schools ensure the instructional services and support to address the identified area(s) of reading deficiency of the student

	during the 90-minute reading block and a daily additional 30-45 minute intervention block. The additional time outside the block will be a minimum of 30 minutes daily with the use of a state-approved intensive intervention reading program. These intervention programs will include but are not limited to: Phonemic Awareness, Early Reading Tutor, Early Interventions in Reading, and Core Intervention Supplement. Teachers will provide intensive instruction in smaller group size enabling students to generalize newly acquired reading skills to progressively more complex text.
MIDDLE	The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Reading Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and their CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support many teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day. If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar indicating the addition of more complex text for instruction and read aloud. The District Focus Calendar will be kept on file. The District Reading Coach will attend PLCs as often as possible. The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.
HIGH	The district will assure that the offerings in the SIRP (Supplemental Intervention Reading Program) and the CIRP (Comprehensive Intervention Program) introduce and increase the amount of complex text provided for students in order to learn how to extract and use information from increasingly complex text through the use of Comprehension Instructional Sequence (CIS) lessons and Common Core State Standards (CCSS) units embedded within their SIRP and CIRP curriculums. During the summer, academic coaches will prepare a District Focus Calendar with CCSS and CIS units integrated into each content area District Focus Calendar. This calendar will show the inclusion of text of varying levels of complexity. It will also provide a framework for all content area teachers. During weekly PLCs, content area teachers will meet to share successes and concerns. This will provide the scaffolded support teachers will need. Academic coaches will have the flexibility to alter the calendar based on data, classroom walk-throughs, and recommendations from PLCs. Reading coaches and consultants will provide ongoing professional development during and after the school day. If additional exposure to complex text is needed, the district and/or academic coaches will have the flexibility to make changes to the District Focus Calendar to indicate the addition of more complex text. The District Focus Calendar will be kept on file. The K-12 Supervisor and the District Reading Coach will conduct announced and unannounced visits to classrooms and PLCs.
Additional Information	

Grade Level	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Click here to Professional Development in Reading web page
MIDDLE	
HIGH	

Title I District Improvement Plan - (Part 3_2)

3_2) Describe the extended learning opportunities for reading that will be provided before school, after school, during the summer, or during an extension of the school year.

Grade Level	Type (before- or after-school, extended day, extended year, etc)	Frequency and Duration	Person/Department Responsible for Monitoring
ELEMENTARY	The before, after, and summer school reading activities, excluding the required Third Grade Summer Reading Camp, utilized in Gadsden includes enhanced mentoring and tutoring activities. More specifically, schools use district-approved supplementary core and/or non-core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enriching programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students allowed to participate are prioritized based on FCAT data with students scoring Level 1 and primary level students not making adequate progress based on FAIR given first choice to attend. To ensure that activities are linked to instruction delivered during the day, the principal, assistant principal, and reading coach will analyze data along with teachers and determine from data director and other resources areas of deficiency for students in these programs. Teachers will work with students using this data as well as provide instruction on the benchmarks from the District Instructional Focus Calendar. The principal and/or assistant principal will conduct fidelity checks. Gadsden County will continue to utilize the services of its Faith-based Organizations and state-approved SES providers to provide site-based and community-based mentoring and tutoring support to students throughout the district. These faith-based organizations and providers are actively involved before, during, and/or after school with a variety of activities to assist students with becoming proficient readers. They have also planned structured mentoring and/or tutoring activities during the summer under the guidance of the District's Community and Parent Involvement Coordinator. The District's Exceptional Student Education Department always has an extended school year that allows students with documented Individual Education Plans to attend. The Migrant Education Office provides summer school for our English Speakers of Other Languages, homeless and migrant students. The summer program provides intensive language instruction that targets vocabulary. The main focus during the district summer programs is improving students' reading skills. All level 1 and low level 2 third graders regardless of lunch status will		District Leadership Principal Assistant Principals Counselors

	be invited to participate in the summer reading academy offered by the district. Second grade students who are not reading on grade level at the end of second grade will be provided additional intensive interventions in a summer program. This program will be offered at the same site as the Third Grade Summer Reading Academy and other summer school sites. The following are qualifications for becoming a reading intervention teacher (school, summer camp, extended day) in Gadsden County: (1) Bachelor's Degree from an accredited educational institution, (2) K-5 Certification (3) Data to support success with at-risk students (65% learning gains in grades 4 and above). The district will ensure the provision of an additional hour of intensive reading instruction beyond the normal school day for the entire school year for students attending one of the 100 lowest-performing elementary schools based on the state reading assessment by creating a template for all schools to complete. This template will require a schedule for the day inclusive of the one-hour after-school, plus resources/materials and personnel needed. This plan will be submitted to the K-12 Director by July 31st. Even if the district does not contain a school in the 100 lowest performing elementary schools listed, all schools will be required to submit a plan. Implementation will be based on the availability of funds.		
MIDDLE	The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system. All level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice, and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications. All classes are taught by teachers reading endorsed, reading certified, or working towards that status. The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at		District Leadership Principal Assistant Principals Counselors

	several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority. Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.		
HIGH	The district will ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the high school level through the review of schools' master schedules and regularly scheduled school visits by district personnel. The principal and guidance counselor will monitor the master schedule as well as individual student schedules in the computer to ensure that students are enrolled in the appropriate classes as documented in the District's MIS system. All Level 1 students will receive extended time during the day based upon instructional needs. The principal will conduct weekly classroom walkthroughs to ensure that students receive on a daily basis: whole group explicit and systematic instruction, small group differentiated instruction, independent reading practice and increasingly complex literary and informational texts at a ratio matching FCAT 2.0 Item Specifications. All intensive classes are taught by teachers reading endorsed, reading certified, or working towards that status. The before, after, and summer school reading activities that will be utilized in Gadsden includes mentoring and tutoring activities. More specifically, school will use district-approved supplementary core and/or non core reading materials provided by the reading coaches to assist with offering effective tutoring, mentoring, and/or enrichment programs before, after, and beyond the school day. Throughout the district, 21st Century After-school and Summer School Tutorials and/or Supplemental Educational Services' tutorials are held at several sites during the school year and throughout the summer. Students are prioritized based on FCAT data with students scoring Level 1 having top priority. Eligibility for before, after, and summer school will be determined by, but not limited to, the most recent FCAT data wherein the students scoring at the lowest levels will have first priority. Results of teacher administered reading assessments and benchmark assessments along with their observations may be used to recommend students for participation. To ensure that activities are linked to reading instruction provided during the day, teachers will communicate and collaborate with program leaders/instructors so that instructional models and		District Leadership Principal Assistant Principals Counselors

	practices are seamlessly continued into the extended school day. Intensive instruction in extended day sessions is to be aligned with the CIM recommended focus calendars and will target tier 2 and tier 3 remediation in identified areas.		
Additional Information			

Title I District Improvement Plan - (Part 3_3)

3_3) Describe the reading opportunities that will be provided for targeted groups and grade level as it relates to sections 3_1 and 3_2. Provide the frequency, duration, and person responsible for monitoring.

Grade Level	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Duration Person/Department Responsible for Monitoring
ELEMENTARY	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches
MIDDLE	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches
HIGH	2 FCAT reading performance (especially disfluent readers); Students who are +/- 10 points of moving to the next performance level.	Daily 90 minute reading blocks; Site specific after school intervention programs.	Federal program director, k12 director, district reading specialist, principals, academic coaches

Title I District Improvement Plan - (Part 4)

4) List and describe specific scientifically research-based mathematics programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Mathematics and Scientifically Research-Based Program(s)	Supplemental Mathematics and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Harcourt Mathematics 2004 Edition for grades K-5th	Acaletics 2-5th	Go Math Training Acaletics Training FCIM Training Using data to drive instruction
MIDDLE	Mathematics: Applications and Concepts Course 1, 2, & 3 by Glencoe/McGraw-Hill	Acaletics Mathematics 6-8 Practical Arithmetic Series	FCIM Training Using data to drive instruction
HIGH	Glencoe Series for various mathematics offerings		FCIM Training Using data to drive instruction

Describe the extended learning opportunities for mathematics that will be provided before school, after school, during the summer, or during an extension of the school year.

	Targeted Group and		
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Type (before- or after-school, extended day, extended year, etc)	Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Mathematics extended learning opportunities will be provided in the same context as the extended reading opportunities that are listed under the reading section. Portions of the after-school intervention programs will be dedicated to reading, mathematics, writing, and science.	The students will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The afterschool programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program.

Title I District Improvement Plan - (Part 5)

5) List and describe specific scientifically research-based science programs and instructional strategies the district will use at each level (elementary, middle, high).

Grade Level	Core Science and Scientifically Research-Based Program(s)	Supplemental Science and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Pearson Interactive Science	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to elementary science teachers. The Lesson Study Process
MIDDLE	Pearson Interactive Science	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to middle school science teachers. The Lesson Study Process
HIGH	Pearson Interactive Science for Biology, Chemistry, Physical Science, and Environmental Science.	Web based supplementary materials and programs that accompany the newly adopted text.	Pearson Interactive training specific to science content area teachers. The Lesson Study Process

Describe the extended learning opportunities for science that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Science will be provided in the same context as the reading that is listed under the reading section. Part of the after-school will be spent on reading, mathematics, writing, and science.	The students will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The after-school programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program.

Title I District Improvement Plan - (Part 6)

6) List and describe specific scientifically research-based writing programs and instructional strategies the district

will use at each level (elementary, middle, high).

Grade Level	Core Writing and Scientifically Research-Based Program(s)	Supplemental Writing and Scientifically Research-Based Program(s)	Professional Development Activities to Support Programs and Strategies
ELEMENTARY	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	SRA Imagine It! model demonstrations provided for all 3rd - 5th grade teachers and writing implementation included. Sixt Traits of Writing
MIDDLE	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	Sixt Traits of Writing
HIGH	Write-Score Six Traits of Writing	Writing is incorporated into the core reading series and taught weekly (e.g. Glenco Literature has a writing component).	Sixt Traits of Writing

Describe the extended learning opportunities for writing that will be provided before school, after school, during the summer, or during an extension of the school year.

Type (before- or after-school, extended day, extended year, etc)	Targeted Group and Grade Level (i.e. Level 1 and 2, Bubble, Level 3+)	Frequency and Duration	Person/Department Responsible for Monitoring
Assistance will be provided in writing determined by participants' needs. All district-sponsored tutorials will utilize research-based materials and programs that are implemented with fidelity by highly effective instructors. The 21st Century Community Learning Center Grant will also provide students with tutorial and enrichment opportunities.	All fourth, eighth and tenth grade studens will be prioritized by need with the Level 1 and Level 2 students having first choice for participation in the program.	The afterschool programs will be held three - four days per week.	The principal will work directly with an after-school coordinator to take responsibility for the monitoring of the program

Title I District Improvement Plan - (Part 7)

7) Describe how the district will ensure that no less than 10% of Title I, Part A funds are committed to support the professional development activities described in this plan.

The Title I grant was recently submitted, indicating at least 10% being allotted for Professional Development support. The district ensures continuous monitoring for accurate financial and/or function coding of these resources as evidenced by the following:

1. Funds have been reserved to pay the salaries of district instructional resource teacher, who will be providing training to school-level teachers throughout the year.
2. Funds have been reserved to pay travel expenses for teachers and administrators to attend trainings, workshops, and conferences that will assist them in increasing student performance.
3. Funds have also been reserved to pay teachers stipends for attending workshops and inservice trainings outside the normal teacher hours so that teachers are minimally removed during instructional time for inservice training.
4. Funds have been reserved to pay for substitutes when teachers are pulled from instructional school days for inservice

training.

Title I District Improvement Plan - (Part 8)

8) Describe specific activities or strategies the district will use to promote effective parental involvement.

Specific Parent Needs	Data to Support Parent Needs	Activities/Strategies to Address Parent Needs	Evaluation Mechanism	Person/Department Responsible for Monitoring
PROGRAM: Florida Department of Education Strategic Imperatives: Parents and community members will be actively involved in an education-related activity in the home/school/district level and will perceive schools to be places that encourage active participation of its stakeholders in the learning process of all students. The District-wide Parent Advisory Committee and the Superintendent's Executive Leadership Team members chose the following areas of concern: Graduation and Dropout rate (need more GED support), discipline-safe & orderly conduct (need a discipline plan), homework support, literacy (reading before/after-school support) and implement more parent involvement trainings/workshops. The district will actively engage parents and the community in meaningful partnerships by providing leadership, professional development trainings, effective practice orientations, and participation in the	Parent Survey Results	The district uses the following strategies, programs, and/or goals to plan and implement effective parental involvement activities designed to increase parent participation. Schools will demonstrate annual progress toward this goal by continuing to provide parent/community support at the school level through the Parent Liaison who will assist in the coordination of:	Parent Surveys	Federal Programs Director, Parent Services Coordinator, Parent Liaisons, Principals, Parent Advisory Committees

decision-making process to meet this goal.				
Monthly School Advisory Council meeting minutes compile any suggestions recorded and given to the principal to share with the school's faculty and staff.	Forming a Parent Cadre (a parent committee) at each school, thus, designing a monthly calendar of continuous improvement parent and community initiatives and programs for the school year, to ensure active participation of all stakeholders in the students' learning process. Stakeholders/Parent Cadre (i.e. parents, community members, faith-based, parent liaison, faculty, program specific representation, such as ESE, and ESOL).	Checklist of Parent Involvement Cadre organized at each school	School Principal and Parent Liaison	
Annual Title I Parent Meeting (School representation of the SAC chair, ESE, ESOL, Migrant, Pre-K, PTA) parental input and survey results	Providing family education training opportunities for parents to enable them to assist students in the learning process through family literacy nights, math nights, DLOPI five module trainings, technology, scholarship information, vocational resources and other programs to include GED, and technology education. (On-going)	Agendas, sign-in sheets	Principal, Parent Liaison, Reading and Math Coaches, Guidance Counselors and Technology Support personnel	
School Advisory Councils and Parent Liaisons comments and suggestion	Providing opportunities for direct community involvement, with students through recruiting volunteers to assist students through the Faith-Based "Adopt A School" program, school related activities, mentoring, before and school tutoring, providing social services, and resource speakers for classes. Submission of Volunteer hours data quarterly.	Data revealing the number of volunteer hours submitted quarterly	District Volunteer Coordinator, Schools' Parent Liaisons	
School's data report of student performance	Establishing innovative after-school programs at each community's school in the areas of math, writing, and science, with an emphasis on reading. (Compliment students' learning styles with drama, storytelling, singing and the Arts.	Academic data of student achievement	After-school program coordinators provider data (SES, and 21st CCLC)	
Principals reporting of their individual academics of their students	Providing tutorial resources and support, in addition to Supplemental Educational Services for those students who score below acceptable levels in all skill areas. Develop a prescriptive form for use by tutors, preferably local college students (FAMU, TCC, and FSU), parents, or others who may mentor or work with students.	Academic data of student achievement	After-school program coordinators provider data (SES, and 21st CCLC)	
	Expanding access to school facilities			

School Advisory Council's input of suggestions and concerns	for students and their parents, and community members for trainings and workshops (e.g., FCAT Explorer, technology, media centers, athletic facilities and auditoriums, etc.) as needed for trainings and meetings to promote student learning.	Agendas and parent sign-in sheets and pictures	Principal, Parent Liaison and School Advisory Council members
District-wide Parent Advisory committee and each School's Advisory Council	Involving parents in meaningful decision-making opportunities (District-Wide Parent Advisory Committee, School Advisory Councils, PTA/PTO) designed to improve student achievement (Monthly and Quarterly for district meetings) Traveling to Gadsden County's (6) community areas and housing project complexes to assist and distribute information for educational programs, questions, concerns and needs that will allow parents to further assist their children academically. Saturday School Programs – At Schools and in the Communities. Take materials and resources to them. During visits to the sites, provide "Parent" Tool Kits" based on the students' grade and skill levels, and subject area information requested. Distribute academic and other information via the District's Parent Resource Mobile Unit to each community to assist parents with literacy, technology, and homework assistance for student use for homework, research projects, FCAT Explorer practice, and other website resources for assistance.	Communication logs, sign-in sheets and pictures of events	District Parent Services Coordinator, Parent Liaisons and VISTA Volunteers
	Participating in collaborative business and community partnerships designed to enhance student learning and career preparation.	Sign-in sheets, program agendas of community conversation events	Parent Services Coordinator and Community Coalition members
	The district will continue to implement a Parent Link communication system to provide awareness of education-related activities, educational initiatives, information and resources in a timely manner.	Parent Link data base of the number of parents receiving calls, media coverage and attendance of parents and community members participation at events	Principals, Parent Liaisons, District Parent Services and Public Information Officer
	Provide parents with online access to		

student and school information via individual school websites and the district's website (e.g., information for parents, attendance, grades, Exceptional Student Education, ESOL, discipline reports, School Board policies, Parent Guide, Parent Check List, & Parent Policy).	Number of website hits	District and Schools' Technology and Media specialist personnel
Enhance and strengthen parent, business, and community involvement by communicating and making them aware through various medians, of the district's initiatives on education reform, such as the Continuous Improvement Model, Reading Wave, Math Models, FCAT prep activities (STOP, DROP, & READ), character education program, school uniforms, "Adopt A School program, and continue to provide more DLOPI and Families Building Better Readers Workshops.	Agendas and sign-in sheets	Each school's Principal, Parent Liaison, Reading Coaches/teachers, Character Education Coordinator, Volunteer Coordinator and District Parent Services Coordinator

Title III District Improvement Plan

Title III, Section 3122(b)(2)

This section addresses the requirements for a district that did not make progress towards meeting Annual Measurable Achievement Objectives for 2 consecutive years. These districts shall develop an improvement plan that will ensure that the district meets such objectives. The improvement plan shall specifically address the factors that prevented the district from achieving such objectives.

Directions: Address the topic matter requested for each cell. Explain how this information supports your District's ELL Plan and cite where this data is located in your ELL Plan. Add additional strategies for each item as needed.

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)

There is a need to develop an effective district assessment program that is predictive of students' levels of proficiencies and performance on the FCAT and EOCs. There is a need to increase district and site level competencies for use of district student data system to disaggregate data. There is a need to have an independent evaluator evaluate technology infrastructure, capacity, and utilization. There is a need to increase efforts to assign academic coaches and core content area teachers based on teacher performance. There is a need to increase district level monitoring of school site instruction. There is a need for district level mathematics and science specialists. There is a need to increase the level of teacher and administrator competencies and to decrease reliance on "programs".

2. Describe scientifically based research strategies to improve English-language proficiency. (AMAOs 1 and 2; CELLA)	Personnel Responsible	Timeline	Funding Source
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1. Monitor the implementation of the Focus Calendar/instructional guide on a monthly basis 2. Monitor the implementation of research-based strategies identified by schools in the individual school improvement plan (e.g. SIOP, RtI, Direct/Explicit Instruction, Lesson Study Process). 3. Provide the necessary inservice and/or training to implement the identified strategies	Principal Assistant Principal Site Academic Coaches District Reading Coach Asst. Supt. Academic Services ESOL Coordinator K12 Director District Instructional Review Team District Walk-through Team	Monthly	General Title I Title II RTTT SIG
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3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; FCAT)		Personnel Responsible	Timeline	Funding Source
Grade Level	Targeted Group (i.e. Level 1 and 2, Bubble, Level 3+)	Principal Assistant Principal Teacher District Reading Coach	Monthly	General Title I
K-2	Grade K-2 Chart			
3-5	Grade 3-5 Chart			
6-8	Grade 6-8 Chart			
9-12	Grade 9-12 Chart			

4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)	Personnel Responsible	Timeline	Funding Source
1. Data analyses/utilization of formative and summative data 2. Effective/Instructional strategies for NCLB subgroups (Limited English Proficient) 3. Florida Continuous Improvement Model (FCIM) refresher/follow-up training activities are scheduled to occur throughout the year 4. Instructional Focus Training. Training specifically targeted to help school administrators develop skills necessary to analyze data-driven focus calendars, lessons and mini-assessments. 5. Differentiated Instruction 6. Provide ESOL training to more teachers 7. Direct/Explicit Instruction 8. Lesson Study Training	Principal Assistant Principal Teacher ESOL Coordinator K-12 Director	Monthly	General Title I

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.	Personnel Responsible	Timeline	Funding Source
1. Data analyses/utilization of formative and summative data 2. Effective/Instructional strategies for NCLB subgroups (Limited English Proficient) 3. Florida Continuous Improvement Model (FCIM) refresher/follow-up training activities are scheduled to occur throughout the year 4. Instructional Focus Training. Training specifically targeted to help school administrators develop skills necessary to analyze data-driven focus calendars, lessons and mini-assessments. 5. Differentiated Instruction	Principal Assistant Principal ESOL Coordinator K-12 Director		

6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.	Personnel Responsible	Timeline	Funding Source
Work more with the ESOL and Parent Involvement departments to help parents become active participants in the education of their children	Principal Assistant Principal ESOL Coordinator Parent Involvement Coordinator	Monthly	General

7. If applicable, identify any changes to the Title III Immigrant Education Program.	Personnel Responsible	Timeline	Funding Source

District Assistance and Intervention Plan: Differentiated Accountability

Section 1001.42(18), Florida Statutes

This section addresses how the district will provide assistance and intervention to schools in danger of not meeting state standards or not making Adequate Yearly Progress by implementing the required support and interventions under Differentiated Accountability.

Directions: **Upload the district's Differentiated Accountability Checklist of Compliance.**

[Show Attached district's Differentiated Accountability Checklist of Compliance.](#)

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4b

DATE OF SCHOOL BOARD MEETING: November 13, 2012

TITLE OF AGENDA ITEM: School Advisory Council Rosters

DIVISION:

 This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

According to Florida Statutes each school is to submit School Advisory Council Rosters to the School Board for approval. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Attached are School Advisory Council Rosters.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Audrey Lewis

POSITION: Parent Services Coordinator

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

This form is to be duplicated on light blue paper.

REVIEWED BY: J. Thomas

Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature Lamar Kirkland Date 8/20/12

SAC Chairperson's Signature Janey Dupont-Butler Date 11/8/2012

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Lamar Kirkland	21 Loblolly Lane Midway, FL 32343	575-8135	M	B	Principal	
Janey Dupont-Butler	P.O. Box 60 Quincy, FL 32351	875-9583	F	B	SAC Chair	Elected
Christina Robinson	320 David Thomas La	509-9028	F	B	Parent	Elected
Sherika Butler-Fields	335 Goldwire Road Quincy, FL 32351	274-8451	M	B	Parent	Elected
Sylvester Henderson	811 7 th Street Quincy, FL 32351	627-1117	M	B	Community	Elected
Stinson, Bill	5800 Old Federal Rd Quincy, FL 32351	627-7111	M	W	Community	Elected
Eugenia Combs	P.O. Box 382 Quincy, FL 32351	627-2643	F	B	Teacher	Elected
Pamela Jones	285 Hidden Lake Rd Havana, FL 32333	539-4941	F	B	Teacher	Elected
Fabiola Garcia	315 N. Key Street Quincy, FL 32351	875-3806	F	H	Community	Elected
Martha Beavers	45 Oak Grove Lane Quincy, FL 32351	627-2752	F	B	Staff	Elected
Kimberly McNeal	495 Spooner Rd Quincy, FL 32351	408-4525	F	B	Parent	Elected
Coswellyn Woods	165 Cypress Circle Quincy, FL 32351	442-4982	F	B	Parent	Elected
Shirley Commodore	3337 Little Zion Rd Sneads, FL	592-8768	F	B	Teacher	Elected
Rosita Ali	2510 Elliott St Tallahassee, FL 32304	545-2779	F	B	Staff	Elected
Melinda Michael	6981 Shady Grove Rd Quincy, FL 32442	272-3537	F	W	Teacher	Elected

**Gadsden County
School Advisory Council Membership Roster**

School Year 2012-2013

School West Gadsden High School **Telephone #** (850) 442-9500

Principal's Signature [Signature]

Date 10/17/12

SAC Chairperson's Signature [Signature]

Date 10/17/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Anitria Daniels	1223 Hill Street Quincy, FL 32351	850-339-9623	F	B	Chair	Peer Selected
Gwen Bryant	74 Kenon Lane Quincy, FL 32351	850-294-9907	F	B	Vice Chair	Peer Selected
Tiffany Gonzalez	200 Providence Rd. Quincy, FL 32351	850-408-0101	F	B	Secretary	Peer Selected
Mike Allen	2015 Hardaway Road Chattahoochee, FL 32324	850-728-0106	M	W	Treasure	Peer Selected
Dr. Ida Walker	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	B	Principal	Peer Selected
Mary Jackson	19 ATSCO Street Quincy, FL 32351	850-875-1099	M	B	Parent	Peer Selected
Janice Johnson	19 ATSCO Street Quincy, FL 32351	850-856-9991	F	B	Parent	Peer Selected
Paula Avalos	105 Albert Shepherd Rd Quincy, FL 32351	850-442-4460	F	H	Parent	Peer Selected
Lety Paz	107 Albert Shepard Rd Quincy, FL 32351	850-442-4770	F	H	Parent	Peer Selected
Pauline West	1128 Point Milligan Rd Quincy, FL 32352	850-627-6030	F	B	Parent	Peer Selected
Haston Johnson	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	W	Teacher	Peer Selected
Jonathan Wilson	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Teacher	Peer Selected
Gwen Streeter	1127 Sherwood Lane Chattahoochee, FL	850-663-4258	F	B	Parent	Peer Selected
Stephanie Tolbert	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	B	Teacher	Peer Selected
Romeko Baker	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Security Officer	Peer Selected
Deputy Jones	200 Providence Rd. Quincy, FL 32351	850-442-9500	M	B	Resource Officer	Peer Selected
Terrill Shaw	1223 Hill Street Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Matthew Allen	2015 Hardaway Road Chattahoochee, FL 32324	850-442-9500	M	W	Student	Peer Selected
Jaeqwaun Hover	74 Kenon Lane Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Jasani Hover	74 Kenon Lane Quincy, FL 32351	850-442-9500	M	B	Student	Peer Selected
Luis Avalos	105 Albert Shephard Rd Quincy, FL 32351	850-442-9500	M	H	Student	Peer Selected
Jazlyn Gonzalez	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	H	Student	Peer Selected
Shirley Brown	344 RosaDale Tower Rd Chattahoochee FL 32324	850-663-2579	F	B	Parent	Peer Selected
Antonio Brown	344 RosaDale Tower Rd Chattahoochee FL 32324	850-663-2579	M	B	Student	Peer Selected
Myrna Linsangan	200 Providence Rd. Quincy, FL 32351	850-442-9500	F	P	Librarian	Peer Selected

GADSDEN COUNTY
EAST GADSDEN HIGH SCHOOL
SCHOOL ADVISORY COUNCIL

School Year 2012 - 2013

School East Gadsden High School Telephone # (850) 662-2300

Principal's Signature Dr. L. Lee Rags Date 10/22/12

SAC Chairperson's Signature Angela Buzen Date October 22, 2012

NAME	ADDRESS	PHONE #	SEX	RACE	POSITION	METHOD OF SELECTION*
Thomas, Dr. Kimball	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	M	B	Principal	Election
Allen, April	27001 Blue Star Memorial Hwy Havana, Florida 32333	743-9182	F	B	Teacher	Election
Beamon, Patricia	109 High Street Quincy, Florida 32351	875-1693	F	B	Parent	Election
Bryant, Cametra	27001 Blue Star Memorial Hwy Havana, Florida 32333	539-2882	F	B	Parent	Election
Burgess, Angela	P. O. Box 23 Quincy, Florida 32353	662-1226	F	B	Parent/ Business	Election
Bush, Daisy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Campbell, Michaellean	27001 Blue Star Memorial Hwy Havana, Florida 32333	627-2173	F	W	Teacher	Election
Chandler, Rheunette	215 S E 3 rd Street Havana, Florida 32333	539-4997	F	B	Community	Election
Cunningham, Shanekquah	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Farmer, Erica	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Farmer, Sallie	24372 Blue Star Highway Quincy, Florida 32351	875-3409	F	B	Parent	Election
Gordon, Brianna	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Green, Destiny	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Harley, Angelina	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Henderson, Sylvester	811 West 7 th Street Quincy, Florida 32351	627-1117	M	B	Parent	Election
Jackson, Dee	P. O. Box 213 Gretna, Florida 32332	228-0856	F	B	Parent	Election
Lewis, Jari	1391 Jamison Road Havana, Florida 32333	627-0919	F	B	Parent	Election
McClurkin, Willie D.	27001 Blue Star Memorial Hwy Havana, Florida 32333	875-1580	F	B	Counselor	Election
Miller, Willie Dawkins	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Counselor	Election
Mills, Pamela	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Pouncey, Maria	315 North Key Street Quincy, Florida 32351	875-3806	F	L	Community	Election
Randolph, Patricia	3397 Bainbridge Highway Quincy, Florida 32352	875-3376	F	B	Parent	Election

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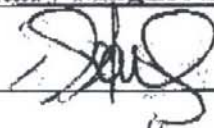
Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School Gadsden Elementary Magnet School

Telephone # 850.627.7557

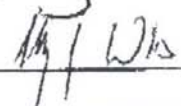
Principal's Signature



Date

10/19/12

SAC Chairperson's Signature



Date

10/19/12

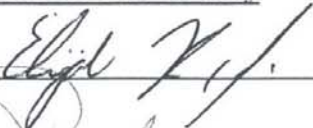
Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Dr. Richele Robinson	2066 Woodard Road Quincy, FL 32351	850-294-8715	F	B	Vice	Peer
Dr. Headley White	340 Loblolly Circle Midway, FL 32343	850-322-3666	M	B	Chair	Peer
Mr. Roosevelt Rogers	9260 FL/GA Hwy Havana, FL 32333	850-508-1642	M	B	Parent	Peer
Mr. Westley Bruner	96 Buddy Lane Havana, FL 32333	850-508-4853	M	W	Parent	Peer
Mr. Titus B. Deas, Jr	225 Quail Roast Drive Quincy, FL 32352	850-445-2170	M	B	Parent	Peer
Mr. Doug Hemanes	219 E. Jefferson Street Quincy, FL 32351	850- 326-1530	M	W	Parent	Peer
Ms. Shaun Robinson	P.O. Box 2133 Quincy, FL 32353	850-875-2059	F	B	Parent	Peer
Ms. Brenda Mason	500 West King Street Quincy, FL 32351	850-627-7557	F	B	Teacher	Peer
Ms. Patricia Kunkler	500 West King Street Quincy, FL 32351	850-627-7557	F	W	Teacher	Peer
Ms. Germaine Brown	500 West King Street Quincy, FL 32351	850-627-7557	F	B	Teacher	Peer
Ms. Shelitha Payne	573 Church Street Gretna, FL 32332	850-856-1553	F	B	Parent	Peer
Mr. Donnie Washington	635 Salem Road Quincy, FL 32351	850-509-3569	M	B	Parent	Peer
Ms. Dena Brockman	500 West King Street Quincy, FL 32351	850-627-7557	F	W	Teacher	Peer
Ms. Shulamith Riggins	500 West King Street Quincy, FL 32351	850-627-7557	F	B	Teacher	Peer

**Gadsden County
School Advisory Council Membership Roster**

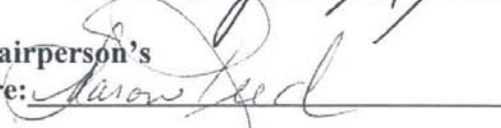
School Year: 2012-2013

School: Chattahoochee Elementary

Telephone #: (850) 662-2080

Principal's Signature: 

Date: 10/16/12

SAC Chairperson's
Signature: 

Date: 10/16/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Sharon Reed	River Road Chatt., FL 32324	567-9643	F	B	Grandparent/ SAC Chair	Peer Selected
Cheryl Carter-Jackson	1984 O'Hara Ave. Sneads, FL 32460	294-7632	F	B	Parent/SAC Co-Chair	Peer Selected
Irene W. Harris	P. O. Box 134 Chatt., FL 32324	567-2531	F	B	Community/ SAC Secretary	Peer Selected
Earthy Lightfoot	2080 Aspalaga Rd. Quincy, FL 32351	273-2717	F	B	Parent	Peer Selected
Arlena Chambers	412 Liberia Street Chatt., FL 32324	508-8410	F	B	Parent	Peer Selected
Ivan Jackson	1984 O'Hara Ave. Sneads, FL 32460	294-7632	M	B	Parent	Peer Selected
Frances Brown	7429 Blue Star Chatt., FL 32324	363-9953	F	W	Parent	Peer Selected
Amos F. Williams	122 Davis Street Quincy, FL 32351	294-7352	M	B	Parent	Peer Selected
John Tishimbalanga	208 Bates Street Chatt., FL 32324	394-9245	M	B	Parent	Peer Selected
Lydia Tishimbalanga	208 Bates Street Chatt., FL 32324	394-9245	F	B	Parent	Peer Selected
Isdora Mendoza	159 Smith Lane Chatt., FL 32324	663-2642	F	H	Parent	Peer Selected
Mike Allen	2015 Hardaway Rd. Chatt., FL 32324	728-0106	M	W	Parent	Peer Selected
Linda Henley	11 East Brent Street Chatt., FL 32324	663-2692	F	W	Parent	Peer Selected
Greg Downing	Bridging The Gap Outreach	264-4142	M	B	Community	Peer Selected

CES

2012-2013 SAC's Membership Roster

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Joycelyn Lewis	335 Maple Street Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Dwan Knight	335 Maple Street Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Mellany Wiggins	538 Baldwin Road Chatt., FL 32324	662-2080	F	B	Teacher	Peer Selected
Diane White	P. O. Box 997 Chatt., FL 32324	229 662-2106	F	B	Teacher	Peer Selected
Tonja White-Carroll	335 Maple Street Chatt., FL 32324	662-2080	F	B	Guidance Counselor	Peer Selected
Tylisa Chapman-Thomas	6595 Main Street Chatt., FL 32324	663-3901	F	B	Teacher	Peer Selected
Marilyn McClendon	325 Congo Road Chatt., FL 32324	933-1694	F	B	Staff	Peer Selected
Elijah Key, Jr.	335 Maple Street Chatt., FL 32324	662-2080	M	B	Principal	Peer Selected

Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School Gretna Elementary

Telephone # 850.856.5249

Principal's Signature  Date 10/16/12

SAC Chairperson's Signature  Date 10/16/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Keysha Evans	4334 Mount Pleasant Rd. Quincy, Florida 32352	850.491.6913	F	B	Member	Elected
Lorena Lopez	P.O. Box 854 Gretna, Florida 32332	850.856.5117	F	H	Member	Elected
LaQuanda Bright Brown	155 Dawkins Loop Chattahoochee, Florida 32324	850.856.8243	F	B	Chair	Elected
Blossie McCloud	103 M&M Lane Quincy, Florida 32352	850.875-3659	F	B	Member	Elected
Conswellyn Wood	165 Cypress Circle Quincy, Florida 32351	850.442.4982	F	B	Member	Elected
Ana Aragon	P.O. Box 476 Gretna, Florida 32332	850.509.8513	F	H	Member	Elected
Sheila Jackson	8133 Blenheim Lane Tallahassee, Florida 32312	850.322.2053	F	B	Member	Elected
Yolanda Anderson	409 Bay Tree Rd. Cairo, Georgia 39828	229.977.4533	F	B	Member	Elected
Maurine Knight	P. O. Box 57 Quincy, Florida	850.627.8952	F	B	Member	Elected
Oscar Hurtado	P.O. Box 854 Gretna, Florida 32332	850.856.5117	M	H	Member	Elected
Carrie Barkley	P.O. Box 16 Gretna, Florida 32332	850.856.5142	F	B	Community Partner	Elected
Delshuana Jackson	3056 Bidhurst Court Tallahassee, Florida 32317	850.878.4695	F	B	Principal	Elected
Antonio Jefferson	P.O. Box 220 Gretna, Florida 32332	850.856.5257	M	B	Community Partner	Elected
Clarence Jackson	P.O. Box 220 Gretna, Florida 32332	850.856.5257	M	B	Community Partner	Elected

**Gadsden County Public Schools
School Advisory Council Membership Roster**

School Year 2012.2013

School Gadsden Technical Institute

Telephone (850) 875-8324

Principal's Signature *[Signature]*

Date Revised: 10.16.12

SAC Chairperson's Signature *[Signature]*

Date 10/16/12

Name	Address	Phone	Sex	Age	Occupation	Method of Selection
Akins, Shelia GTI/LPN	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Coordinator Nursing	Elected
Christopher, Jeff GTI/Automotive	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	W	Teacher	Elected
Clark, Michael GTI/Welding	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	W	Teacher	Elected
Farmer, Margaret GTI/Stud. Service	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Drake, Doris GTI/LPN	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Gibson, Don GTI/Barbering	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	B	Teacher	Elected
Howard, Bobby Quincy Auto Pts	1141 W. Jefferson Quincy, FL 32351	850 627-9551	M	W	Business Partner	Elected
Jackson, Kareen GTI/Business	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	M	B	Teacher	Elected
McMillan, Bill Concrete Serv	1131 Dade St. Quincy, Florida 32351	850 875-1471	M	W	Business Partner	Elected
McMillian, M.E. CNA	434 Rosewood Street Quincy, Florida 32351	850 559-6098	F	W	Business Partner	Elected
McPhaul, David GTI/Small Eng	201 MLK, Jr. Blvd. Florida 32351	850 875-8324	M	W	Teacher	Elected
McSwain, Juanja BE/AE	1126 Brumby Street Quincy, Florida 32351	850 875-3388	F	B	Parent	Elected Chair
McSwain, Lamorris Student	1126 Brumby Street Quincy, Florida 32351	850 274-5875	M	B	Student	Elected
Moody, Latoya GSS	79 LaSalle Dr. Quincy, FL 32351	850 627-9758	F	B	Business Partner	Elected
Monroe, Dwanna HNC/RN	1780 St. Hebron Rd. Quincy, Florida 32351	850 627-6374	F	B	Business Partner	Elected Secretary
Pouncey, Maria PAEC/Migrant	500 W. King Street Quincy, Florida 32351	850 875-3806	F	H	Business Partner	Elected
Powell Thelma Adult Education	219 Crawford Street Quincy, Florida 32351	850 627-2335	F	B	Parent	Elected
Randolph, Fred GTI/Adult Ed	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected
Reffner, Georgeann GTI/PCT	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	F	W	Teacher	Elected
Riggins, Dale GTI/Carpentry	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected
Sloan-Young, Lenora GTI/Nail Tech	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	F	B	Teacher	Elected
Thomas, Kimberly Thomas Hair Salon	939 Tharpe Street Tallahassee, FL 32310	850 577-0200	F	B	Business Partner	Elected
Thomas, Queen Retired	698 Mt. Hosea Church Quincy, FL 32351	850 627-3222	F	B	Business Partner	Elected

GTI

Westbrook, K. GTI/LPN	201 MLK, Jr. Blvd Quincy, FL 32351	850 875-8324	F	B	Teacher	Elected
Whitmore, Larry GTI/Small Eng	1241 Tolar-White Quincy, FL 32351	850 442-9028	M	W	Business Partner	Elected Co-Chr
Williams, Eddie AE/Teacher	201 MLK, Jr. Blvd. Quincy, Florida 32351	850 875-8324	M	B	Teacher	Elected

**Gadsden County
School Advisory Council Membership Roster**

School Year 2012-2013
Greensboro Elementary School

Telephone # 442-6327

Principal's Signature Step Pitts

Date 10-3-12

SAC Chairperson's Signature Melissa Pride

Date 10-3-12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Paula Avalos	183 Juniper Rd, Greensboro FL, 32330	442-4460	F	H	Parent	Chosen by peers
Shakelia Epps	733 Hanna Mill Rd Quincy, FL, 32351	491-3620	F	B	Parent	Chosen by peers
Tiffany Gonzalez	P.O Box 1238 Quincy FL, 32353	408-0101	F	B	Parent	Chosen by peers
Monica Grimaldo	155 Penny Kever Ln Greensboro FL 32330	491-1868	F	H	Parent	Chosen by peers
Elvia Vargas	PO Box 540 Greensboro, FL 32330	442-4557	F	H	Parent	Chosen by peers
Jennifer Rodriquez	187 Juniper Rd Greensboro, FL 32330	442-6281	F	W	Parent	Elected
Mary Hudgins	2168 Lakeview Point Rd, Quincy FL, 32351	743-9414	F	H	Parent	Chosen by peers
Melissa Pride	PO 292 Greensboro, FL 32330	508-5610	F	W	Chairperson	Chosen by peers
Stephen Pitts	559 Greensboro Hwy Quincy, FL 32351	442-6327	M	W	Principal	assigned
Sandra Joseph	559 Greensboro, Hwy, Quincy, FL, 32351	442-6327	F	B	Teacher	assigned
Gloria Castenada	559 Greensboro, Hwy, Quincy, FL, 32351	442-6327	F	H	Teacher	assigned
Kathryn Pouncey	35 Martin Luther King Jr. Quincy, FL 32351	627-9651	F	H	District Support	assigned
Buddy Pitts	P.O Box 226 Greensboro, FL, 32330	442-4488	M	W	Business Partner	assigned
Sycamore Methodist Church Sharon Bentley	3246 Sycamore Rd. Quincy, Florida 32351	442-4543	M	W	Business Partner	assigned
Greensboro United Methodist Church Patsy Pitts	PO Box 226 Greensboro, FL 32330	442-4488	F	W	Business Partner	assigned
Miracle Temple Church of God Shirley Walker	PO BOX 477 Gretna, Florida 32332	856-9211	F	B	Business Partner	assigned

Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School Havana Elementary

Telephone # 662-2670

Principal's Signature Annette Harris

Date Oct. 17, 2012

SAC Chairperson's Signature JM Robinson

Date Oct. 17, 2012

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Blomberg, Martin	515 Deer Creek Road Havana, Florida 32333	247-2858	M	W	Parent	Peer Elected
Brown, Shayla	270 Hilltop Drive Midway, Florida 32343	322-2451	F	B	Parent/ Teacher	Peer Elected
Browning, Antonio	911 SW 4 th Street Havana, Florida 32333	228-8612	M	B	Parent	Peer Elected
Chambers, Jessica	97 Neal Temple Road Havana, Florida 32333	556-0388	F	B	Parent	Peer Elected
Charlston, Shelia	135 Two State Street Havana, Fl 32333	591-1934/ 539-6636	F	B	Parent	Peer Elected
Darby, Shawnteria	917 South West 4 th Street Havana, Florida 32333	590-8763	F	B	Parent	Peer Elected
Fleming, Dinah	1751 Rustling Pines Blvd Midway, Florida 32303	980-3557	F	B	Parent	Peer Elected
Hannah, Brittani	705 US 27 th South Havana, Florida 32333	702-6972	F	B	Parent/ Employee	Peer Elected
Harris, Annette	705 US 27 th South Havana Florida 32333	662-2670	F	B	Principal	Appointed
Maynor, Tamela	406 Fl/GA. Hwy 27 South Havana, Florida 32333	868-0766	F	B	Parent/ Teacher	Peer Elected
McGriff, Laketria	111 West 16 th Ave Apt. J8 Havana, Florida 32333	459-6707	F	B	Parent	Peer Elected
McLean, Christina	110 W. 16 th Ave. C-133 Havana, Florida 32333	919-649-3643	F	B	Parent	Peer Elected
Milton, Melissa	9189 Fl/Ga Hwy Havana, Florida 32333	284-6974	F	B	Parent	Peer Elected
Peterson, Demetric	1246 Jameison Road Havana, Florida 32333	567-7877	F	M	Parent	Peer Elected
Randall, Monesha	1697 Concord Road Havana, Florida 32333	559-1220	F	B	Parent	Peer Elected
Richardson, Valeria	229 Washington Ave. Havana, Florida 32333	274-1934	F	B	Parent	Peer Elected
Robinson, Shanterria Chairperson	909 General St. Havana, Florida 32333	363-2720	F	B	Parent/ Teacher	Peer Elected
Sanchez, Edny	94 PineBark Trail, Midway, Florida 32351	590-2132	F	B	Parent	Peer Elected

Smith, Octavious	10850 Fl/Ga. Hwy Havana, Florida 32333	868-1260	M	B	Parent	Peer Elected
Solis, Nico	6577 Hwy 12 Havana, Florida 32333	274-8609	M	H	Parent	Peer Elected
Wilcox, Tyya	81 Logan Tones Road Havana, Florida 32333	339-7400	F	B	Parent	Peer Elected
Young, Theresa	290 South Lanier Road Havana, Florida 32333	702-8326	F	B	Parent	Peer Elected

HES

**Gadsden County
School Advisory Council Membership Roster**

School Year 2012-2013

School Stewart Street Elementary Telephone # 850-627-3145

Principal's Signature Lisa Robinson Date 10-16-12

SAC Chairperson's Signature Sandra Woods Date 10-16-12

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Lisa Robinson	749 S Stewart Street	627-3145	F	B	Principal	Vote
Felecia James	373 MLK Blvd.	445-8126	F	B	Parent Liaison	Vote
Dorothy Thomas	586 Shiloh Road	510-8693	F	B	Community Leader	Vote
Barbara Sconiers	108 W Clark Street	363-4751	F	B	Parent	Vote
Henry Austin	1416 Cane Creek Road	875-1925	M	B	Parent	Vote
Bertha Alexander	215 South Love St.	627-1913	F	B	Parent	Vote
Sue Woodall	541 N Charles Willis	284-7580	F	B	Parent	Vote
Bobbie Burns	635 Strong Rd Apt 72	510-8632	F	B	Parent	Vote
Simone Smith	206 Davis St	405-1464	F	B	Parent	Vote
Teresa Williams	550 Slash Circle	274-0541	F	B	Parent	Vote
Kristina Mendoza	75 Mossy Oaks 2 Ave	692-3284	F	W	Parent	Vote
Jose Vasquez	326 Patten Street	627-0480	M	H	Parent	Vote
Shonda Pruitt	749 s Stewart st	627-3145	F	B	Teacher	Vote

Gracie Powell-Jones	749 S Stewart St	627-3145	F	B	Teacher	Vote
Maya Rozier	749 S Stewart St	627-3145	F	B	Teacher	Vote
Nicole Dixon	749 S Stewart St	627-3145	F	B	Teacher	Vote
Karen Toussaint	749 S Stewart Street	627-3145	F	W	Teacher	Vote

SSE

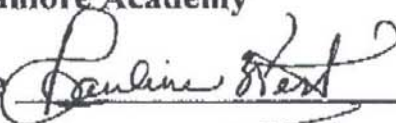
Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School: Carter-Parramore Academy

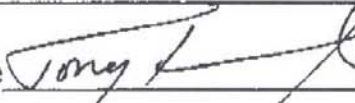
Telephone: (850)627-6030

Principal's Signature



Date 10/11/12

SAC Chairperson's Signature



Date 10/11/12

Name	Address	Phone	Sex	Race	Position	Method of Selection
Tony Hannah	P.O. Box 481	875-2810	M	B	Chair	Elected
Lomar Barkley	P.O. Box 1726	627-2151	F	B	Business	Elected
Arrie Battles	919 Hardin St.	570-1296	F	B	Community	Elected
Richard Lockwood	1850 St. Hebron Rd.	508-1333	M	B	Community	Elected
Norman Jackson	400 Deerwood	627-2794	M	B	Community	Elected
Thomas Murray	121 E. Jefferson St.	574-2655 702-4666	M	B	Community	Elected
Lillian Wells	902 Magnolia Drive	627-2643	F	B	Community	Elected
Daniels Wells	902 Magnolia Drive	627-2643	M	B	Community	Elected
Anthony Thomas	159 Strong Road	627-3821	M	B	Community	Elected
Johnny Sailor	1228 Berry Street	875-4383	M	B	Community	Elected
Emanuel Sapp	P.O. Box 1308	627-8897	M	B	Community	Elected
Sylvester Henderson	811 7 th Street	766-1838 627-1117	M	B	Community	Elected
Felita Henry	300 MLK	627-9651 X 1270	F	B	Parent	Elected
Sandra Rivera	167 Everlena Andrews Rd	662-1324	F	H	Parent	Elected
Donna Wright	911 South Warren St.	627-0772	F	B	Parent	Elected
Sonja Shaw-Thompson	4010 Bainbridge Hwy	875-1940	F	B	Parent	Elected

Carter-Parramore Academy

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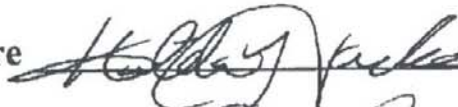
Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School George W. Munroe

Telephone # (850)875-8800

Principal's Signature



Date

8/29/12

SAC Chairperson's Signature



Date

8/29/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Charise Thomas	855 Porter Mitchell Rd Quincy Fl 32352	850-228-9890	F	B	Parent Liaison	Per Selection
Julie Jackson	77 Russ Lanne Quincy Fl 32351	850-491-3322	F	B	Parent	Per Selection
April Allen	225 River Rd E 3A	850-743-9182	F	B	Parent	Per Selection
Martha Woods	64 N Clev. St #1307	850-567-9784	F	B	Parent	Per Selection
Carlos Hutley	1128 Pt. Milligan Rd Quincy Fl 32351	850-322-6653	M	B	Parent	Per Selection
Victor Thompson	603 Phobe St Quincy Fl 32351	850-868-0365	M	B	Parent	Per Selection
Peferi Jackson	Po Box 1390 Quicny Fl 32351	850- 491-3377	F	B	Parent	Per Selection
Shelia Robnett	294 Post Plant Rd Quincy Fl 32351	850-294-0846	F	W	Parent Chair	Per Selection
Catherine Roberts	2076 S. Atlanta St Quincy Fl 32351	850-627-1941	F	B	Parent	Per Selection
Donille Russ	P.O box 155 Quincy Fl 32351	850-627-2230	F	B	Parent	Per Selection
Marrion Franklin	855 Porter Mitchell Rd Quincy Fl 32352	850-875-1306	F	B	Parent	Per Selection
Audua Kinch	1381 Hammill Rd Quincy Fl 32351	850-363-5427	F	W	Parent	Per Selection
Ciera Daniels	120 S patton St Quincy Fl 32351	850-284-6592	F	B	Parent	Per Selection
Latricia Jorge	211 10 th ave Quincy Fl 32351	229-200-5798	F	B	Parent	Per Selection
Karen Carter	1830 W King St Quincy	850-875-8800	F	B	Para	Per

Havana Middle School

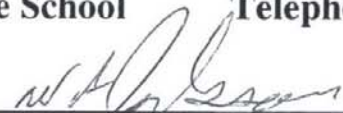
School Advisory Council Membership Roster

School Year 2012/2013

School: Havana Middle School

Telephone #: (850) 662-2750

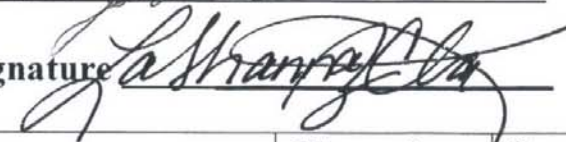
Principal's Signature



Date

9-6-12

SAC Chairperson's Signature



Date

9-6-12

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
McLaurin, Bernadette	161 Hidden lake Rd. Havana, FL 32333	850-539-3063	F	Black	Parent	Peer Elect
Chandler, Rheunette	215 S.E. 3 rd St. Havana, FL 32333	850-559-0955	F	Black	Community Member	Peer Elect
Burns, Alisha	155 Slash Circle Midway, FL 32343	850-508-1870	F	Black	Parent	Peer Elect
Warren, Deneceica	P. O. Box 1286 Havana, FL 32333	850-688-3420	F	Black	Parent	Peer Elect
Dillon, Bethann	90 Garrett Dr. Havana, FL 32333	850-321-1502	F	White	Parent	Peer Elect
Dillon, Adrian	90 Garrett Dr Havana, FL 32333	850-321-1502	M	White	Parent	Peer Elect
Cain, Theresa	159 Harmony Lane Havana, FL 32333	850-539-9582	F	White	Parent	Peer Elect
Woods, Robert	159 Harmony Lane Havana, FL 32333	850-539-9582	M	White	Parent	Vice Chair
Willis, Sheryl	10 barber Road Havana, FL 32333	850-766-0279	F	Black	Parent	Peer Elect
Charlton, Romelda	135 Turkey Run Rd. Havana, FL 32333	850-539-1580	F	Black	Parent	Peer Elect
Smith, Stephanie	231 SW 5 th St. Havana, FL 32333	850-228-5957	F	Black	Parent	Secretary
Jeffery, Diedra	112 Peters Rd. Midway, FL 32343	850-576-0411	F	Black	Parent	Peer Elect
Peterson, Cheryl	137 N. Charles Willis Dr. Midway, FL 32342	850-539-1481	F	Black	Teacher	Peer Elect
Robinson, Portia	440 Rustling Pine BLVD Midway, FL 32342	850-539-2043	F	Black	Counselor	Peer Elect
Showers, Lezanne & Deandre	190 Deer Creek Rd. Havana, FL 32333	850-539-3594	F/M	Black	Parents	Peer Elect
Smith, Linda	916 General St. Havana, FL 32333	850-539-9154	F	Black	Parent	Peer Elect
Johnson, Lillian	2350 Kemp RD Havana, FL 32333	850-539-5970	F	Black	Community Leader	Peer Elect
Jackson, Willie	107 S. Love St. Quincy, FL 32351	850-539-2043	M	Black	Principal	Peer Elect
Conyers, Sidney	4941 Leah Lane Tallahassee, FL 32303	850-212-1447	M	Black	Community Leader	Peer Elect

HMS

L'Amoreaux, Melissa	50 Imani Circle Midway, FL 32343	850-519-4384	F	White	Parent	Peer Elect
Cruz, Delfino	131 May Nursery Rd. Havana, FL 32333	850-491-7102	M	Hispanic	Parent	Peer Elect
Davis, Latresha	461 Brickyard Rd. Midway, FL 32343	850-574-3007	F	Black	Parent	Peer Elect
Brandi Beasley	1245 Dogwood Dr. Havana, FL 32333	850-539-2043	F	White	Teacher	Peer Elect
Christian, Winnifred	50 Andrews Family Lane Havana, FL 32333	850-539-9971	F	Black	Parent	Peer Elect
Guerrero, Celia	238 Silver Oak Dr. Havana, FL 32333	850-539-1317	F	Hispanic	Parent	Peer Elect
Clark, Shonda	795 Havana, FL 32333	850-570-2862	F	Black	Parent	Chair

Gadsden County School Advisory Council Membership Roster

School Year 2012-2013

School St. John Elementary School Telephone # (850) 627-3442

Principal's Signature Allysun Davis Date 10/15/12

SAC Chairperson's Signature Queen Thomas Date 10/15/12

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Santos Huerta	2174 Hutchinson Ferry Rd Quincy, FL 32352	933-7491	M	H	Parent	Peer Selection
Peelar Goldwire	204 Goldwire Rd Quincy, FL 32352	544-5592	F	B	Parent	Peer Selection
Gwendolyn Forehand	318 Dusty house Rd Quincy, FL 32352	627-3116	F	B	Parent	Peer Selection
Queen Thomas	698 Mt. Hosea Church Rd Quincy, FL 32352	627-3222	F	B	Chairperson	Peer Selection
Esmeralda Velasco	4360 Glory Rd Quincy, FL 32352	856-8454	F	H	Parent	Peer Selection
Terika McClellan	433 Dusty House Rd Quincy, FL 32352	875-6859	F	B	Community	Peer Selection
Darlene Frost	433 Dusty House Rd Quincy, FL 32352	875-6859	F	B	Community	Peer Selection
Sheila Foster	667 Charlie Harris Loop Quincy, FL 32352	875-4328	F	B	Parent	Peer Selection
Lillie Jackson	400 Deerwood Circle Quincy, FL 32352	627-2794	F	B	Community	Peer Selection
Allysun Davis	205 Sand Pine Drive Midway, FL 32343	575-4233	F	B	Principal	Appointed
Ronald Peterson	137 Charles Willis Drive Midway, FL 32343	539-1481	M	B	Asst. Principal	Peer Selection
Carmen Albert	814 Dodgers Ball Park Rd Quincy, FL 32352	627-4706	F	B	Student	Peer Selection
Jennifer Albert	814 Dodgers Ball Park Rd Quincy, FL 32352	627-4706	F	B	Parent	Peer Selection

R. Shuter

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 4c

Date of School Board Meeting: November 13, 2012

TITLE OF AGENDA ITEM: School Improvement Plans for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Elementary, Havana Middle, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

The State of Florida requires that the School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for all of the district's elementary and secondary schools. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement. (www.flbsi.org)

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sylvia R. Jackson, Ed.D.

POSITION: Director of K - 12

[Signature]

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.

2012 OCT 25 AM 10:58

GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

[Checkmark]