AGENDA

SPECIAL SCHOOL BOARD MEETING

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

December 4, 2012

4:00 P.M.

1.   CALL TO ORDER

       ITEMS FOR CONSENT

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

       a.   Personnel 2012 – 2013

              ACTION REQUESTED: The Superintendent recommends approval.

3.   AGREEMENTS/PROJECT/GRANT APPLICATIONS

       a.   Letter Purchase Order for Services Pursuant to Agreement No. DESF 030928-
              PAEC – **SEE PAGE #4**

              Fund Source: General Fund
              Amount: $34,886.80

              ACTION REQUESTED: The Superintendent recommends approval.

       b.   Acceptance of Memorandum of Understanding (MOU) Between Gadsden
              County Public School District and Leon County School Board
              SEE PAGE #7

              Fund Source: U. S. Department of Education
              Amount: Revenue - unknown

              ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

4.   REVIEW OF TRANEISHA GALLOWAY CHARTER SCHOOL OF BUSINESS
       AND INTEGRATED TECHNOLOGY APPLICATION – **SEE PAGE #12**

5.   EDUCATIONAL ITEMS BY THE SUPERINTENDENT

6.   SCHOOL BOARD REQUESTS AND CONCERNS

7.   ADJOURNMENT

The School Board of Gadsden County

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

"Building A Brighter Future"

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

December 4, 2012

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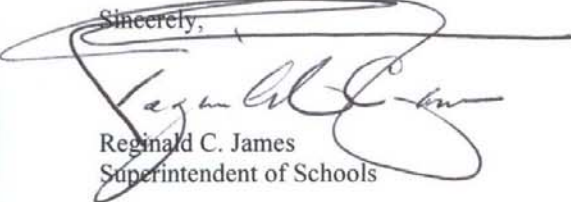Quincy, Florida 32351

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 2A 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 December 4, 2012.

Description Per DOE Classification	DOE Object#	#Employees December 2012
Classroom Teachers and Other Certified	120 & 130	481.00
Administrators	110	49.00
Non-Instructional	150, 160, & 170	416.00
		946.00

Sincerely,

Reginald C. James
Superintendent of Schools

AGENDA ITEM *RA* **INSTRUCTIONAL AND NON INSTRUCTIONAL PERSONNEL 2012/2013**

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

TRANSFERS

Name	Location/Position Transferring From	Location/Position Transferring To	Effective Date
Brock, Mary	HES/Receptionist	ESE/Employment Specialist	11/26/2012
Denson, Valencia	SSES/Asst. Principal	CES/Interim Principal	11/26/2012
Key, Elijah	CES/Principal	HOPE/Principal	11/26/2012
Stokes, Maurice	EGHS/Asst Principal	District/Coor, Parent Services Interim	11/28/2012

RETIREMENTS

Name	Location	Position	Effective Date
Butler, Martha Jane	District	Admin Asst.	12/03/2012

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____3a_____

DATE OF SCHOOL BOARD MEETING: December 4, 2012

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

DIVISION: Academic Services

PURPOSE AND SUMMARY OF ITEMS:

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

Interim Administrative Assistant $34,886.80

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 position during the 2012-2013 school year.

FUND SOURCE: General Fund

AMOUNT: $34,886.80

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 Administrative Assistant

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:** Decemberr 5, 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 $34,886.80. Invoices will be billed monthly in the amount of $4,983.83. Without exception, the fees listed in this LPO shall be in effect throughout the term of this LPO. 10.5 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.

"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   11/30/2012
                         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

SUMMARY SHEET

RECOMMEDNATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____3b_____

DATE OF SCHOOL BOARD MEETING: ___December 4, 2012___

TITLE OF AGENDA ITEM: <u>Acceptance of Memorandum of Understanding (MOU) Between Gadsden County Public School District and Leon County School Board</u>

DIVISION: Deputy Superintendent

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

PURPOSE AND SUMMARY OF ITEM:

The purpose of this MOU is to establish an Inter-district agreement and the guidelines for collaboration between Gadsden County Public School District and Leon County School Board. GCPS and LCSB intend to submit a joint fundable proposal to the United States Department of Education, Magnet Schools Assistance Program to be announced in 2013. See attachment.

FUND SOURCE: U.S. Department of Education

AMOUNT: **Revenue = <u>unknown</u>**

PREPARED BY: Beverly Nash

POSITION: Coordinator of Dropout Prevention

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 _____

REVIEWED BY: _____

Memorandum of Understanding
Between
Gadsden County Public School District
And
Leon County School Board
For Application to the
United States (US) Department of Education, Magnet Assistance Program

I.   PURPOSE AND SCOPE

This Memorandum of Understanding (MOU) establishes an Inter-district agreement and the guidelines for collaboration between Gadsden County Public School District (GCPS) and Leon County School Board (LCSB).

The purpose of the MOU is to define the roles, relationships, and obligations of both parties.

GCPS and LCSB intend to submit a fundable proposal to the US Department of Education for the Magnet Assistance Program Grant Opportunity to be announced in 2013. The benefits of the partnership are: it will provide for additional points in the proposal review process; will make for a stronger proposal; an opportunity for increased efforts in recruiting and retaining of students; provide additional resources to the districts, and provide peer support in the developmental process.

Each school district of this MOU is responsible for its sections of the joint proposal. There will be shared costs presented in the proposal, i.e., consultants, evaluators.

II.   INTRODUCTION

According to the Magnet Assistance Program, two adjacent districts can agree to partner in the submission of a Magnet Assistance Program funding proposal. (Legal framework: Titles IV and VI of the Civil Rights Act of 1964, Equal Protection Clause of the Fourteenth Amendment and case law – i.e., Sheff v. O'Neill.)

Definition – Magnet School: means a public elementary or secondary school. . . that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Goals of the Magnet School Assistance Program: to provide funds for the development of magnet schools for the purposes of: reducing, preventing and eliminating minority group isolation; designing innovative educational methods and practices that promote diversity and increase public school choices, and provide equitable access to a high-quality education to all students.

The mission of Gadsden County Public School District is to build a brighter future for all students and to prepare all students for success in life. With this mission in mind, the district wants to better position itself to make sure that all students graduate career and/or college ready; provide for great teachers and school leaders in every school; foster innovation; focus on data-driven results, and provide all students with a 21st century education.

The mission of Leon County School Board is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Together, the Parties enter into the Memorandum of Understanding to mutually promote educational opportunities for all students. Accordingly, Gadsden County Public School District and Leon County School Board operating under this MOU agree as follows:

III. ROLES AND RESPONSIBILITIES

Each part will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Gadsden County Public School District Dr. Beverly A. Nash
35 Martin Luther King, Jr. Blvd.
Quincy, Florida 32351
850-627-9651, extension 1310

Leon County School Board Amy Bradbury
2757 W. Pensacola Street
Tallahassee, Florida 32304
850-487-7811

The organizations agree to the following tasks for the MOU:

Gadsden County Public School agrees to:

- Survey its school community, and
- Develop requirements for the proposal appropriate for its district and in accordance with requirements of the funding agency.

Leon County School Board agrees to:

- Survey its school community, and
- Develop requirements for the proposal appropriate for its district and in accordance with requirements of the funding agency.

GCPS and LCSB hereby mutually agree to work together to:
- Provide open communication and leadership to achieve the mission and goals of this partnership.
- Acknowledge that all or any financial arrangements must be negotiated and will depend on availability of funds.

IV: TERMS OF UNDERSTANDING

The term of this MOU is for a period of the fiscal year 2012-2013 from the effective date of this agreement and may be extended upon written mutual agreement.

Either organization may terminate this MOU upon-written notice.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU.

On behalf of the organization, I represent and wish to sign this MOU and contribute to its further development.

Authorized Signatures:

_____
Mr. Judge B. Helms
Chair, Gadsden County School Board

_____
Date

_____
Chair, Leon County School Board

_____
Date

The School Board of Gadsden County

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

"Building A Brighter Future"

United States Department of Education
Magnet Schools Assistance Program (MSAP)
Funding Opportunity
Fact Sheet

Magnet Schools Assistance Program:
- Provides $100 million, nationally, each year to develop magnet schools that reduce, prevent or eliminate minority group isolation.
- Grants are awarded to districts (LEAs) for 3 years and range from $500,000 to $3.8 million per year (single LEA).
- A district is eligible to apply for a grant if it will adopt and implement a School Board Approved voluntary desegregation plan approved by the Office for Civil Rights and U.S. Department of Education **or** is implementing a desegregation court order.

Overall MSAP Goals:
- To eliminate, reduce or prevent minority group isolation (MGI).
- To promote systemic reform and create, support and promote the magnet concept and curriculum.
- To develop and design innovative educational methods and practices that promotes diversity and increase choices in public elementary schools and public secondary schools.
- To provide and improve capacity for the LEA in the promotion of professional development and continuous operation of the magnet school program activities and curriculum.
- To provide equitable access to a high-quality education to all students.

MSAP Definitions *(34 CFR §280.4)*:
- <u>**Magnet School**</u> - means a public elementary or secondary school...that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.
- <u>**Minority Group Isolation (MGI)**</u> - in reference to a school, means <u>a condition in which minority group children constitute more than 50 percent of the enrollment of the school</u>.
- <u>**Feeder Schools**</u> – means those schools which would send students to magnet schools. They usually have percentages of white (non-minority) students substantially above the district average.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____4_____

DATE OF SCHOOL BOARD MEETING: ____December 4, 2012____

TITLE OF AGENDA ITEM: Review of Traneisha Galloway Charter School of Business

and Integrated Technology Application

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Pursuant to School Board Policy 3.90, the School Board shall by a majority vote of the

full Board approve or deny a formal application no later than sixty(60) days after receiving.

After review from the Gadsden Charter School Review Committee and School board

members, this application is submitted for approval or denial.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

_____

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 _____

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard: The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard: The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

---

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	**APPROVE**
☒	☐

Name of Person Completing Assessment: <u>Rosalyn W. Smith</u>   Date: <u>10/15/12</u>

Title: <u>Deputy Superintendent</u>

Signature: _____

Bonnie Wood, Asst. Supt./Business & Finance
Dr. Sylvia Jackson, K-12 Director
Dr. Pink Hightower, Director of Personnel
Kathryn Pouncey, Coor. Of ESOL
Joe Lewis, Director of Transportation
Sharon Thomas, Director of ESE

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:
s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:
A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☒

Strengths	Reference
Curriculum alignment to Common Core State Standards – Rosalyn Smith The name of the school Traneisha L. Galloway Charter School of Business and Integrated Technology is forward thinking and suggests a specific instructional focus. – Sylvia Jackson	
Concerns and Additional Questions	**Reference**
Are the guiding principals limited to only Reading and Math for K-5 or K-8? Rosalyn Smith It is unclear how the name of the school, vision/mission, and indentified curriculum are connected. How does the School curriculum and programs go beyond the standard curriculum for Reading and Math (offered in any traditional Elementary education program) to provide business and Integrated technology educational experiences for students? Sylvia Jackson	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

Statutory Reference(s):
s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:
A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
K-5 (ESE/ESOL) – Kathryn Pouncey Suggested enrollment meets FLDOE Class Size Reduction Requirements. - S. Jackson	Page 17

Concerns and Additional Questions	Reference
Will this charter serve students identified as at-risk? The mission of the Charter is inclusive for all identified sub-groups and demographics, but the school population consists of students with disabilities: ESE/ESOL – Kathryn Pouncey The target population identified on page 2 is different from target populations identified within the document. - S Jackson	 Page 2: K-5 Page 7: PK-6 Page 9: K-8

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):
s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☒

Strengths	Reference
Imagine It and Excel Math are acceptable core curriculum materials for Reading and Mathematics - S. Jackson	Pages 18-24

Concerns and Additional Questions	Reference
It is not clear how the identified curriculum will go beyond the Imagine It and Excel Math program to provide an engaging and innovative learning experience that is different from what students would receive in a traditional public elementary school program. - Sylvia Jackson 1. School mission addresses all targeted population; however, the educational program design does not address specific means research-based practices for all targeted population. 2. How does Professional Development support teaching methods and high standards for learning? 3. Educational Program Design lacks clarity and a logical sound basis. - Rosalyn Smith	Pages 18-24

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☒

Strengths	Reference
Research Based Program (SRA & Excel Math) will allow students to attain CCSS – Rosalyn Smith	

Concerns and Additional Questions	Reference
It is unclear as to how science and social studies instruction will be addressed. It is unclear if there is a plan to ensure Common Core State Standards will be effectively addressed through instructional processes. Where does business and integrated technology fit into the curriculum and instruction offered to students? Underlying questions remain regarding how instruction will be monitored; whether there are researched based instructional practices beyond those identified in Imagine It; and whether there is a core framework for teaching and learning. S. Jackson Does curriculum plan address a comprehensive elementary program scope including science, social studies, language arts, etc.?? - R. Smith	Pages 24-35

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):
s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

Evaluation Criteria:
A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
It is unclear how students will be provided curriculum and instruction that prepares them for the 4th grade writing and 5th grade science assessment, it is unclear if the school has a model or plan to ensure students are continuously meeting and increasing their learning proficiencies. It is unclear if there will be valid formative assessments to monitor student learning., It is unclear if the school intends to use FAIR, the IOWA Benchmark test, and the FCAT as both formative and summative assessments (not an allowable use for the FCAT). Sylvia Jackson

Annual Measurable Objectives outcomes have replaced Adequate Yearly Progress. - Rosalyn Smith | Pages 35-42 |

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):
s. 1002.33(16)(a)(3)

Evaluation Criteria:
A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
The application gives a strong philosophical view of serving Exceptional students.	Pages 42-47

Concerns and Additional Questions	Reference
Section E: The school must make sure that not only are IEP Goals being mastered but also students are making progress to meet grade level expectations. Section H: How will the school ensure small group and intensive instruction? In addition to RtI, the school should provide a Multi-tiered System of Support and Problem-Solving methods for all students. Section B: If disabled students need more support than what's described in Section A, how will it be provided?	

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):
s. 1002.33(10)

Evaluation Criteria:
A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference
If there are 15 students or more whose first language is other than English, will the school provide a bilingual para or teacher in order to be in compliance with the Florida META Consent Decree? – Kathryn Pouncey	

8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):
s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

Evaluation Criteria:
A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
This replicates the Gadsden County Public School District Student Code of Conduct – Rosalyn Smith	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):
s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board's responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐

Strengths	Reference
It gives clear responsibilities of the Governing Board.	

Concerns and Additional Questions	Reference
The organizational chart is not clearly communicated	Page 52

10. Management

The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Statutory Reference(s):
s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

Evaluation Criteria:
A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
- Plan does not clearly define the roles and responsibilities to implement day-to-day activities - Plan does not specify how staffing would be implemented - Plan does not reconcile staffing to revenue stream	

11. Education Service Providers

The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

Statutory Reference(s):
s. 1002.33(7)(a)(9)

Evaluation Criteria:
A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's governing board and the ESP.

Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☒	☐	☐

Strengths	Reference

Concerns and Additional Questions	Reference
The contract will not meet with an education service provider.	

12. Employment

The Employment section should define the policies and procedures that frame the school's relationship with its staff.

Statutory Reference(s):
s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:
A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☒

Strengths	Reference
A plan that includes differentiated and performance pay – Pink Hightower	

Concerns and Additional Questions	Reference
No compensation plan is included – Bonnie Wood	

13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☒

Strengths	Reference
A well-defined Recruitment and Enrollment Plan - P Hightower	

Concerns and Additional Questions	Reference
- Plan does not contain specifics about how students will be attracted to the school – Bonnie Wood	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):
s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:
A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference

15. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)

Evaluation Criteria:
A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☒	☐	☐

Strengths	Reference
During the first year the anticipated enrollment of 114 students with about 30% requiring transportation doesn't create a hardship for Gadsden County District.	Page 72 of application

Concerns and Additional Questions	Reference
Those persons who reside within the 2 mile walking limit are not eligible for transportation and parents need to be advised of this during the time of admission.	Board Policies 8.31 & 8.32

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):
s. 1002.33(20)(a)(1)

Evaluation Criteria:
A response that meets the standard will present:

- A food service plan that will serve all students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
Plan does not address the food safety and transportation Required for a food service program.	

17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):
s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:
A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
- Plan does not include any revenue projections - Plan does not include realistic projected expenditures - Plan does not relate revenue to expenditures - Plan does not outline "line of credit" source or payments	

18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):
s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

Evaluation Criteria:
A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
- Plan does not describe adequate cash flow - Plan does not identify the company for the financial management or how payment to the vendors will be made - Plan does not address internal controls - Plan does not include attachment #7 "Finance/Accounting Policy and Procedure Manual"	

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):
s. 1002.33(7)(a)(16)

Evaluation Criteria:
A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
☐	☐	☒

Strengths	Reference

Concerns and Additional Questions	Reference
Plan does not include a realistic implementation schedule	

Gadsden County School District

Model Florida Charter School Application

2012

To Open

2013 - 2014

Revised April 2012

If there are any changes required by the outcome of the 2012 Legislative Session, an amended application will be provided as soon as possible.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL:

Traneisha L. Galloway Charter School of Business and Integrated Technology

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: N/A

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

NAME OF CONTACT PERSON: Traneisha Galloway

TITLE/RELATIONSHIP TO NONPROFIT:

MAILING ADDRESS: 1588 Rustling Pines Blvd
Midway, Florida 32343

PRIMARY TELEPHONE: (850) 850-228/-9457 ALTERNATE TELEPHONE: (850) 597-8486

E-MAIL ADDRESS: TraneishaL. Galloway@gmail.com

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A
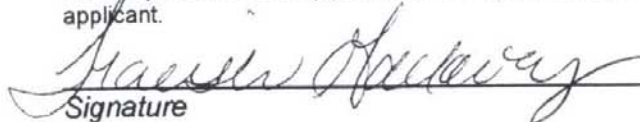
NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A
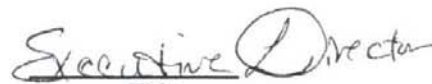
Projected School Opening*: 2013-2014

*If an approved applicant decides to defer opening school one year past the 2012-2013 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-5	114	
Second Year	K-5	114	
Third Year	K-5	114	
Fourth Year	K-5	114	
Fifth Year	K-5	114	

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

_____   _____
Signature   Title

TRANEZSITA GALLAWAY   August 1st 2012
Printed Name   **Date**

Answer each question thoroughly with good, specific detail. Restate the question or description statement from the application before the response so it is clear to which item you are referring.

<div style="background:black; color:white">

Part I

Educational Plan

</div>

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment, and outcomes.

1. MISSION, GUIDING PRINCIPLES AND PURPOSE

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

Vision: Providing students with individual support and development appropriate educational program as well as a plan that meet the student needs, resulting in high academic achievement producing life-long learners in an inclusive society.

Mission: The mission of Traneisha L. Galloway charter school is to create a safe learning environment to cultivate and equip the whole child with the knowledge and capability to succeed in today's society. We strive to promote edifying opportunities that leads to the road of success within this rapidly changing, diverse society.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
   In accordance with the law, charter schools shall be guided by the following principles:

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

   The school purposes to meet high standards of student academic achievement by aligning its curriculum with the Next Generation Sunshine - Common Core State Standards and the educational requirement of the NO Child Left Behind Act (NCLB). This mixture is to meet high academic standards that link with a high degree of local parental choice and community involvement; provides for the standards: flexibility and diversity envisioned by the Charter School Statute. Reaching high performances at the school means, "cultivate the whole child and equip the whole child with the knowledge and capability to succeed in today's society," given appropriate learning tools, measurable progress supported by consistent data, and variety differentiated instructional that match a student learning style. The school's curriculum will be SRA Imagine It! Reading Program with cross connection including, the Curriculum

Connections Kit contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading. The Math Curriculum will be Excel Math.

The school is committed to providing parents and students with a thorough explanation of the curriculum, expectations and requirements of the school. Nevertheless, the information about the school will be carried out in several ways such as: open house, published information and brochures, etc. Once the student is enrolled and there after the start of school parents continue to have flexibility to monitor their child's behavioral and academics progress online and/or through parents' conferences. Since, the school shadows a continuous improvement model; parents have access to real time progress monitoring on their child's level of performance according to class work, test grade and weekly progression of the Next Generation Sunshine State- Common Core State Standards. Parents have every right to be aware of their child's performance therefore information is provided to parents that allow them to schedule a conference, ask question or shadow their child just to be aware of their child academics success.

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

The Traneisha L. Galloway Charter School is committed to producing high academic achievement. We believe that successful academics cannot happen if the organization does not run effectively and if the school is not faithful to the terms of its charter. If the proposed school is charted, Governing Board, in conjunction with the Executive Director, will establish a process for collecting data that will serve as evidence of the school's effectiveness of operation and which will inform potential changes in the school operation if needed.

During the school's planning year and in the first year of operation, the Executive Director, Head of School and Governing Board will collect baseline data on the school's enrolled students as data from other charter schools and the Gadsden County School District, to determine ambitious yet realistic goals to set for the school accountability plan.

All data on students and the school as a whole will be accessible via the school information management system. Teachers will record the majority of this information weekly, using internally developed assessment tools that measure students' progress towards standardized (standardized what?. In addition, the school will administrator standardized tests and record the results of these evaluations in the school system. Information on the student achievement assessments will be disaggregated through the information management system and used by teachers, groups of teachers, and the Head of School to adjust curriculum and instruction in the school. The Executive Director and Head of School will review data on student achievement and other key school outcomes quarterly in order to ensure that the school will fulfill its mission.

On the other hand, the school's governing board has local control over the budget and approval of expenditures, and it is ultimately responsible for the results produced in the school, based upon its charter. The Governing Board will delegate certain day-to-day responsibilities to the school who will be responsible for controlling expenditures according to the budget and for producing academic results according to the Governing Board's directives; thus ensuring that accountability and responsibility continue to be monitored in this chain of command.

The school will have a clear budget and an Administrative Assistant to monitor financial expenditures at the school, consistent with the budget. The Administrative Assistant will report to the Principal; the Principal will report to and the director will report to the governing board, which will review routine expenditures and purchase orders to ensure that they are in financial compliance. The Governing Board will receive and review monthly financial statements and academic progression reports to ensure that expenditures and academics results are consistent with the goals of the District's citizens and the charter.

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

The proposed charter school is explicitly designed to accommodate all students. Students who enter the school below grade level will be given individualized attention in meeting proficiency of difficulty. Students will be required to utilize tutoring services after school, with support from literacy specialists, and will receive intensive instructional support during Reading Periods. In addition, the school will ensure that teachers, students and parents always know exactly how their child(ren) are progressing and in which areas they need more guided and individualized instruction for mastery.

In the content area of reading the students baseline assessment will be conducted at the beginning of each year to determine a student's reading level and whether or not they are reading on grade-level. Baseline assessment provides all stakeholders with information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Tests and Florida Assessments for Instruction in Reading (FAIR).

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.

The drive of the school is to generate high academic performance achievement for all learners, and thereby meeting the statutory requirement of improving student learning and academic achievement. High achievement will be attained through a curriculum rooted in solid educational research aligned to the Next Generation Sunshine State-Common Core Standards, the Imagine It! Curriculum continuous assessment data related to students performance, analysis of students learning gains and a staff that understands that without students engagement, learning will not take place. The school will improve students' learning and academic achievement through implementation of the following SRA Imagine It! Reading Program and Excel Math educational principal:

▶ **Imagine It! Curriculum**

As outlined below, the school will adapt Imagine It! Curriculum as aligned with the Next Generation Sunshine State-Common Core Standards. The structure for what is taught at each grade-level, to ensure students achievement, Imagine It! Curriculum assures the following:

Imagine It! curriculum Key principals
- Instruction in five key areas of Reading
- Explicit instruction supported by progress monitoring
- Time-saving lesson format
- Easy-to-follow instructions
- Differentiated Instruction in every lesson
- Strong Inquiry/higher-order thinking strand
- Frequent assessment opportunities with prescriptions
- Innovative technology features
- Robust writing strand
- In-depth vocabulary instruction
- Substantive fluency instruction and practice
- Activities designed to foster student engagement at all levels

1.Who developed the SRA Imagine It! program?

Imagine It! is a comprehensive Pre-K–6 grade reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. Imagine It! fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

The program authors are Carl Bereiter, Andrew Biemiller, Joe Campione, Iva Carruthers, Doug Fuchs, Lynn Fuchs, Steve Graham, Karen Harris, Jan Hirshberg, Anne McKeough, Peter Pannell, the late Michael Pressley, Marsha Roit, Marlene Scardamalia, Marcy Stein, and Gerald H. Treadway Jr.

2. How does Imagine It! address the five main areas of reading?

Phonemic Awareness: Phonological and phonemic awareness activities in Imagine It! are based on a solid developmental progression that gives children the opportunity to work and play with words and sounds. Children first explore sentences and learn that sentences are made up of words. Then they work with rhymes and parts of words – syllables. Finally children manipulate the individual sounds in words. All the activities are fun and engage students in playing with and exploring the parts and sounds of language.

Research suggests the majority of instructional time should be focused on blending and segmenting phonemes. These activities are supported by discrimination and elision activities (deleting and substituting sounds) and general wordplay.

Systematic, Explicit Phonics: Beginning in Kindergarten, students are introduced to sounds and letters. Students learn that sounds can be mapped onto letters, and those

sounds and letters can be blended to read words. In Grade 1, students make the shift from mapping sounds onto letters to mapping sounds onto spellings. The introduction of sounds, letters, and spellings is systematic, explicit, and sequential so students can build on what they've learned. Sound/Spelling Cards are key to teaching phonics in *Imagine It!*

Fluency: The concept of fluency is introduced in the early grades in *Imagine It!* When reading aloud, teachers model fluency as they use expression and intonation to support meaning. In Pre-K and Kindergarten, emergent readers learn about concepts of print that support fluency: learning about spaces and ending punctuation, reading from left to right, and automatically recognizing high-frequency sight words. Students apply this knowledge to reading *Pre-Decodables*. These skills are then combined with phonics skills to read *Decodables,* books containing phonetically regular and high-frequency sight words.

While fluency begins in Grade 1 fluency instruction continues in Grades 2-3. *Imagine It!* includes *Student Readers, Leveled Readers,* and the *Leveled Science* and *Social Studies Readers* for additional practice.

Vocabulary: Words for instruction in *Imagine It!* were not chosen arbitrarily. They were selected based on the vocabulary research of Andrew Biemiller, Ph.D., who developed a comprehensive database of words students with large vocabularies know by the end of Grade 6. Biemiller's work identifies words all students need to know.

Because vocabulary knowledge is so critical to comprehension, vocabulary instruction is integrated throughout every part of the lesson in *Imagine It!* – before, during, and after reading.

Comprehension: Students need to learn and use critical strategies to help them make sense of text. In *Imagine It!,* the teacher uses "think-alouds," initially to model how to use important reading comprehension strategies and then gradually prompts student to use these strategies. Strategies include setting reading goals, visualizing, predicting and confirming predictions, asking questions and answering questions, summarizing, clarifying, making connections and adjusting reading rate. Because students actually use the strategies, they are engaged in making sense of what they are reading and their understanding dramatically increases.

In addition students learn to use critical reading skills such as cause and effect, main idea and supporting detail, compare and contrast, drawing conclusions, and the like.

3. How does this program address "response to intervention"?

SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.

Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It!*

Early Interventions in Reading 2012, SRA

Prevent failure, promote literacy and promise success

Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

NEW Features to Transform Struggling Readers into Skilled Readers!

- Prevention level targeting phonemic awareness, print concepts, and
- decoding
- Integrated technology to save you preparation time
- Vocabulary and concept instruction for English and early language learners
- Professional development videos modeling best instructional practices
- Visuals to build background and conceptual understanding

Kaleidoscope 2008 Edition
- Grade Levels K - 8

- *Focus on Intervention for struggling readers in grades K-8*

- *Kaleidoscope*, aids students whose reading level is two or more grades below their chronological grade level. *Kaleidoscope* condenses and intensifies the instruction, making it possible to deliver two years of instruction in one year.

4. How does this program address higher-order thinking?

Higher-order thinking is integrated throughout *Imagine It!* As students are reading and learning to use strategies like predicting and visualizing, they are making inferences while summarizing requires the reader to analyze and evaluate information from the text.

The strong **Inquiry** strand in *Imagine It!* promotes curiosity, investigation, and higher-order thinking. Students appreciate that reading and writing are tools for learning that can enhance their lives. In every unit in the program, students use the content they are learning as the basis for inquiry, exploration, and research that address their questions, wonderings, and interests.

Inquiry develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions

related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

5. What about cross-curricular connections?

Imagine It! addresses science, social studies, math, and fine arts in a number of ways.

First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.

In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

6. SRA Imagine It! uses a four-step assessment program, developed by Doug and Lynn Fuchs.

SRA Imagine It! contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

The four-step assessment cycle built into *Imagine It!* includes screening, progress monitoring, diagnosis, and outcome evaluation.

Benchmark Assessments form the backbone of the new *SRA Imagine It!* These assessments differ from traditional tests because each assessment measures skills from the entire year-long curriculum. (In contrast, many classroom tests address only the skills or content most recently taught in a particular unit.) Benchmarks have the same format, sample the same content, and are of equivalent difficulty. Over the course of the year, these

assessments indicate students' increasing mastery of the year's content. Think of it: you can actually see scores increase over an instructional year. Teachers can quickly see students who doing well and identify those who need additional specific support.

In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

7. How does *Imagine It!* help students develop their word knowledge or vocabulary?

Vocabulary knowledge is correlated to achievement throughout school. The purpose of vocabulary instruction is to introduce students to new words and to teach a variety of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, speaking, and listening vocabularies.

Vocabulary instruction in *Imagine It!* was developed by Andrew Biemiller following these research-based steps:

- Vocabulary Warm-Up introduces vocabulary words in context.

- Definitions are directly taught.

- Guided Vocabulary Practice extends understanding.

- Additional practice with games and activities reinforces word knowledge.

- Vocabulary is read in the reading selection.

- End of week vocabulary review solidifies word knowledge.

According to Biemiller, acquiring vocabulary is in some ways like acquiring word-identification skills, or number and computational skills. We progress best if we systematically build upon earlier skills and word knowledge. Because word meanings are learned in a rough sequence, we can determine words that children with limited vocabularies are likely not to know but children with extensive vocabularies will know. If the sequence is really important – as we believe it is – then offering effective education must include ensuring that all children have had a reasonable opportunity to acquire the word meanings known or acquired by successful readers and writers. *Imagine It!* teaches those words identified in Biemiller's groundbreaking research.

8. How does *Imagine It!* help students develop their writing skills?

SRA Imagine It! is designed to ensure students acquire the writing skills and strategies, needed to become skilled writers. These include:

Knowledge about the qualities of good writing, characteristics of different genres, intended audience, and writing topics.

Ability to use basic composing processes and strategies such as pre-writing, drafting, monitoring, evaluating, editing, and publishing.

Understand the importance of basic writing skills such as handwriting, spelling, sentence construction, grammar, and usage.

Have the interest and motivation to write well.

The research-based instruction in *Imagine It!* focuses on explicitly teaching and modeling writing strategies. The program incorporates predictable writing routine, graphic organizers, group work, and more.

Leading researchers in the field of writing Steve Graham and Karen Harris have incorporated their findings into *Imagine It!* Research shows that the quality of student writing can be improved by:

·Teaching explicitly and modeling writing strategies

·Encouraging students to work together collaboratively

·Using prewriting activities like graphic organizers

·Making goals for writing clear and specific

·Teaching students to construct more varied sentences

·Providing models of good writing for students to emulate

·Using a word processor as a tool for composing

9. What role does Self-Regulated Strategy Development (SRSD) play in this program?

The Self-Regulated Strategy Development (SRSD) model for teaching writing incorporated into *Imagine It!* was developed over more than 25 years of research by one of the program's authors, Karen Harris.

The goals of SRSD are:

·Mastery of higher-level cognitive processes involved in composition

·Autonomous, reflective, and self-regulated use of effective writing strategies

·Knowledge of the characteristics of good writing; and positive attitudes about writing and one's own capabilities as a writer. In other words: writing expertise.

It includes explicit development of critical self-regulation strategies: goal setting, self-monitoring, self-instruction, and self-reinforcement.

<u>Excel Math</u>

Excel Math is a proven mathematics curriculum for Kindergarten through Sixth grade students. Used in classrooms for more than 30 years, Excel Math curriculum carefully presents math in a spiraling fashion. Students learn and review different concepts throughout the year while developing a solid foundation of math skills.

Excel Math works in the real world. It was developed by reviewing math curricula, observing classroom teachers, collecting suggestions from teachers, and considering requirements from all states. The program was conceived and developed by one author, preventing fragmentation seen in other products. It enhances existing skills, and gives students distributed practice and spaced repetition of each concept. Excel Math students develop a strong foundation in math!

Primary Objectives of Excel Math

Develop Higher-Order Thinking Skills: The students work with a variety of concepts each day. They tackle a variety of word problems. They learn to evaluate and solve problems, rather than perform algorithms by rote.

Build Proficiency: Excel Math introduces new concepts while reviewing previously-taught concepts. It gives students opportunity to master the old, while being challenged with the new.

Produce Confidence: Students receive immediate feedback on their progress through Excel Math's unique CheckAnswer system.

Benefits of Excel Math

Integrates Lessons: Excel Math smoothly moves from one lesson to the next, gradually building on existing layers. This approach helps students see that math concepts are related and progressive.

Balances New and Review: Each Lesson Sheet is made up of a variety of problems that incorporate review as well as introduction of new skills. Students are continuously challenged with new material, yet given the chance to continue mastering previous concepts.

Excel Math lessons are much more than just worksheets. Using strategically placed spaced repetition, Excel Math gives you a proven approach to teach math concepts for long-term retention. **Excel Math** gives you powerful features and advantages, including our unique **Spiraling Strategy:**

School Year Spiraling Strategy

Concepts Introduced · Practiced · Assessed · Reviewed

School Starts — Week 6 — Week 7 — Week 8 — Week 9 — Week 10 — Rest of the year — Confident students & Proven Test Results!

Review Prior Learning
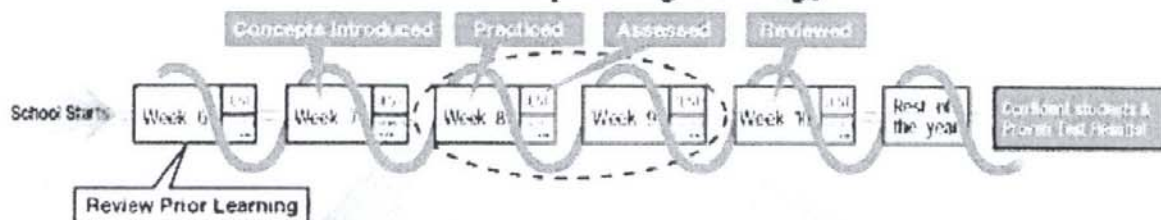
Weekly Spiraling Strategy

New standards-based concepts introduced each day

Basic facts practiced regularly

Homework on concepts about 4-5 days after introduction

Assessment a week after concepts are introduced

| M | T | W | TH | FRI |
Week 8 — Lesson / TEST / Create a Problem

| M | T | W | TH | FRI |
Week 9 — Lesson / TEST / Create a Problem

Confident students & Proven Test Results!

Lessons build upon previous learning

"Create a problem" blends math and literacy; shows mastery of concepts

Enhances Student / Teacher Interaction: There is more time to do math because no time is spent copying from a book. This gives the teacher time to interact with and assist students who are doing Guided Practice.

Encourages Self-correction: Grades 2-6 use our CheckAnswer system that allows students to check their own work. They add the answers for a set of problems (A-C) and compare that sum with the CheckAnswer (D). If there's a mismatch, students know at least one answer is incorrect, and can re-check their own work. This is the best kind of feedback.

(A)	(B)	(C)	(D)
			5,927
74			
24	3,621	426	
+ 42	- 1,242	x 8	140
140	2,379	3,408	2,379
			+ 3,408
			5,927

Provides Regular Assessment: Homework is available on 4 out of 5 lessons (grades 2-6). Students are frequently assessed on how they are doing.

Reduces Ability Grouping: Excel Math's gradual spiraling mix of concepts means students do not need to be divided into groups by ability levels. This makes record keeping easier and reduces issues associated with grouping based on ability and/or achievement levels.

Requires Minimal In-Service: All materials (lessons, homework, tests, manipulative suggestions, glossary) are provided. Lesson plans are simple, non-scripted and give the teacher several ways to present the material.

Improves Test Scores: Schools across the country report consistently improved test scores when they use **Excel Math**.

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

Traneisha L. Galloway Charter School is explicitly designed to accommodate all students. Students who enter the school low-performing in reading will be given individualized attention in meeting proficiency in areas of difficulty. Students will be required to utilize tutoring services after school, will have support from a reading coach, and will receive intensive instructional support during reading periods. In addition, students will be given an extended hour of the day with hands on experience to reinforce their learning. Traneisha L. Galloway's standards-based approach ensures that teachers, students, and parents always know exactly how students are progressing and in which areas they need more guided and individualized instruction for mastery. There will also be additional help sessions provided here are the following:

Academic /Homework Help Session
The school will require low-performing students to attend the help sessions to get additional help in academic areas during office hours throughout the week to assist students in need of extra practice. Teachers are asked to be available outside of instructional periods. This extra help with the students is critical for those who need a structured practice environment; nevertheless provide uninterrupted feedback throughout the educational process.

Tutoring
When learning gains are not processing at an agreed upon rate for all stakeholders there are additional resources available. For students that require extra help through intervention, tutoring will be available at our school. These sessions are derived from our teachers planning and after school are applied to those students requiring extra intervention to bring them u to grade level expectations. Teachers use a set curriculum in small group setting targeted to students' skill deficiencies are determined by diagnostic and formative data.

On the other hand, involving parents and students involving them in a collaborative manner is critical to successful implementation. Initiating and strengthening collaboration among school, home, and communities, provides the basis support and reinforcement of students' learning. Our plan for assisting remedial students accounts for collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process.

3. Encourage the use of innovative learning methods.

The school will deliver educational best practices to students with the McGraw Hill Framework, which is innovated in its approach to data analysis for individual students learning.

4. Require the measurement of learning outcomes.

1. Baseline data on each student (including intake interview notes, pervious school records, standardized test scores and students work samples) are recorded in the school's information management system.
2. Teachers access data via the information management system in order to determine which students might be at risk (due to high/low cognitive skills, levels of performance, circumstances related to background, etc.)
3. Form teacher's teams to conduct meeting on each students that is likely need ESL, special education, counseling, tutoring, mentoring, or literacy support, schedule in class and out of class services, and meet with parents and students for input.
4. Form teams to conduct meeting about students performing above grade level in order to discuss available support services, including providing students with high lever grade course work, or differentiating work and meet with parents and students for input.
5. Teacher designs curriculum and instruction anticipating specific students' needs
6. Teachers assess students work continuously in order to revise curriculum and instruction so that it challenges all students appropriately. Professional development time will be dedicated to responding to assessments of students' progress.

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

1. Create innovative measurement tools.

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

3. Expand the capacity of the public school system.

4. Mitigate the educational impact created by the development of new residential dwelling units.

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

2. Target Population and Student Body

A. Describe the anticipated target population to be served.

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

The school will serve a maximum of 114 students age 5 (by September 1st)- in grades kindergarten through fifth grade. In accordance with Federal and State anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a), the school will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

The School's population shall consist of the following:
- Pursuant to F.S. 1002.22(10)(a), the school shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act all students regardless of disability will have equal access to the school. In accordance with state law, where all necessary accommodations that do not impose an "undue hardship" will be made by the school to include students with disabilities.
- Pursuant to F.S. 1002.33 (10)(f), students served in Exceptional Student Education (ESE) or English of Speakers of Other Languages (ESOL) programs shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33 (10)(g), students may withdraw from the school at any time and enroll in another public school in accordance with district policy.
- Pursuant to F.S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application, unless the number of application exceeds the capacity of the program, class grade level, or building at which that time a lottery shall be conducted.

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

The table below provides the projected student enrollment for each year of the Charter.

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	18	18	18	18	18
1st Grade	18	18	18	18	18
2nd Grade	18	18	18	18	18
3rd Grade	18	18	18	18	18
4th Grade	20	20	20	20	20
5th Grade	22	22	22	22	22
Total	114	114	114	114	114

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

The Executive Director and Governing Board main goal is to increase academics achievement one child at a time. Therefore, providing smaller classroom size allow adequate direct instruction, one-on-one instructional and extra attention in small setting to increase students academics success. On the other hand, we want our students to matriculate through the school all the way up to their 5th grade year. This will ensure continuous improvement and proper academic tracking. Every year the school will accept new students according to demand and availability

3. Educational Program Design

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

The school will follow the District's annual calendar, including the numbers of days. The School's course offering reflects FLDOE course coding and the School's instructional day will accommodate a minimum of 300 minutes.

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

The Educational Model is implemented within a McGraw Hill framework of continuous improvement to ensure its validity and the development of supporting tools to meet the needs of each individual student. The Education Model was developed based on 45 years of research of McGraw Hill Framework as a structure that drives administrators and teachers to better understand, be able to explain, and make predictions about the elements needed for each student to master the Next Generation Sunshine State-Common Core Standards. Educational best practices, technology, communication and documentation tools are revised and created to support the implementation of the model so that teachers have support necessary to meet the needs of each student.

The Imagine It! Educational Model has the following steps
- Screening/ Baseline Assessment
- Progress Monitoring/ Data-Driven Instruction
-
- Outcome evaluation/ Grading
- Reporting and Decision Making

SRA Imagine It! **uses a four-step assessment program, developed by Doug and Lynn Fuchs.**

SRA Imagine It! contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

The four-step assessment cycle built into *Imagine It!* includes screening, progress monitoring, diagnosis, and outcome evaluation.

Benchmark Assessments form the backbone of the new *SRA Imagine It!* These assessments differ from traditional tests because each assessment measures skills from the entire year-long curriculum. (In contrast, many classroom tests address only the skills or content most recently taught in a particular unit.) Benchmarks have the same format, sample the same content, and are of equivalent difficulty. Over the course of the year, these assessments indicate students' increasing mastery of the year's content. Think of it: you can actually see scores increase over an instructional year. Teachers can quickly see students who doing well and identify those who need additional specific support.

In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

The above outline was designed to provide the process of improving student learning of academics achievement. The steps are used to promote teachers reflecting upon the work of each of their students individually and then carry over to with implementation of strategies and supplementation to help each student. The Educational Model is used to withstand a constant cycle of tracking progress for master of standards so that students are able to fin success in their own methods of learning.

Supportive Instrument of the Educational Model

Data Conference: Throughout the year, as part of staff development, a member of the leadership team will lead a Data Conference to ensure that teachers have a clear understanding of the importance of data review and to instruct them in how to pin point what is needed in each classroom including but not limited to recognizing skills that each individual students needs to master. These particular Data Conferences include school-wide goal setting and classroom goal setting. The teacher then uses the data analyzed and meets with students to set individual students goal.

Objective & Individual Learning Plans:

The objective is viewed as a facilitator for the cohesion of the school as a team working toward the same goals. After the Data Conference, teachers meet with students to set personal individual goals. These objective are academic driven and allow students to track their own academic growth giving them a sense of success. An objective is also used after formative assessments as a mean to track improvement on academics standards.

Built within the objective (setting goals) is the development of an Individual Learning Plan for each student. The Individual Learning Plan is designed to track an individual student strengths and weakness and cumulative progress in attaining a year's worth of learning at a particular grade level. The individual planning is a collaborative effort among the student, parent, the teacher and other staff involved with the student's academic achievement. The Individual Learning Plans pinpoints the student's strengths and weakness and lists objective for improvement.

The following information is gathering when assessing the student's strength and weakness:

1. The results of any achievement testing and classroom assessments

2. The student's academic track prior to his/her performance
3. Reports and observations from the student current teachers
4. Information and suggestion s from the student parents and the students
5. Student information about what they like to learn and parent information about how their child learns best (e.g. individual, small or large group etc.)
6. Non-assessed student work and project based learning

A measure of each student's rate of academic gains will be determined at the end of the school term and the comparison of learning gains made throughout the year.

Classroom Technology

Classroom technology will be used to assist teachers in providing instruction to students to help drive students into the 21st century. 21st century technology components will be used. Teachers and students will have technology integrated in the classroom through variety of modalities such as:

- Desktop computers
- Interactive White Board
- Audio Station
    1. Computers
    2. Headphones

Teachers will be trained to infuse technology into students learning to reach academic achievement for each student. The goal of the technology within a classroom is to take out of the hands of the teachers and put it in the hands of the students for an optimal experiential learning environment.

Monitoring and Evaluation

School Site Visit Observation: The school will participate in the District School site Observation Process which occurs, at a minimum, twice a school year. The school site visit observation is a one-day in depth process in which members of the school board and the Executive Director network support the school by observing the teachers and providing feedback on instruction. The purpose of the school site visit observation process is to support the school with the implementation and monitoring of teacher instructional strategies that support student's engagement.

The District school site visit observation process is a two-fold process. The first part is a preparedness piece that is completed prior to the school site visit by the leadership team. Included in the preparedness section are the areas of classroom curriculum design, classroom management and students motivation. Classroom curriculum design examines the teachers sequencing and pacing of content along with the experiences students have with that content. Classroom management examines teacher action in establishing and enforcing rules and procedures, carrying out discipline actions, maintaining effective teacher and student relationships and maintaining an appropriate mental set for management. The actual environment of the classroom is also considered; this is place where a student can feel safe and nurtured. The last piece of the preparedness section focuses on student motivation, or what "drives" student behavior.

The second part of the school site visit process is the school study piece. In addition to classroom management and student motivation, instructional strategies are examined. The observer, a

school district member, who takes part in the lesson for 30-45 minutes to examine how the teacher is integrating Educational Best Practices within his/her lesson promote student learning.

After visiting all classroom, the team reflects on their day based upon the data collected. The data, recommendations and commendations are compiled into a presentation and delivered to staff provide them to support within their professional development.

Based on the recommendations and commendations, the leadership team refines its professional development focus for the school year, if necessary.

Classroom Walk-thru

Although the site visit form is a more detailed document, the principal have clearly defined articulates their dedication to teachers support by the school district walk-thru challenge. The challenge clearly articulates that the Principal have determined that each teacher will be visited by an administrative each week. The walk thru form will be used as a non-evaluative tool, it's a way to communicate areas of strengths of the teacher as well possible opportunities for growth.

Teacher Performance Evaluation

The School District teacher evaluation supports the monitoring of the educational model by evaluating the use of evidence based research strategies that the teacher has been exposed to through professional development and provided feedback on through the District School Site Visit process from a mentor teacher as well as through the weekly walk thru. All new teachers receive a "practice" teacher performance evaluation in the fall to prepare them for the spring performance evaluation.

School-Wide Academic Monitoring

After each site visit and each benchmark test, the Executive Director meets with the Principal and the School Leadership Team to discuss strengths and the opportunities for growth for the school, as well as each grade level and subject area. Based on these discussions and the data collected, the leadership team makes recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring and increased observations.

Professional Development

Professional development is provided weekly through the school leadership team, mentor teachers or the Principal. Professional development plans are submitted to the Executive Director for review prior to the beginning of the school year and reviewed after each benchmark or state testing scores. In addition to professional development   throughout the year, prior to school beginning all teachers report for a planning week which includes daily professional development sessions.

New teachers to the charter school experience an in-depth professional program through the Beginning Teacher Program. Two weeks prior to school starting, new teachers begins receiving professional development focused on classroom management, instructional technology, classroom curriculum designed and vendor/textbook training. During the school year, new teachers will take part in the Beginning Teacher Program in which they meet monthly to discuss issues relevant to new teachers, meet to collaborate with mentor and complete portfolio to

demonstrate what they have achieved through their first year of teaching. Additionally, staff will participate in Professional Development opportunities through the county.

C. Describe the research base for the educational program.

The foundational program of **SRA Imagine It!** has consistently proven its effectiveness across the country with a diverse population of students for over four decades.

- Students' results from standardized tests are used to validate the program
- Field testing shows that the explicit, systematic instructional approach used to develop **SRA Imagine It!** is more effective for at-risk students than other approaches as measured by a variety of tests, including standardized measures*
- Comprehensive reports from the National Reading Panel and the National Institute of Child Health and Human Development (NICHD) support the strategies and instructional models use d to develop **SRA Imagine It!**

The results of students' in moderate LEP/Low SES areas show the effectiveness of the program in assuring the success of all students.

When it comes to building reading comprehension, a strong vocabulary makes all the difference. Research has shown that students with inadequate vocabularies rarely succeed in school, due largely to the fact that their poor understanding of texts dissuades them from reading on their own. For these students, the primary source of difficulty is their lack of general vocabulary, rather than technical terms. **SRA Imagine It!** responds to these findings by utilizing a system of tiered vocabulary instruction that places strong emphasis on research and interpretation skills. Relevant words are divided into three categories: words already known without school instruction; words to be learned as part of general lessons; and words to be learned in a specific content area. Instructors use orally presented texts and content-based explanations to directly teach over twenty new meanings each week, with the intent that students will be adequately exposed to all twenty and fully retain ten to twelve. Adhering to this schedule will keep every child up to speed in terms of vocabulary and comprehension.

SRA Imagine It! draws on more than twenty-five years of author research to help struggling students develop both powerful writing skills and critical methods of self-regulation. This system, known as Self-Regulated Strategy Development (SRSD), guides students toward a mastery of the higher-level cognitive processes involved in written composition. In a report commissioned by Carnegie Corporation and the Alliance for Excellent Education, the SRSD was praised as the most effective writing intervention to date; its emphasis on and self-instruction allows students to be more autonomous and reflective in their writing, giving them the confidence they need to succeed

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

Vision: Providing students with individual support and development appropriate educational program as well as a plan that meet the student needs, resulting in high academic achievement producing life-long learners in an inclusive society.

Mission: The mission of Traneisha L. Galloway charter school is to create a safe learning environment to cultivate and equip the whole child with the knowledge and capability to succeed in today's society. We strive to promote edifying opportunities that leads to the road of success within this rapidly changing, diverse society.

The SRA Imagine It! educational program aligns with the school's mission SRA's Imagine It! has a strong focus on Differentiated Instruction, giving teachers more opportunities to teach every student how to effectively read, write, and communicate," said Ruth Cochrane, SRA's vice president and publisher.

With Grades K-6 available in May 2007, SRA's Imagine It! combines the latest and most innovative knowledge about Differentiated Instruction with proven teaching approaches based on 45 years of research, field study, documented classroom success, and teacher input.

The heart of SRA's Imagine It! is the Teacher Edition, developed using teacher input to create an intuitive, teacher-friendly design that makes it easier to incorporate an array of Differentiated Instruction activities and tools into the classroom schedule.

For example, SRA Imagine It! lesson plans are completely integrated with the Differentiated Instruction Workshop activities that equip teachers with resources and opportunities for English-Language Learners (ELL), Challenge, Reteach, and Intervention. The program's Workshop Kit includes manipulatives and games students use to practice and refine their skills in a fun and engaging manner.

ELL students also benefit from the SRA Photo Library, which uses photography to teach vocabulary, and the Realia Kit, which includes physical examples of vocabulary words - such as a car or globe - that are needed to reinforce English and to transition from Spanish to English.

SRA's Imagine It! is the only core reading curriculum to contain assessment authored by the most recognized experts in the field, Drs. Doug and Lynn Fuchs, authors of tools such as Yearly ProgressPro(TM), CTB/McGraw-Hill's online progress monitoring system built on 25 years of research in the scientific methodology of Curriculum Based Measurement, which has been proven to be a highly effective method for improving student learning outcomes. The Fuchses' assessment expertise ensures that the needs of all learners are met through progress-monitoring opportunities in each Imagine It! unit. These authors also developed the programs thorough and effective benchmark assessments to help students succeed on state and other high-stakes tests.

The program contains an assessment plan for meeting Adequate Yearly Progress that will help close the gap for students through lesson assessments, diagnosis and differentiation, and benchmark assessments that provide a snapshot of each student's progress at any time.

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

The services the school will provide to the target population will help them attain the Next Generation Sunshine-Common Core Standards by making sure the curriculum is aligned with the Next Generation Sunshine State-Common Core Standards and providing a strong focus on Differentiated Instruction, giving teachers more opportunities to teach every student how to effectively read, write, and communicate.

If the school intends to replicate an existing school design[1]:

The school does not intend to replicate an existing school design.

F. Provide evidence that the existing design has been effective and successful in raising student achievement.
The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

G. Describe the applicant's capacity to replicate an existing school design.
The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

4. Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.
- Provide Curriculum Plan aligned with the Next Generation Sunshine State-Common Core Standards as **Attachment #1**

Reading: SRA's Imagine It! is the only core reading curriculum to contain assessment authored by the most recognized experts in the field, Drs. Doug and Lynn Fuchs, authors of tools such as Yearly ProgressPro(TM), CTB/McGraw-Hill's online progress monitoring system built on 25 years of research in the scientific methodology of Curriculum Based Measurement, which has been proven to be a highly effective method for improving student learning outcomes. The Fuchses' assessment expertise ensures that the needs of all learners are met through progress-monitoring opportunities in each

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1 An applicant is considered to be replicating an "existing school design" if:
- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

Imagine It! unit. These authors also developed the programs thorough and effective benchmark assessments to help students succeed on state and other high-stakes tests.

The program contains an assessment plan for meeting Adequate Yearly Progress that will help close the gap for students through lesson assessments, diagnosis and differentiation, and benchmark assessments that provide a snapshot of each student's progress at any time.

- Imagine It! addresses science, social studies, math, and fine arts in a number of ways.
- First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.
- In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.
- Leveled Readers for Science and Social Studies also are included in Imagine It! These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

Math: Excel Math is a proven mathematics curriculum for Kindergarten through Sixth grade students. Used in classrooms for more than 30 years, Excel Math curriculum carefully presents math in a spiraling fashion. Students learn and review different concepts throughout the year while developing a solid foundation of math skills.

Excel Math works in the real world. It was developed by reviewing math curricula, observing classroom teachers, collecting suggestions from teachers, and considering requirements from all states. The program was conceived and developed by one author, preventing fragmentation seen in other products. It enhances existing skills, and gives students distributed practice and spaced repetition of each concept. Excel Math students develop a strong foundation in math.

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

Imagine It! is a comprehensive Pre-K–6 reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. Imagine It! fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

The program authors are Carl Bereiter, Andrew Biemiller, Joe Campione, Iva Carruthers, Doug Fuchs, Lynn Fuchs, Steve Graham, Karen Harris, Jan Hirshberg, Anne McKeough,

Peter Pannell, the late Michael Pressley, Marsha Roit, Marlene Scardamalia, Marcy Stein, and Gerald H. Treadway Jr.

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

▶ Imagine It! Curriculum
As outlined below, the school will adapt Imagine It! Curriculum as aligned with the Next Generation Sunshine State-Common Core Standards. The structure for what is taught at each grade-level, to ensure students achievement, Imagine It! Curriculum assures the following:

Imagine It! curriculum Key principals
- Instruction in five key areas of Reading
- Explicit instruction supported by progress monitoring
- Time-saving lesson format
- Easy-to-follow instructions
- Differentiated Instruction in every lesson
- Strong Inquiry/higher-order thinking strand
- Frequent assessment opportunities with prescriptions
- Innovative technology features
- Robust writing strand
- In-depth vocabulary instruction
- Substantive fluency instruction and practice
- Activities designed to foster student engagement at all levels

1.Who developed the *SRA Imagine It!* program?

Imagine It! is a comprehensive Pre-K–6 grade reading and language arts program that incorporates feedback from teachers nationwide with the most recent research in the areas of reading and writing. Its proven, research-based pedagogy ensures that this reading curriculum is empowering, engaging, and exciting. *Imagine It!* fully meets the requirements of No Child Left Behind as a research-based program. It is the result of 45 years of research and field study. The authors, who are researchers themselves, continue to update the program as new studies are published that reflect the latest findings on effective instructional methods.

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2. How does *Imagine It!* address the five main areas of reading?

Phonemic Awareness: Phonological and phonemic awareness activities in *Imagine It!* are based on a solid developmental progression that gives children the opportunity to work and play with words and sounds. Children first explore sentences and learn that sentences are made up of words. Then they work with rhymes and parts of words – syllables. Finally children manipulate the individual sounds in words. All the activities are fun and engage students in playing with and exploring the parts and sounds of language.

Research suggests the majority of instructional time should be focused on blending and segmenting phonemes. These activities are supported by discrimination and elision activities (deleting and substituting sounds) and general wordplay.

Systematic, Explicit Phonics: Beginning in Kindergarten, students are introduced to sounds and letters. Students learn that sounds can be mapped onto letters, and those sounds and letters can be blended to read words. In Grade 1, students make the shift from mapping sounds onto letters to mapping sounds onto spellings. The introduction of sounds, letters, and spellings is systematic, explicit, and sequential so students can build on what they've learned. Sound/Spelling Cards are key to teaching phonics in *Imagine It!*

Fluency: The concept of fluency is introduced in the early grades in *Imagine It!* When reading aloud, teachers model fluency as they use expression and intonation to support meaning. In Pre-K and Kindergarten, emergent readers learn about concepts of print that support fluency: learning about spaces and ending punctuation, reading from left to right, and automatically recognizing high-frequency sight words. Students apply this knowledge to reading *Pre-Decodables*. These skills are then combined with phonics skills to read *Decodables*, books containing phonetically regular and high-frequency sight words.

While fluency begins in Grade 1 fluency instruction continues in Grades 2-3. *Imagine It!* includes *Student Readers, Leveled Readers,* and the *Leveled Science* and *Social Studies Readers* for additional practice.

Vocabulary: Words for instruction in *Imagine It!* were not chosen arbitrarily. They were selected based on the vocabulary research of Andrew Biemiller, Ph.D., who developed a comprehensive database of words students with large vocabularies know by the end of Grade 6. Biemiller's work identifies words all students need to know.

Because vocabulary knowledge is so critical to comprehension, vocabulary instruction is integrated throughout every part of the lesson in *Imagine It!* – before, during, and after reading.

Comprehension: Students need to learn and use critical strategies to help them make sense of text. In *Imagine It!,* the teacher uses "think-alouds," initially to model how to use important reading comprehension strategies and then gradually prompts student to use these strategies. Strategies include setting reading goals, visualizing, predicting and confirming predictions, asking questions and answering questions, summarizing, clarifying, making connections and adjusting reading rate. Because students actually use the strategies, they are engaged in making sense of what they are reading and their understanding dramatically increases.

In addition students learn to use critical reading skills such as cause and effect, main idea and supporting detail, compare and contrast, drawing conclusions, and the like.

3. How does this program address "response to intervention"?

27

SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.

Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It!*

Early Interventions in Reading 2012, SRA

Prevent failure, promote literacy and promise success

Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

NEW Features to Transform Struggling Readers into Skilled Readers!

- Prevention level targeting phonemic awareness, print concepts, and
- decoding
- Integrated technology to save you preparation time
- Vocabulary and concept instruction for English and early language learners
- Professional development videos modeling best instructional practices
- Visuals to build background and conceptual understanding

Kaleidoscope 2008 Edition
- Grade Levels K - 8

- *Focus on Intervention for struggling readers in grades K-8*

- *Kaleidoscope*, aids students whose reading level is two or more grades below their chronological grade level. *Kaleidoscope* condenses and intensifies the instruction, making it possible to deliver two years of instruction in one year.

4. How does this program address higher-order thinking?

Higher-order thinking is integrated throughout *Imagine It!* As students are reading and learning to use strategies like predicting and visualizing, they are making inferences while summarizing requires the reader to analyze and evaluate information from the text.

The strong **Inquiry** strand in *Imagine It!* promotes curiosity, investigation, and higher-order thinking. Students appreciate that reading and writing are tools for learning that can enhance their lives. In every unit in the program, students use the content they are learning as the basis for inquiry, exploration, and research that address their questions, wonderings, and interests.

Inquiry develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

5. What about cross-curricular connections?

Imagine It! addresses science, social studies, math, and fine arts in a number of ways.

First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.

In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

6. *SRA Imagine It!* uses a four-step assessment program, developed by Doug and Lynn Fuchs.

SRA Imagine It! contains assessment authored by respected assessment experts Doug and Lynn Fuchs. The goal of assessment should be to provide teachers with an accurate understanding of how well a student reads, if a student is at risk for reading problems in the future, and the degree to which the student has mastered the various component skills that underlie competent reading.

The four-step assessment cycle built into *Imagine It!* includes screening, progress monitoring, diagnosis, and outcome evaluation.

Benchmark Assessments form the backbone of the new *SRA Imagine It!* These assessments differ from traditional tests because each assessment measures skills from the entire year-long curriculum. (In contrast, many classroom tests address only the skills or content most recently taught in a particular unit.) Benchmarks have the same format, sample the same content, and are of equivalent difficulty. Over the course of the year, these assessments indicate students' increasing mastery of the year's content. Think of it: you can actually see scores increase over an instructional year. Teachers can quickly see students who doing well and identify those who need additional specific support.

In other words, think about benchmarks as a yardstick. You want to reach a certain point. Each time you measure, you should be closer to your goal.

7. How does *Imagine It!* help students develop their word knowledge or vocabulary?

Vocabulary knowledge is correlated to achievement throughout school. The purpose of vocabulary instruction is to introduce students to new words and to teach a variety of strategies for learning, remembering, and incorporating unknown vocabulary words into their existing reading, writing, speaking, and listening vocabularies.

Vocabulary instruction in *Imagine It!* was developed by Andrew Biemiller following these research-based steps:

·Vocabulary Warm-Up introduces vocabulary words in context.

·Definitions are directly taught.

·Guided Vocabulary Practice extends understanding.

·Additional practice with games and activities reinforces word knowledge.

·Vocabulary is read in the reading selection.

·End of week vocabulary review solidifies word knowledge.

According to Biemiller, acquiring vocabulary is in some ways like acquiring word-identification skills, or number and computational skills. We progress best if we systematically build upon earlier skills and word knowledge. Because word meanings are learned in a rough sequence, we can determine words that children with limited vocabularies are likely not to know but children with extensive vocabularies will know. If the sequence is really important – as we believe it is – then offering effective education must include ensuring that all children have had a

reasonable opportunity to acquire the word meanings known or acquired by successful readers and writers. *Imagine It!* teaches those words identified in Biemiller's groundbreaking research.

8. How does *Imagine It!* help students develop their writing skills?

SRA Imagine It! is designed to ensure students acquire the writing skills and strategies, needed to become skilled writers. These include:

·Knowledge about the qualities of good writing, characteristics of different genres, intended audience, and writing topics.

·Ability to use basic composing processes and strategies such as pre-writing, drafting, monitoring, evaluating, editing, and publishing.

·Understand the importance of basic writing skills such as handwriting, spelling, sentence construction, grammar, and usage.

·Have the interest and motivation to write well.

The research-based instruction in *Imagine It!* focuses on explicitly teaching and modeling writing strategies. The program incorporates predictable writing routine, graphic organizers, group work, and more.

Leading researchers in the field of writing Steve Graham and Karen Harris have incorporated their findings into *Imagine It!* Research shows that the quality of student writing can be improved by:

·Teaching explicitly and modeling writing strategies

·Encouraging students to work together collaboratively

·Using prewriting activities like graphic organizers

·Making goals for writing clear and specific

·Teaching students to construct more varied sentences

·Providing models of good writing for students to emulate

·Using a word processor as a tool for composing

9. What role does Self-Regulated Strategy Development (SRSD) play in this program?

The Self-Regulated Strategy Development (SRSD) model for teaching writing incorporated into *Imagine It!* was developed over more than 25 years of research by one of the program's authors, Karen Harris.

The goals of SRSD are:

·Mastery of higher-level cognitive processes involved in composition

·Autonomous, reflective, and self-regulated use of effective writing strategies

·Knowledge of the characteristics of good writing; and positive attitudes about writing and one's own capabilities as a writer. In other words: writing expertise.

> It includes explicit development of critical self-regulation strategies: goal setting, self-monitoring, self-instruction, and self-reinforcement

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

> SRA embraces the RtI 3-Tier Instructional approach. *Imagine It!* is a Tier 1 program, meaning it is a core curriculum for students performing at, above, or near grade-level. However, it incorporates intervention materials to support struggling readers as well as challenge materials for students reading above grade level.
>
> Screening in *Imagine It!* helps teachers identify students who may be at risk. For those students, needing Tier 2 intervention, *Imagine It!* has intervention materials to support students in the program. For Tier 3 students needing more intensive support, SRA has programs that support the core program, *Imagine It! The two reading intervention program being implemented for struggling readers are listed below:*

Early Interventions in Reading 2012, SRA

Prevent failure, promote literacy and promise success

Revised for 2012! Solid research is at the heart of **SRA Early Interventions in Reading**. Designed to work comfortably with your core reading program or for Tier II interventions, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. **SRA Early Interventions in Reading** helps you identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

NEW Features to Transform Struggling Readers into Skilled Readers!

- Prevention level targeting phonemic awareness, print concepts, and decoding
- Integrated technology to save you preparation time
- Vocabulary and concept instruction for English and early language learners
- Professional development videos modeling best instructional practices
- Visuals to build background and conceptual understanding

Kaleidoscope 2008 Edition

- Grade Levels K - 8

- *Focus on Intervention for struggling readers in grades K-8*

- *Kaleidoscope*, aids students whose reading level is two or more grades below their chronological grade level. *Kaleidoscope* condenses and intensifies the instruction, making it possible to deliver two years of instruction in one year.

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

Inquiry develops across the unit. Each unit begins with student-led discussions that prompt questions and areas of interest about the unit theme. Students then begin asking questions related to the unit theme. Then they transform the question into a conjecture – what they think the answer may be based upon what they know now.

From there, students collect facts and ideas by doing experiments, searching the Internet, surveying other students, conducting interviews, reading a variety of books and articles, and so on. Then, based upon the analysis, synthesis and evaluation of the information collected, students can confirm or revise their conjectures. Because students in *Imagine It!* are part of a learning community, individuals or groups share their findings, which adds to the class's knowledge of the theme.

In addition, the **Concept/Question Board** is an integral part of the classroom learning environment and is used throughout each unit to support comprehension and inquiry as students explore and add new information to expand and deepen understanding about the unit theme. It is a place where students share and evaluate their growing knowledge about a concept by posting newspaper clippings, articles, interviews, surveys, information taken from the Internet, photographs, and such and connect school learning to the real world.

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First, about 60% of the unit themes focus on science and social studies topics such as energy, ecology, American history, or geography. During the Inquiry strand described above, students research these topics to build their knowledge.

In addition, the **Curriculum Connections Kit** contains cross-curricular activities in science, social studies, math, and art. It also includes opportunities for functional reading.

Leveled Readers for Science and Social Studies also are included in *Imagine It!* These reading materials cover science and social studies content while building background, developing content area vocabulary, and providing valuable reading practice for all students in the classroom.

K-5 Technology

The school recognizes and embraces the important role technology plays in educating children to prepare them for the opportunities of tomorrow. Technology has proven invaluable not only

as a skills-based tool for children to learn, but also as an additional instructional tool to assist teachers in providing targeted, effective learning instruction for successful educational outcome.

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

The school bases technology instruction on 6 national standards (spiral of skills) that support computer literacy beginning in Kindergarten. These standards are taught with increasing complexity at appropriate levels (level 1, Grades k-2; Level 2, Grades 3-5) as follows. The student:

1. Know the characteristics and uses of computer hardware and operating system
2. Knows the characteristics and uses of computer software
3. Understands the relationship among science, technology, society, and the individual
4. Understands the nature of technology design
5. Understands the nature of, and operation of systems
6. Understands the nature and uses of different forms of technology

K-5 Physical Education

The primary goal of the physical education program is the basic application of individual skills in a team sport environment. Physical education will include a variety of developmental activities emphasizing fine and gross motor skills development. The kindergarten through 2nd grade curriculum is focused on movement exploration through various motor and non-motor experiences and includes instruction in keeping growing bodies healthy, clean, and out of harm's way (e.g. health/nutrition, exercise, drug prevention, first aid, and safety). Physical education in grades 3 through 5th allows students to interact in team sports that also contribute to developing habits of good sportsmanship. The school will provide a minimum of 150 of physical activity each week.

K-5 Library

The school's media program will be the hub of learning and academics activity in the school. It will support the curriculum by providing access to current, adequate, and appropriate informational resources and ensure that all students, teachers, and staff are effective users of ideals and information.

The school's media program will provide access to information and ideas for all users. It will serve students and teachers alike, while allowing students to learn how to access a wealth of knowledge and learning resources. It affords opportunities for student to appreciate literature and the cultural arts, to learn creative thinking skills, to become critical seekers of information and ideas and to use instructional and educational technology effective, so they may become independent life-long leaners and decision makers.

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

Students academic improvement will be measured on an ongoing basis by using Next Generation Sunshine State-Common Core Benchmarks. For the benchmark test, mastery, partial mastery and non-mastery in each of the test clusters are as follows:
1. Mastery: 85%-100%
2. Partial Mastery: 70%-84%
3. Non-Mastery: 0-69%

Progress will also be monitored throughout the year through the following measures: the Florida Assessment for instruction in Reading, numeracy diagnostic assessment and FLKRS provide a comprehension evaluation of the school's curriculum.

Eventually, the effectiveness of the Excel and Imagine It! Reading Curriculum will be evaluated by the attained curriculum, primarily measured by students' performance on the Florida Comprehensive Assessment Test (FCAT). The school will focus on meeting and exceeding rigorous goals outlined in this submission, particularly those that articulate that students make annual learning gains-a year's worth of learning for each year enrolled.

These procedures of review will allow the school to make changes to the professional development for teachers, provide teachers more support who may need more support to ensure students' academic achievement, and will chart the course for the use of school resources throughout the year.

5. Student Performance, Assessment and Evaluation

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

Kindergarten:
Students in kindergarten will be assessed using the Florida Kindergarten Readiness Screener (FLKRS), which measures the readiness of all children entering kindergarten so that appropriate instruction can be delivered.

Goal: 70% of kindergarten students will be considered ready for school.

1st and 2nd Grades:
Students in 1st and 2nd grades will be assed using the IOWA Benchmark test, which measures achievement in reading and mathematics and is aligned to the Next Generation Sunshine State-Common Core Standards

Goal: Mastery will be assessed at 80% of the Next Generation Sunshine State-Common Core Standards.

3rd through 5th Grades

According to the Florida A+ School Grading System each school measures individual students success and effectiveness of the curricula by students performance on the FCAT. The FCAT individual student performance data is then combined to measure the school's success. The number of points a school accumulates is then equated to an overall school grade based on the percent of students meeting high standards in reading, mathematics, science and writing, the percent of students making annual learning gains in reading and mathematics, and the percent of the lowest 25% of student making annual learning gains in reading and mathematics. To end this, the school will earn a school grade of a "B" in year one, with incremental goals and objectives in year two, toward moving at least one letter grade or (maintaining an "A") and making adequate Yearly Progress (AYP) by three year. In addition to the school wide goal of earning a school grade of a "B", the school will meet the following:

Objective: The school will make adequate progress with the lowest 25% in reading and mathematics as defined by the Florida A+ Plan.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading, mathematics, and/or science, and 3.5 or higher in writing. Making annual learning gains can be measured in three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5
2. Maintain within the relatively high levels of 3, 4, or 5; or
3. Demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the FCAT.

The school understands and is dedicated to ensuring that all children have a fair, equal and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Next Generation SunShine-Common Core Standards) and the State academics assessment (the FCAT). Success in meeting the above school-wide goals and objectives fro year one will be measured by the following:

1. At least 79% of students will earn an achievement level of 3 or higher on the reading portion of the FCAT.
2. At least 63% of students will make annual learning gains in reading as defined by the Florida A+ Plan.
3. At least 60% of the lowest 25% in reading will make adequate progress as defined by the Florida A+ Plan.
4. At least 80% of students will earn an achievement level of 3 or higher on the mathematics portion of the FCAT.
5. At least 60% of students will make annual learning gains in mathematics as defined by the Florida A+ Plan.
6. At least 85% of the lowest 58% of the lowest 25% in mathematics will make adequate progress as defined by the Florida A+ Plan.
7. At least 85% of 4th grade students will earn an achievement level 3.5 or higher on FCAT Writes.
8. At least 50% of 5th grade students will earn an achievement level of 3 or higher on the science portion of the FCAT.

In addition:

A. All students will maintain a portfolio demonstrating and charting improvement and mastery of skills required at that grade level. This portfolio will be a part of the Individual I Learning Plan, which is the collection of parent, student, and teacher

conference. These plan establishment academics goals for each individual student in relation to his/her performance and progress.

Year 1:
The school-wide goal for year one, is set with the assumption that the longer a student stays with the school as he/she is promoted, the higher the performance of the student, and the school. It is the school's intention to exceed the year one goal of earning a school grade of a "B". Goals in year two and beyond, will be based on meeting or exceeding the baseline achieved in year one (or the year prior).

Year 2:
With the assumption that the school will substantially increase enrollment in year (2) two, the School will sustain momentum by earning s school at or above an "A" while also maintain Adequate Yearly Progress (AYP) as defined by NO Child Left Behind (NCLB).
- Objective: The school will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year's FCAT results.

Year 3:
- The School will maintain a school grade of an "A".
- The school will maintain Adequate Yearly Progress (AYP) as defined by No Child Left Behind (NCLB)
- Objective: The will decrease the percent of students NOT proficient in reading and mathematics by 7% from the previous year's FCAT results.

In order to measure a student's success in meeting these goals, a variety of assessment methods from simple daily observations of students by a teacher in the classroom to highly sophisticated standardized tests will be used. The school will measure students academics improvement through a combination of teacher created formative assessment will involve the traditional assessment of students through teacher-made and assessed classroom methods. Examples of teacher-made formative assessments include but not limited to: (1) Teacher-made content tests; (2) student portfolios; (3) Journals; (4) Teacher observation and (5) writing samples.

Teachers are required to assess students throughout the year, collect and analyzed the data, make appropriate changes to individual students or class instruction, teach, re-teach, assess and again modify or intensify instruction to meet the needs of students. All curriculum decisions are made by analyzing student data.

Formal testing will assess student academics improvement. Students academics improvement will be measured on an on-going basis. Annual student academics improvement gains will be measured by the comparison of student learning gains on the FCAT.

Teachers will utilize assessment as outlined in the Student Assessment section of this Charter Application to measure students' progress toward mastery of the Next Generation Sunshine State-Common Core Standards. Each assessment has its own measure of proficiency, mastery and/or on, below or above grade level determinacy.

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

The school will follow the pupil placement and promotion standards set by the District in accordance with the Florida statutory requirements and the Florida

- Provide a **Student Progression Plan**. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Gadsden County School Board. Submit a copy of the charter school Student Progression Plan as **Attachment #2**.

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

The charter school will not serve high school students

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

Baseline achievement data will be collected from Florida Progress Monitoring and Reporting Network and previous year's FCAT scores and further establish through Florida Assessment Instruction in Reading and numeracy diagnostic assessment. This data will be used to establish baseline assessments and students' performance data will be used to create the Individual Learning Plan which is created with all stakeholders (administration, student, and parent) with the information needed to determine prior rate of academic progress, to identify students' current strengths and areas of need, and to effectively target instruction. The District will provide the school, prior to the beginning of each school year and upon request during the school year, all student performance data electronically and cumulative records for all incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student via Student Information System. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Individual Learning Plan

All students will have a Individual Learning Plan (ILP). The ILP is designed to track an individual student's strengths and weakness and cumulative progress in attaining a year's worth of learning at a specific grade level. The plan's development is a collaborative effort among the teacher, parent, student and other staff involved with student's academic achievement. The ILP identifies the student's strengths and weakness and lists for improvement.

The students in Grades K-5 will consider the following information when assessing the student's strengths and weakness:
- The student's academics academic performance prior to his/her enrollment
- The results of any achievement testing
- Examples of the student's work

- An oral or written statement from the student about what they have learn and a parent statement about how their child learn best (e.g. in a quiet place, working in groups, etc.)
- Reports and observation from the student's teachers
- Information and suggestions from the student's parents

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academics gains will be determine at the end of the year via their individual portfolio and the comparison of FCAT learning gains.

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

The school considers evaluation and assessment to be wide-ranging and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area. To ensure efficient collection and transfer of student performance data; the school will cooperate with sending schools, including district school, in obtaining all necessary records and students information. This process begins with parents signing a release of record forms, which is sent to the sending school with a request for records. With the release of records the student is withdrawn from the sending school and entered into the student information system and the district computer system as enrolled in the charter school. In cases, where a student has an IEP, articulation or review meeting will be scheduled with appropriate district personnel in accordance with student's IEP. The school would welcome an opportunity to participate in any other student articulation or migration processes conducted by the district to ensure a smooth transition of students and parents from a district school to the charter school.

Listed below are measurement tools that will be used for assessment purposes. The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the school:

Criterion Referenced Assessments:
The school administers assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State Mandated Assessment-Students participate in the administration of the FCAT annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR). Kindergarteners participate in the FLKRS administration and ELL students participate in any state or district mandated assessments such as CELLA.
- Criterion Referenced Performance tests are created based on FCAT test specifications. Administrations include both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments.
- Weekly standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking

and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

- Writing Prompts will be administered regularly to measure progress in the for components of effective writing. Mastery of competencies outlined by the Florida Writes.
- Teacher made tests (including pre and post test)

Ongoing Formative Practice Assessment
- Achievement of goals and objectives in the student's Individual Learning Plan.
- Quarterly Progress summaries
- Journals
- Teachers observation
- Anecdotal records of the student's performance
- Attitude inventories

Baseline Assessment

Baseline assessment provides all stakeholders with information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Comprehensive Assessment Test (FCAT), Florida Assessment for Instruction in Reading (FAIR), FLKRS, numeracy diagnostics or other diagnostic assessments.

Florida Assessment for Instruction in Reading

Florida Assessment for Instruction in Reading, available to k-12 public school, was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction.

The Assessment System can be administered three times yearly and is augmented with a Board Diagnostic Inventory for Grades K-2, a Diagnostic Toolkit for grades 3-12, and Progress Monitoring measures for all grades. Two brief Board Screening tasks are available for administration to all students in order to identify those most likely to be on or above grade level in reading by the end of the year. In grades K-2, the screening task includes letter sounds, phonemic awareness, and word reading. In grades 3-12, the screening tasks include an adaptive reading comprehension measure. This reading comprehension Assessment Test and will also provide a Lexile score for each student. This data will be used in the Conference Summits to meet the academic needs of each student.

Florida Comprehension Assessment Test (FCAT)

The FCAT is the foundation of the statewide assessment and accountability program. The FCAT program includes grades 3-8 assessments in reading and mathematics; grades 5 and 8th science, and writing in grade 4th. Student achievement data is used to report educational status and annual progress for individual students, schools, district, and the state. The FCAT measures student performance on selected benchmarks in reading, science, and mathematics as defined by the Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and skill areas they are expected to perform. The administration of FCAT is "summative" in nature. The results are distributed to the school and the parents and are the basis for the A+ Plan School Grades.

Florida Kindergarten Readiness Screener (FLKRS)

The Florida Kindergarten Readiness Screener (FLKRS) is administeres to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of Dynamic Indicators of Basic Early Literacy Skills (FAIR) for kindergarten (letter naming and phonemic awareness) to gather information on a child's development in emergent literacy.

Progress Monitoring Plan (PMP)

The school Progress Monitoring Plan (PMP) was designed to provide students, parents, teachers, and administrators with specific academic intervention information on 4th -5th grade students and retained 3rd grade students who performance below level 3 on the FCAT; 1st-3rd grade students who performed at or below the 25th percentile on the standardized test; and Kindergarten students who are not demonstrating adequate progress. The PMP lists students' areas of academic weakness and describe interventions that can implement in the areas of writing, reading, mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing students achievement in the identified area.

The district will provide prior test scores to the school and administrator of the school will provide the school teachers and the leadership team with students data that identifies the lowest 25% in their school from individual students FCAT scores. The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support. The school will administrated benchmark test according to grade level which is given within the first month of school, individual student strengths and weaknesses can be identified quickly and a PMP generated in order to ensure classroom instruction is geared toward meeting the needs of each student. This allow students, parents, teachers and administrators to re-evaluate individual students' academic achievement in a more time efficient manner. Recognizing areas of strength and weakness in a timely manner is vital to making sure students have enough instructional time to practice to solidify their understanding before reassessment occurs. If a student need multiple specialized plans, such as Progress Monitoring Plan, Individual ELL Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

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

The school addresses four components of data driven instruction; culture, assessments, analysis, and action. The use of student assessment and performance data is vital to the culture of the school as evidenced by our Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data driven cycle assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school wide achievement. Our school leader uses a simple but highly effective years calendar, which they display publicly and refer to constantly, so that everyone in the school community-including students and families know when important steps in the data cycle will take place. Even the principal plans to carve out time for the assessment, analysis, and action through scheduled data discussions with mentor

teachers and administration as well as any professional development teachers needs to succeed in each part of the cycle. Teachers use the data from the curriculum benchmark test and Florida Assessment for Instruction in Reading to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed; this is data-driven instruction. To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessment on those specific skills. After itemized analysis of each assessment (both FAIR and benchmark Test), the teacher report feedback to students and parents through the charter school student information system and verbally in order to update the students' Individual Learning Plans. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered, or go back to baseline assessment to activate students' background knowledge on the new skill to be introduced. Continual monitoring of student progress will be also be provided by administering the curriculum benchmark test. Also, FAIR at least three times during the school year, with first administration being a pre-test to establish a baseline, and the last administration being a post test to determine academic progress achieved. This test is also administered periodically prior to the FCAT providing teachers with an updated evaluation of student learning on specific.

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

Student assessment and performance information will be shared with students and parents in multiple ways. Teachers will update Individual Learning Plans and/or Progress Monitoring Plans as well as reflect data on the Report Cards and discuss student progress via student/teacher and teacher/parent Conference Summits. In addition, the charter school will designed and implement the student information system, a web-based tool to assist in the daily communication and information maintenance of the school. This tool can be accessed from any computer with internet access. The Student Information System will be designed to be tool for administrators, faculty members, parents and students. Each different type of school community member can be given access to the Student Information System and what they are able to view will change depending upon their authorization level. Parents can view their child's assignments and cumulative grades and communicate via electronic mail with classroom teacher. Our school will emphasizes parent involvement and empowers students and parents to share responsibility in reaching academic goals; therefore, it is imperative that we effectively share performance data with students and parents.

6. Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.
The Charter School has selected:
- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

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

The school strongly believes children with disabilities should access an inclusive, quality and free educational environment on an equal basis with others in the communities in which they live. It is a responsibility of all of us to ensure that this right is fulfilled. We also believe that a sustained effort should be made to reduce prejudice, stigma and discrimination against children with disabilities. To address societal perceptions and change attitudes towards them advocacy, social mobilization and communication for behavior and social change interventions are necessary. On the school behalf, a sustained effort will be made to reduce prejudice, stigma and discrimination against children with disabilities. Therefore, students with disabilities will have an equal opportunity for enrollment.

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

The school will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulation, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The school will implement the same identification, evaluation, placement, and due process procedures as other schools in the district. The school will utilize a service delivery model inclusion for students with disabilities and will work with the district to determine the proper placement for the student with disabilities within the full continuum of services offered by the district. The school will ensure maximum extent appropriate; students with disabilities will be educated in the least restrictive environment (LRE). The IEP team will determine the LRE, which also will include the services and supports needed for the students with disability. The IEP team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP. The district will ensure that a full continuum of alternative placements are made available to the same extent as other schools in the district , to meet the special education and related service needs of students with disabilities.

As affirmed by section s 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to:
1. A non-discriminatory policy regarding identification, location, evaluation, and selection
2. Free and Appropriate Public Education (FAPE)
3. Individual Education Plans (IEP) to include IEP meetings with the parents and the IEP Committee.
4. Section 504 Plan

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

The School will utilize a service delivery model of inclusion for students with disabilities in order to support them in the least restrictive environment. The School understands and know

that it is very important that each student has the opportunity to learn and grow within his or her community so that they will be productive citizens upon graduation from the school. The School will employ or contract with the necessary personnel to provide speech and language services, Occupational Therapy and Physical Therapy as required by the IEP. In providing for the educational needs of the exceptional student, the principal, the ESE teacher and the general educational teacher will utilize the regular school facilities which are physically designed and adapted to meet the needs of exceptional students as required by the American with Disabilities Act (ADA) and IDEA. The School will work collaboratively with the School District to determine the least restrictive environment and proper placement within the full continuum of services offered by the district as the Local Education Agency.

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

The school's effectiveness in serving special education students will be evaluated on a continuous basis in several ways. The first way is for ESE teachers and the general education teachers to meet as a team on a quarterly basis to review progress notes on the student that they serve to determine if the student is meeting the goals and objectives of their IEP. During this meeting all IEP accommodation will be reviewed in order to ensure that they are being applied in the general education setting. This will ensure that every student's progress will be focused on by all teachers who service special education students within the school. Each year, the administration, faculty and staff of the school will review all special education student data to ensure that the entire ESE program is focused on student achievement. On the other hand, FCAT data and AYP data are additional ways to collect information and use to evaluate the progress of the school' special education students.

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

It is also essential to focus on the instructional component that equates to success for students with exceptionalities who are included in general education classrooms. Although there are numerous factors that must be taken into account when designing instruction for today's students (i.e. students' background knowledge, current skill levels, interest, relevance to their lives, etc.), each lesson must be differentiated to meet the needs of the diverse students that compose the classes of our schools.

Differentiated instruction meets the needs of ALL students by responding to their varying levels of background knowledge, skill readiness, language acquisition, learning styles, interests, and response modes. The process of differentiated instruction is an instructional approach that is specifically tailored to address differing abilities within the same class. Differentiated instruction individualizes the overall lesson to maximize each learner's potential and academic success.

Differentiated instruction begins first and foremost with student assessment. Based on the needs assessment, instruction can be differentiated by content, process, or product.

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

The school's projected populations of students with disabilities are 15 openings with 10 openings in grade k-3 and 5 openings in grades 4-5. The projected population was based on a budget analysis utilizing at least one qualified teachers to instruct students who have various mental and physical disabilities that may impede learning, including autism, visual and hearing impairments and emotional disturbances. By creating an Individual Education Program (IEP) for each student, the Special Education Teachers are able to set goals and develop a curriculum tailored to each student's abilities.

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

The School is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in our educational program. Based on the enrollment of students with disabilities, the school will hire and train the appropriate number of teachers/Para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being meet and implemented.

The school will include among its staff, teachers who will be gifted certified/endorsed and who will participate in professional development opportunities with the State and with District schools so that guidelines and procedures established by the District are implemented and followed. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor.

The school will provide a comprehensive professional development program for the teachers, but the school will participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services. The school will participate in the district contact meeting for Exceptional Student Education services to foster clear communication and implementation of necessary services. Ongoing professional development, either within the district or by outside consultants, for the implementation of Response to Intervention (RtI) will be provided for continuous improvement of interventions provided to all students.

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

Gifted and talented students are defined as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (No Child Left Behind, 2002). Students who have been identified and qualify for Gifted Education Program each have an Educational Plan written yearly which includes a statement of the present levels of education performance of the child, a statement of goals, including measurable short-term instructional objectives, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objective are being accomplished. Development of, the Educational Plan process, will build parent/school relationship, provide a forum for discussing student need

beyond the general curriculum, facilitating changes in instruction and classes, and determine if a goal has been met and/or should be rewritten. An effective gifted program will show that the students it serves have successfully met their goals and continuously build on current strengths and weakness. An effective gifted education program will focus on writing goals that are high but achievable, continuously reviewed, created with student and parent input, evaluated for successful completion, and build on each student's strengths and weakness.

In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted student population each quarter. After determining enrichment areas, teachers will work with the Imagine It! Curriculum to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark tests. At the end of the year, several sources of data will be considered in evaluating our services to gifted students. FCAT Data, benchmark testing data, and classroom assessment records will be analyzed to determine areas in which our students need challenging goals and higher levels of enrichment.

7. English Language Learners

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

The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English.

English Language Learners (ELLs) are identified through the registration process. At the beginning of registration, parents are given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any questions are referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their inclusive community. . Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of Florida and the District will serve students identified as having limited proficiency in English. Assessment instruments used will follow the established guidelines and procedures of the District.

In order to promote both literacy and proficiency, the ESOL program will provide ELLs with English Language Development instruction that is age and grade appropriate and is tailored to the student's English proficiency level. ELLs will be in a climate that promotes not limited to listening, speaking and reading but also writing skills. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic growth comparable to that native English speakers ass documented by individual and group data.

Traneisha L. Galloway Charter School offers English Language Learners (ELLs) students instructional services through an English Immersion Program mainstream/inclusion

instructional delivery model. Mainstream/Inclusion instruction provide to ELL students is equal in amount, sequence and scope to the instruction provide to the non-ELL students at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. Students meet the English Language Proficiency Standards on their language proficiency level. Nevertheless, State adopted language proficiency texts are supplied in addition to regular classroom text enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/Language Arts, communications skills and reading/writing level at the language acquisition stage at which the student is currently functioning. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

- Submit the LEP Plan as **Attachment #3**.

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

In compliance with Florida State Law, META requirement, and the META Consent Decree, the School's teachers are required to participate in training when they have an English Language Learner (ELL) assigned to their class. We will provide adequate staffing of certified ESOL teachers, based on our student population, including an ESOL liaison for the school. Teachers will adhere to the following state requirements:

Classification 1 Teachers:

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

Classification 2 Teachers:
- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semster hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Classification 3 Teachers:
- Hold certification in a subject appropriate to the teaching assignment

- Complete18 in-service points or 3-semster hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have 2 years to complete

Classification 4 Administrators and Student Services Coordinator:
- 3 semester credit hours or in-service points
- Experienced School Administrator $ Student Services Coordinator hired to have 3 calendar years to complete from hire date
- Beginning School Administrator $ Student Services Coordinator hired have 3 calendar years to complete from hire date

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

The Charter School program English for Speakers of Other Languages (ESOL) program will provide instructional program and services for ELLs who enter the school below grade level will be engaged in and benefit from the curriculum.

Our teachers will be trained:
1. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language
2. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL Students
3. Locate and acquire relevant resources
4. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academics language proficiency skills (CLAPS) as they apply to the ESOL curriculum.
5. Evaluate, select, adapt, and employ appropriate instructional materials, media and technology for ESOL at elementary level.
6. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.
7. Create a positive classroom environment to accommodate the various learning styles and cultural background of students.
8. Use formal and alternative method of assessment/evaluation of ELL students, including measurement of language, literacy and academic content metacognition.
9. Administer tests and interpret test results, applying basic measurement concepts
10. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading and writing.

Our Students engaged and benefit from the curriculum:
1. Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and cognitive processes
2. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.
- Submit the school's Code of Student Conduct as **Attachment #4.** Keep in mind that charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Gadsden County School Board Policy. Gadsden County School Board will have the ultimate discretion to expel a student.

The charter school will align to Gadsden County Student Code of Conduct.

II Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

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

The Charter School will be subject to the control and management of the Gadsden County School Board in accordance with Section 1002.33 of the Florida Statues. The Traneisha L. Galloway Charter School of Business and Integrated Technology is a Florida non-profit corporation. The Governing Board is the charter applicant and is organized and operated as a non-profit corporation under the laws of the State of Florida. The founding and governing board members are not and will not seek employment of the Charter School. The charter school and its governing board will be subject to the supervision and provisions of the Gadsden County School Board and The State of Florida Board of Education which will consist of Open and Public Meetings and Inspection of Public Records.

The Governing Board will follow the State of Florida Statues for open, public meetings. The meeting will be run under Robert' Rule of Order and presided over by the Chairperson of the Board. The Board will be accountable to the Gadsden County School Board, parents and students through regularly scheduled board meetings which will be advertised in advance.

According to Statues, the Governing Board will make an annual progress report to The Gadsden County School Board. The report will include: 1) The School progress toward the goals that are outlined in the Charters School's Application; 2) The information required in the Annual Report; 3) The revenues and expenditures of the school; and 4) The salary and benefit levels of the school employees.

Once the approval of the Traneisha L. Galloway Charter School of Business and Integrated Technology the IRS Letter of Determination, the biographies/resumes for the Governing Board members and the Articles of Incorporation and By Laws for the Governing Board will available.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.
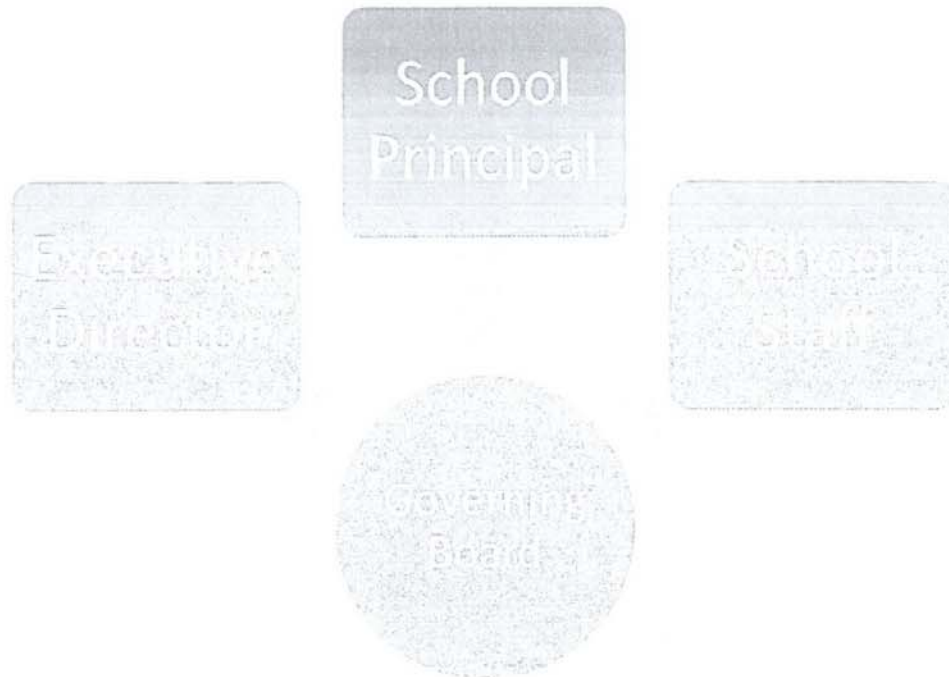
- The Governing Board Members leads the organization and has the ultimate authority and the responsibility for the schools daily operations.
- The Governing Board will contract with the Gadsden County School Board to manage the daily operations of the school, including advertisement of jobs.
- The Executive Director will be the primary liaison to the Governing Board.
- The School Principal is responsible for managing staff at the school.

The direct relationship between the Governing Board and the Executive Directive provides clear accountability and responsibility for the school performance. The School Principal will not directly report to the Governing Board; but they will have a strong relationship. The school Principal will provide a monthly report for the Governing Board and the will attend all board meetings or a designee.

The Governing Board will hold the Principal accountable through the expectations defined in the agreement between the Board and the Executive Director. The School Principal will report directly to the Executive Director where they will go through performance evaluation and are expected to follow the Educational Model and the mission of the school. The Board will have an opportunity to provide input of the principal's performance.

C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
   o Adoption of annual budget
   o Continuing oversight over charter school operations

The Governing Board establishes policies that consist along with the school mission and ensure the school operations are truthful to the terms of the school including compliance with statutes and regulations requirements.

The Governing Board will follow State Statues, Florida Sunshine Law, and the Gadsden County School Board Policy for open and public meetings. The meetings will be run under Robert's Rules of Order and will be presided over by the Chairperson.

The Governing Board shall be responsible for the development of the mission, vision and the appropriate polices to ensure that those fundamentals are established and maintained.

In compliance with the Florida Statues, the Board will make annual progress reports to the District. The report with consist of: 1) the school's progress towards the goals that are outlined. 2) The information that is required in pursuant to F.S. 229.592;3. 3) The financial reports of the school revenues and expenditures. 4) The salary and benefits of the school employees.

The Governing Board will preparing agendas, providing data, researching issues and complying with local, state, and federal laws and providing solution to any problems that may arise. The Governing Board will be responsible for the daily operations.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.
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.
*   Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5.**
    Pending upon approval the Articles of Incorporation and bylaws of the corporation will be submitted

The Governing Board will be accountable to the parents, students, teachers, staff and the District during regularly scheduled board meetings. The board will be responsible in developing and implementing policies related to the school; also including specific board of directors positions that are outlined in the by-laws.
Polices set out by the Governing Board:
*   Academic and financial accountability
*   Report the school progress to the district
*   Review and approve audit reports
*   Ensure that the school has obtained a Certified Public Accountant
*   Documentation of the facilities in current use
*   Oversee operational policies
*   Out of field and in field teachers

Term Limits
All directors will hold office term for one year until the next annual meeting or resignation or removal of office.

Resignation
Any Board member may resign at any time giving written notice of such to the board.

Removal

Any director may be removed from the office by the vote of the membership at any regular or special called meeting for that purpose.

Vacancies

Any vacancy during any term of office of the board of directors may be filled for the unexpired portion of the term with majority of the vote. All directors will hold office term for one year until the next annual meeting or resignation or removal of office.

Public Meetings and Minutes

The Governing Board will conduct regularly meeting. During these meetings minutes will be available for public viewing in accordance with Florida Public Records Law, Chapter 19, and Florida Statues. Meeting information presented enrollment change and updates and any other information regarding the school.

Conflict of Interest

This policy will protect the Governing Board when entering an arrangement that might benefit the interest of an officer of the organization. This policy will not replace any state and federal laws governing conflict or interest to a nonprofit organization.

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

The Governing Board is established as the Founding Board and will be compromised of the elected Board members.

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

The Governing Board shall be offered a position by the Executive Director. All of the Board members will complete ongoing training in accordance with Rule 6 A-6.0784. The topics that will be covered are specified in Section 1002.33(9)(k) The Florida statues, will include:
1. Conflicts of Interest
2. Governance and Leadership
3. Charter School Law in Florida
4. Financial Responsibly
5. Government in the Sunshine Law
6. Ethics
7. Understanding of Parliamentary Procedures
8. Drafting Board Polices
9. Questions that are guided for Mission Statement

The Board member s will each receive a binder that will contain a copy of the by-laws, charter contract, management agreement, contact information and other important information.

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

The Governing Board is already established. The Board consists of: Alma Venisee Chairperson; Christine Campbell, Vice Chairperson and members :Zulieka Lockwood, Erin Fields, and Ocbkeisha Butler.

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

When parents have any concerns, suggestions, and complaints they should contact the principal and request a conference with the teacher. Conferences should be at least one per semester and made before school, during planning time or at the end of the day.

When students feel they have been treated unfairly; in most cases problems can be resolved if students/parents speak with the teacher or staff member involved. If the student/parent does not resolve the problem this was and feels uncomfortable addressing the problem directly to the teacher or staff member, the student may request a conference with the Principal at any time. The student/parent may also request the presence of a third party such as a guidance counselor, resource teacher or other personnel. The parent may also be present. If then the problem is not resolved the following steps should be followed:

1. The student/parent must present a written and signed statement to the principal written within (5) school days of the complaint. The statement should include the following information: a) description of the incident; b) date and time of the incident; c) persons involved and/or witnesses; d) location of the incident; e) attempts made to resolve the issue.
2. The principal shall respond in writing within (5) school days of the receipt of the statement. The principal shall make every effort to resolve the issue.
3. If the problem still has not been resolved at this step and the principal fails to respond in a timely manner to the student's statement the student/parent may submit the grievance to the Governing Board.
4. A meeting will be scheduled within (5) school days of receipt of the student's request for such a meeting. This meeting will include the person involved in the original action, the principal, the student, and the parents. If a decision is made at this meeting documentation of the agreed upon actions will be forwarded to all parties within (5) school days.
5. At any time, a parent(s) may withdraw their student(s) from the school and enroll them in the student's assigned district school in accordance with school/district policy.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:
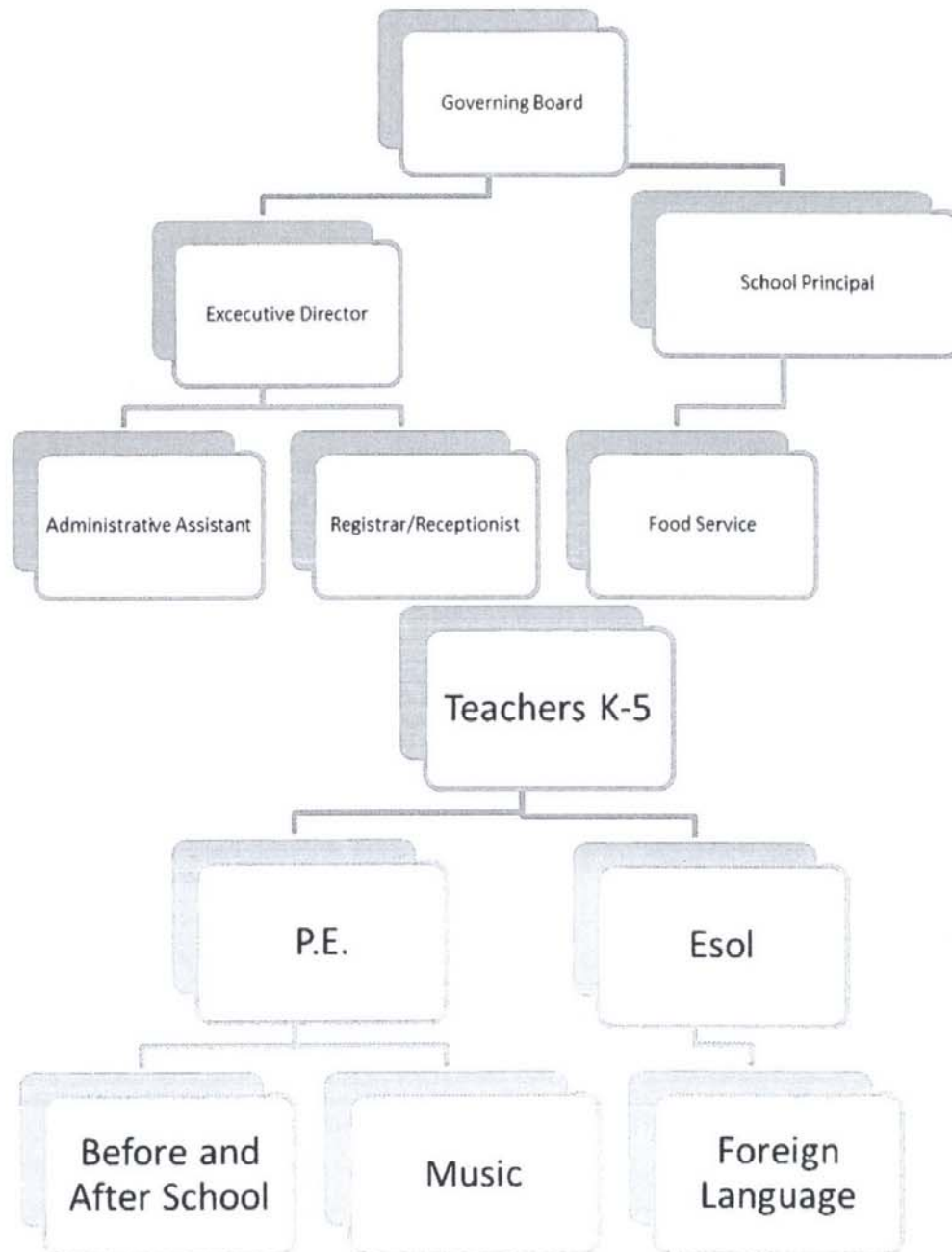
The Traneisha L. Galloway Charter School of Business And Integrated Technology will not be using a partner organization.

I. Name of the partner organization.

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

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

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

10. Management

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

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                        Governing Board
                       /              \
          Executive Director        School Principal
           /          \                    |
Administrative    Registrar/Receptionist   Food Service
Assistant
                                |
                          Teachers K-5
                           /         \
                         P.E.        Esol
                       /      \         \
           Before and      Music      Foreign
           After School               Language
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B. Outline the criteria and process that will be used to select the school's leader.

1. Certification in Educational Leadership
2. Degree in Education; experience as an educational leader; Teaching experience
3. Knowledge of the curriculum
4. Knowledge of the school environment and a positive school climate
5. Ability to work with the community
6. Skills in using Technology used to monitoring the students' progress and a learning tool
7. Establish innovative and creative learning programs
8. Implement staff development and training
9. Experience with working with Governing Boards
10. Commitment to enabling the students to reach their personal best

Candidates that apply will go through an interview:
1. Their philosophy on education
2. Understanding of their role
3. Use and data on FCAT
4. Familiarity with the Charter school
5. The understanding of discipline, outreach, instructional, leadership, and supervision
6. The questions will be scored and the minimum score must be achieved to be considered for the position.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

Staff will be hired according to enrollment each school term according to the school projected enrollment.

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

The entire staff of The Traneshia L. Galloway Charter School of Business and Integrated Technology must be committed to the high academic standards of the school. The faculty of the school must work cooperatively and collaboratively with the fellow faculty members, parents, the community and students. Teaching requires energy, creativity, and persons who possess a desire to make educating our students exciting and making a difference in their educational experience.

The Governing Board will insure that they are committed in recruiting, selecting, and retaining highly effective teachers. The purpose of the employment procedures and the policies is to recruit faculty and staff that contribute to the school in ways that align with the schools mission.

The No Child Left Behind Act of 2001 makes the process easier by identifying and hiring "highly qualified teachers.

The Traneisha L. Galloway Charter School of Business and Integrated Technology are an equal opportunity employer and recruits staff by using an innovative recruiting plan. The recruitment will be advertised, locally, state-wide resources that include:

- The School website
- Job Fairs

- College Recruiting: attract and hire newly graduated teachers
- On line Job Posting Boards: select educational and job recruitment websites
- Search resume' Databases

The selection process will be an interview structure, question prompts. The interview protocol will focus on job related questions within the interviewing guidelines. The following information is a guide to the process of paper screening applications, oral interviews.

School Principal: Responsible for the Administration of the School
- Must have an Educational Leadership Certification
- Degree in Education; experience as an educational leader
- Teaching experience
- Ability to work with the community
- Experience in working with advisory boards
- Using technology as a tool for learning and monitoring students progress
- Knowledgeable of the curriculum
- Motivated to establish creative learning programs
- Committed to professional development programs for faculty and staff
- Implementing staff development and training
- Committed to helping each student to reach his/her personal best

Classroom Teachers

- Bachelor's Degree or higher Education
- Positive teaching evaluation history
- Computer skills
- Ability to make learning exciting
- Understanding various teaching styles
- Able to work with parent, students, and the school staff as a whole
- Knowledgeable of subject area
- Strong written and oral skills as well as communication skills
- Committed to the academic development of each student
- Engages in continual professional development

Interviews
The process for the hiring of Instructional staff will be a panel or interview assembled by the Principal. The Interviewing will consist of asking the applicant past performances and experiences. The panel will use a rubric to evaluate their responses.

The quality of effective teachers provides the foundation for the teacher selection process. The qualities are: 1) Effective teaching; 2) the teacher as a person; 3) Classroom management; 4) Planning of the daily instruction; 5) Implementing daily instruction; 6) monitoring students assessments and student expectations. These qualities are indicators for effective teachers.

Hiring Policy

The interviewed applicants must complete an Employment Application and a Release of Information which allows the school to conduct a background check and employment history.

The hiring policy is offer equal employment opportunity to all qualified employees regardless to race, color, creed, national origin, age, gender, marital status, sexual orientation, veteran status, non job related disability, physical or mental handicap, or any other characteristic protected by law. Pursuant to all federal and state laws including Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Fair Labor Standards Act, Equal Pay for Equal Rights Act of 1964, Age Discrimination Act of 1967, Occupation and Health Act of 1970, Patsy T Mink Equal Opportunity in Education Act, Vietnam Era and Special Disabled Veterans Readjustment Assistance of 1974, Workers Compensation and Unemployment Compensation.

Hiring Qualifications

The Traneisha L. Galloway Charter School of Business and Integrated Technology will comply with F.S. 1002.33(9)(1)4, the preferred qualifications for each instructional and student service position applicable to the School will be available for review. The information will include degree(s) that are held, past teaching experience certification and years of experience.

All employees will be fingerprinted and have background checks as required by 1012.56(2)(d) Florida statue. The support staff will include cafeteria staff, custodians, paraprofessional, secretaries, and substitute teachers, as well as other approved to support the schools various programs. The support staff will also have to be fingerprinted and have background checks done as well.

Certification Monitoring

The Human Resource Department will maintain a file for all faculty and staff members. Five year renewable requirements will be monitored. Certified teachers MUST hold a valid professional certificate which will be confirmed through the **www.fldoe.org** website

Offer of Employment

Processes have been established to ensure that hiring is consistent with all state and federal laws which will support the school budgets. Approval will be based on the school requirements, human resources consistency, and the accountability of finances.
If the candidate completes the pre-employment requirements and desired qualifications, employment will be offered.

Once the offer is accepted, a New Hire Packet is presented to the new employee. The packet will include payroll forms, W-2, state income tax form, Employee Handbook and information related to company offered benefits.

Employment Offers

Every newly hired employee will sign an offer of employment. Extensions of employment are recommended on year to year basis. All instructional personnel will be considered 10 month employees, but will be paid over a 12 month period. Instructional staff will begin approximately two weeks prior to the start of school and will work one week after the end of school.

Orientation

All new employees will participate in a mandatory Human Resource Orientation. During this time the employee will familiarize themselves with the handbooks, vision, mission, and to review the key areas of the handbook.

Professional Development

This process has been proven to be a great benefit to organizations and to individual success. The professional development will include, but not limited to:

- Employee benefits
- New Teacher Induction Program
- Professional Ethics
- Teambuilding
- Student Handbook
- Classroom Protocol
- Discrimination/ Harassment Training
- Professional Seminars/Training
- CPR/First Aid

Along with guidance the school also has in place a professional development calendar to include:

- Pre- School in service
- Staff development during the teacher planning week
- Curriculum Cadres

Dismissal

The employee may resign from the school, and or the school may terminate employment without cause and without notice. Per the employee handbook the school requests a two week notice of all resignations. The school reserves the right to dismiss employees at will, but without being in violation of state and federal laws.

11. Educational Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)[2]:

> Traneisha L.Galloway Charter School of Business and Integrated Technology will not contract with an Education Service Provider.

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[2] An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and*

- *Comprehensive School Design Providers that offer a replicable school model or common pedagogical, instructional and governance approach.*

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

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

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

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

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

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

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

12. Human Resources and Employment

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

The compensation plan for the school both internally and externally is completely research based. Research has validated that school employees believe it is very important to be eligible for pay differentiation based on performance. Research also supports the fact that people are motivated through achievement and growth. Studies indicate that not only does this contribute to the retention of high quality staff, but this also positively impacts student's achievement. Consequently, the School will have a performance -based compensation plan that includes the following.

- Bonuses based on performance of administrators an also based on pre-determined goals.
- Based on Student achievement incentive bonuses for teachers and staff will be provided on an as needed basis.
- School-wide performance incentive goal provided to facility and staff at each school that achieves predetermined school-wide goals.
- FCAT A+ Incentive based on school grade- Last year 80% of Charter Schools USA School earned A+ awards that provided and additional performance incentive based on school performance.

The Traneisha L. Galloway School of Business and Integrated Technology will operate as a publicly employer and will also reflect an employment practice that will seek to reflect the diversity of the community and the students.

The Governing Board believes that it is in the best interest of the school and employees to be fairly compensated for the valued work that is provided towards the criteria linked to the student's achievements. Pay scales have already been established. Starting Salary factors will be considered but not limited to:
- Base Pay
- Higher Education of a Master's or PhD

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

All staff will participate in a Human Resources Orientation Program where policies will be reviewed in detail and each employee will acknowledge their responsibility to adhere to School policies. Some of these policies will include harassment, discrimination, workplace violence, EEOC, safety, school ethics and conduct and other policies as outlined in the Employee Handbook. Part of each employee's performance evaluation will be based on how well they perform their job and how well they demonstrate professionalism and the values

and principles of the company. Each employee will be accountable for a safe and positive work environment and learning environment for the students.

Professional Development:

Ensuring there are effective teachers who utilize multiple instructional strategies which will provide their students and educational environment that focuses on innovative learning methods for application of what they have learned. This will facilitate a broad understanding of high-yield research based instructional strategies for positive results. The school will provide the following professional development trainings:

Leadership Development	Workshops
New Teacher induction: a to five day seminar depending on the needs of the teachers that includes instructional methods for data driven instruction and research based classroom management and student motivation.	1. Writing Effective Lesson Plans 2. Formalization of the Instructional Program 3. Development of a Comprehensive Assessment plan. 4. Collection and Interpretation of Student Performance and Achievement Data. 5. Theory of Multiple Intelligences.
Teacher Learning Communities and ongoing community for new teachers that include monthly meetings to review and enhance the teacher's knowledge of high yield instructional strategies.	6. The Effective Teacher. 7. Assessment and Evaluation. 8. What Great Teachers Do Differently: 14 things that matter most. 9. Classroom Instruction that works: 9 high yield strategies.
Curriculum Mapping although the process of curriculum mapping occurs throughout the school year, once a year teachers meet to discuss the notes they have taken throughout the year to see how they can improve the curriculum maps for each subject area. Master teachers then take this information to the classroom teachers to ensure that they have a successful next year by making them aware of any changes to the curriculum map.	10. Six Traits of effective writers. 11. Using manipulative in math. 12. Strategies for successful test taking. 13. Best practice strategies for the classroom. 14. Centers in the classroom. 15. Technology in the Classroom. 16. The Interdisciplinary Curriculum. 17. English for Speakers of other languages regulations and procedures. 18. Exceptional student education regulations and procedures.
Data Analysis staff development is provided to teachers to ensure that they are analyzing their students' data for maximum student achievement.	19. Research based innovative learning methods.

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

13. Student Recruitment and Enrollment

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

The Governing Board understands the importance of marketing and recruiting to the parents and students. The marketing strategy begins in the immediate area and then expands to the mass market.

Recruitment
Advertising to residents in the surrounding communities will be the main focus. To ensure a strong demand an application pool will be established. By using the school's Student information system this will provide an opportunity for all students applying to be admitted while also ensuring enrollment targets are met across all grade levels.

Marketing Plan
The School will conduct a three phase marketing plan. This plan should achieve enrollment capacity with a low student/teacher ratio.
Phase 1: Identification
Phase 2: Awareness
Phase 3: Recruitment

Phase 1: Identification
The School will identify eligible students as stated in the Charter. Some of the indicators to identify target areas include:
- Demographics
- Local school capacity
- Local School performances

Phase 2: Awareness
Upon the approval of this Charter application the school will begin a mass broad marketing campaign throughout targeted areas to publish to the community about the charter schools movement and the opportunities that are available at the school. Information will be bilingually as needed for the area. Efforts will include:
- News Papers
- School website
- Local radio and television

- Town hall meetings
- Brochures about the school and programs

Phase 3: Recruitment

Enrollment will continue until the school is fully enrolled and staffed. At this time an extensive marketing strategy will be implemented. Efforts will include:

- Open houses and information about the school
- Continued distribution of brochures
- Attendance at job fairs
- Announcements at local university career centers
- Media announcements

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The School will be committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act Section 1000.05(2)(a) and the Florida Statute that forbids discrimination on the basis of race, national origin, gender, martial statues, ethnicity, or disability. Hard to reach populations will include but not limited to:

- Availability of bilingual staff
- Website to have applications in multiple languages
- Advertise Open House in different locations throughout the community
- Production of marketing materials in multiple languages
- Posting of information in local public areas

Upon the approval of the Charter Application, the school will work to develop community partnerships that are in the best interest of both the school and the community. These community partnerships will enhance the integration of public entities that are charged with the welfare of our children increase the quality of services provided at the school. Examples of the type of partnerships we expect to develop include.

- Law enforcement agencies.
- Other public safety entities.
- Health and human services agencies.
- Not for profit organizations with child focused missions.
- Youth programs
- Chambers of Commerce
- Local businesses
- Investing in our Youth

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

The school believes in just, fair and equitable treatment of all students and in providing the best learning environment possible. The school will admit students regardless to race, color,
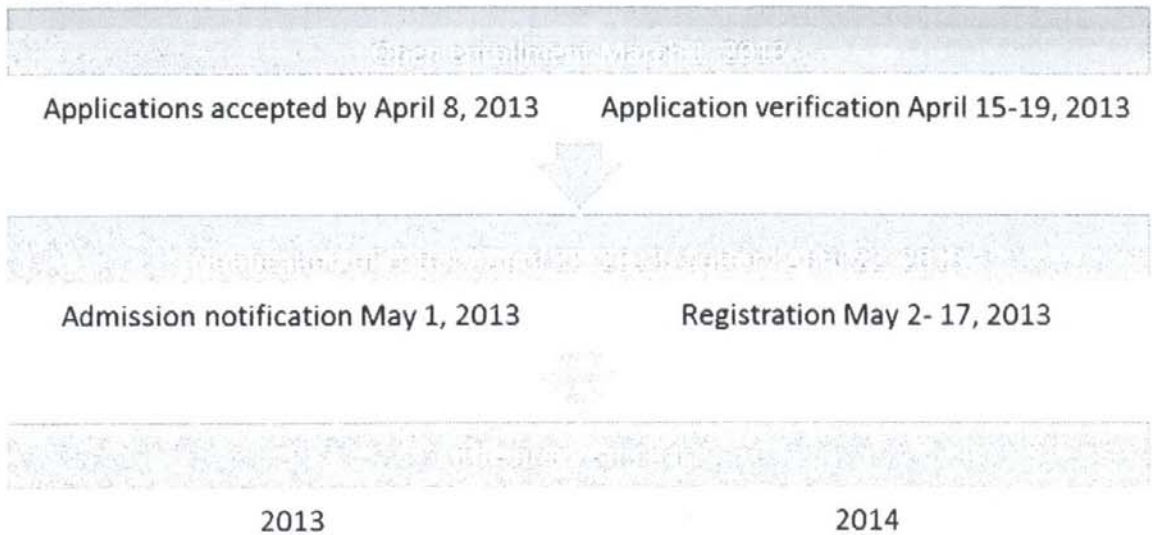
nationality and ethnic origin, religion, sexual orientation or gender. According to section 1022.33(100(b) Eligible student that turn in their application in a timely manner shall be enrolled unless the number of applications exceed the number of capacity. Enrollment will follow Florida Statue 1002.33(15)c which includes enrolling student according to racial/ethnic balance in FS 1002.33(7)(a)8. In accordance with FS 1022.33(10)(d) The School may give preference to the following:

- Students who are siblings of a student enrolled in the charter school
- Students who are children of an employee or board member of the charter school
- Students who are children of Active Military personnel

Applications for student enrollment will be made available through the schools website and also in paper form at local distribution sites. Upon the submission of an application it is reviewed for eligibility of attendance. The data will be monitored to determine a need for lottery waiting list and letters of acceptance. If there is an overflow for any grade level then a lottery will be conducted. For all accepted students the following are generally required by the district:

- Request of the cumulative folder
- report card/transcript
- Social Security number
- Birth Certificate
- Current Medical history/Shot Records

Applications will be accepted on an ongoing basis and maintained.
Year 1 and Year 2 charts in that order:

Open enrollment March 1, 2013	
Applications accepted by April 8, 2013	Application verification April 15-19, 2013

Notification and registration May 2013	
Admission notification May 1, 2013	Registration May 2- 17, 2013

2013	2014

Recommit Letters to current students December 1, 2013- January 15, 2014

| Open Enrollment applications January 5- February 14, 2014 | Application Accepted February 15, 2014 |

| Notification of Lottery March 3, 2014/Lottery March 15, 2014 | Admission Notification March 17, 2014 Registration March 20,-April 6, 2014 |

2014   2015

Early Registration

Open enrollment will be established prior to opening. At the end of enrollment parents will be notified of acceptance to the school or an assigned lottery number. If capacity is not reached after the enrollment period; then applications will be accepted on first come first serve basis.

All applications will be stamped with the date and time as they are received and filed by grade level. The number of seats are based on the recommitment of students of prior year. Applications received after the enrollment period will be placed on the bottom of the waiting list.

The Lottery system will be generated. Notification of acceptance will be in writing no later than 30 days past the acceptance period. If the applicant decides not to attend the school the slot will be given to the next person on the waiting list in that grade level.

The School will be committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act Section 1000.05 and the Florida Statute that forbids discrimination on the basis of race, national origin, sex, martial statues or handicap. Enrollment will follow FS 1002.33(7)(a)8. This includes enrolling student according to racial/ethnic balance in the schools marketing plan. This effort will include the availability of bilingual staff.

Lottery Rules and Procedures
Rules: General

As far as the following rules terms are defined:

- All reference to the dates that are defined as the close of Business on the date indicated
- Random method of the lottery refers to the selection of names manually as a blind drawing until all names have been drawn.
- All student not already attending the school will participate in the lottery

- Application received prior to the end of enrollment deadline are able to participate in the lottery
- Applications received after the initial enrollment will be offered first come first serve basis
- All applicant offered an seat should respond before the deadline or their name will be placed on the waiting list
- Only one lottery shall be conducted by the school which will include all grades if the applicant exceeds the excepted seats that are available
- If the number of applicant is fewer than the number of seat available there will be no public lottery

ALL OFFERS OF REGISTRATION SHALL BE MADE IN THE ORDER OF THE LOTTERY RESULTS AND NO OFFER SHALL BE MADE TO A STUDENT THAT IS NOT ENTITLED TO THE SEAT.

Rules: Preference

- All preference categories and entitlement shall be published and established prior to the lottery
- Applicant with a preference status can be offered a seat ahead of an applicant without
- Preferences are subject to review and verification and will be rescind if status is not verified or valid

In accordance with FS 1022.33(10)(d) The School may give preference to the following:
- Students who are siblings of a student enrolled in the charter school
- Students who are children of an employee or board member of the charter school
- Students who are children of Active Military personnel

Siblings who are applying for the first will receive preference after one of the siblings has been accepted.

Procedure:
The open enrollment will be published in advance of the lottery.
- Enrollment office will select the applicants that are eligible to participate in the lottery
- The enrollment office will select the grades that need an lottery and will run the process
- Letters will be sent out to offer students acceptance into the school and the remaining students will be moved to the waiting list

Applications received after the enrollment period will be placed on the waiting list based on when the applications were received. Date/Time will be stamped upon receiving the applications.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.
   - Attach the student application and any family contracts as **Attachment #6.**

Parental involvement will be fostered by a contract between the parents, students, and the school. Also the parent will be required to perform at least twenty volunteer hours per year. This will support a meaningful relationship for the student's education.

Active parental participation will be required at the School. Parental participation is essential to operating high quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the development of school goals and objectives. Parent/teacher Organization (PTO) will be established to provide a voice for parent and community input that can be used in the development of existing schools as well as new schools and programs. PTO's will be organized each school year at the School. The PTO shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student and Schoo. Annual surveys will be distributed to parents to receive input for school improvement and satisfaction. The Student Information System provides a parent portal that will allow parents to access the real time student data, message boards and direct to teacher and administrator e-mail capability. This supports the continual and meaningful parental involvement in each student's education. PTO representatives provide regular reports to the Governing Board.

Parents will be notified via routine postings regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The School Principal will be represented at the Governing Board meetings to discuss all issues pertaining to the management of the School. Issues to be discussed will include school finance, student achievement benchmark results, institutional focus, personal issues facility issues and ancillary service issues.

Enrollment is a parent(s)/student cooperative choice, wherein a parent(s) contractually agrees to be responsible for their child/children abiding by the rules and regulations applicable to attendance, classroom participation, behavior, and uniform policy. Failure to abide by that contract may result in loss of re-enrollment opportunity the ensuing year. According to a ruling by the Florida Department of Education General Counsel.

Parental participation in the school's operations and governance will be fostered by:

- A parental contract between the parent, student and school.
- Governing Board meetings will be open to the public and notification will be disseminated per Sunshine Law.
- Parent/teacher conferences will be held to provide a forum for open discussion and to build parent/teacher understandings and support.
- Semiannual surveys will be distributed to parents to receive input for school improvement and satisfaction.

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

Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size and layout of space.

The school facility will be located at 1715 and 1721 West Jefferson St. Quincy, Fl. 32351. This location is zoned with many existing neighborhoods. There will be a total of 8- 36x24 portables which will accommodate the students, faculty, and administrative staff. The portables will include space to facilitate learning for grades K-5. The constructed facilities will meet all safety codes in compliance with Florida's building codes and will also be accessible for disabled students, staff, and visitors. There will be appropriate areas designated for assemblies, lunch, indoor/outdoor recreation etc. There are also areas zoned for student drop-off and pick-up and parking designated for visitors and employees. The cost of facility construction on maintenance is not the responsibility of the district

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Pending approval of this charter Application, the School facility will be developed. The facility will be privately owned and constructed by a private contractor. The District will be provided with documentation of ownership and certification that the building satisfies all requirements for fire, safety, health and accessibility for the disabled prior to beginning operations. All applicable building codes including the Americans with Disabilities Accessibility Guidelines for new building construction. The facility will comply with all building code standards and regulations adopted by the city and county in which the school is located.

C. Describe how the facility will meet the school's capacity needs for students to be served.

The constructed facilities will meet all safety codes in compliance with Florida's building codes and will also be accessible for disabled students, staff, and visitors. There will be appropriate areas designated for assemblies, lunch, indoor/outdoor recreation etc. There are also areas zoned for student drop-off and pick-up and parking designated for visitors and employees. The cost of facility construction on maintenance is not the responsibility of the district

D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

Facility	Cost
Classroom Portables already Purchase	
Maintenance	$5,000.00
Lease	$14,000.00
Utilities	$3,000.00

E. Describe the back-up facilities plan.

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

The school expects to follow through with the facility plan. In the event that the facility Certificate of Occupancy is not issued on time. The Owner plans to deferred for one year until the facility plan can be carried out ensuring compliance in all areas.

If the site is not acquired:

If the school site is not acquired, the application will be deferred for one year until the facility plan can be carried out ensuring compliance in all areas

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

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

- *The financial plan for the proposed school should align with the facilities-related costs described.*

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

I. Describe the back-up facilities plan.

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

15. Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans[3].

The school plans to contract with Gadsden County School transportation to provide transportation to and from school for the students within the zoned bus routes. It is anticipated that the school will provide transportation to students who are located near hazardous walking conditions as defined in 1006.23. The population of students who will be offered transportation according to the above criterion is approxitmately30%.

All accepted applicants are required to submit a "Transportation Request". The request will be complied, and then transportation zones and bus routes are initiated to transport the most students. Parents within established zones will be notified of route and pick-up/ drop-off. According to Florida Statues 1011.68(5) the school is entitled to its share of program funds including transportation. The school district shall cooperate in making arrangements to guarantee that transportation is not an issue for all students who live within the distance stated in the schools Charter. The school may provide transportation is not an issue for all students who live within the distance stated in the schools charter. The school may provide transportation via a contract with the districts or private transportation. However all providers of transportation must and provide proof that all rules and regulations governing student transportation met.

16. Food Service

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

The School intends to use USDA National School Lunch Program which is a federally assisted meal program operating in public and not for profit private schools. The program provides nutritionally balanced low cost or free lunches to children school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Prior to the beginning of the school year the cafeteria staff will be properly trained the food service program, including ordering, food prep, inventory, serving procedures, and clean up. The cafeteria staff will abide the NSLP standards throughout the school year. There will be approximately one serving lines depending on the school's enrollment. At the end of each month the cafeteria staff will be responsible for sending monthly reports to The National School Lunch Program Director which will be used for the submission of any necessary reimbursement claims.

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[3] The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

17. Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

A copy of the school's projected 5 year Projected Budget is included and contains all revenue projections, operations costs, and start-up expenses.

B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Income: Line of Credit $100,000.00

Items	Expenses
August 1st 2013 First Lease Payment	$1200.00
Mailing and Marketing:	$10,000.00
Telephone and Communication Services	$400.00
Utilities	$700.00
Insurance	$7,624.26
Instructional Materials (textbooks, workbooks, testing materials, etc	$15,000.00
Classroom Supplies	$5,075.74
Classroom/Vocational Equipment (desks, chairs, tables, etc.	$15,000.00
Technology	$15,000.00

Total: $70,000.00

Balance (monies left over) $30,000.00

C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.
The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Lease
First Month Lease

Total Amount of 1st months lease=$1200.00

Mailing &Marketing
Mailing Stamps @0.42 x 1,0000.00= $420.00

1 school website x$1580.00= $1580.00
2000 Brochures x$1.00 each $2000.00
Frist 6months Jan-July, 2013(Newspaper)$1000.00
Frist 6months Jan-July, 2013(Local Radio)$3000.00
Frist 6months Jan-July, 2013(Local Television)$2000.00

Total Amount for Mailing and Marketing=$10,000.00

Telephone and Communication Services

Total: Business Comcast Bundle $400.00

Utilities
 Total: Monthly Services $700.00

Insurance
Property and Casualty (monthly cost) $62.13
Liability (monthly) $62.13
Fidelity Bond $7,500.00

Total: $7,624.26

Instructional Materials (textbooks, workbooks, testing materials, etc@ $15,000.00

Classroom Supplies and AV Equipment
Classroom Supplies and AV Equipment @$5,075.74

Classroom/Vocational Equipment (desks, chairs, tables, etc.
Classroom Supplies and Vocational Equipment@$15,000.00

Technology
Computers: $15,000.00

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

Monthly meetings will be held in order for the board to monitor and review and approve budget and expenses

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Cash Flow Start-Up Period January 2013-July 2013
Income: Line of Credit $100,000.00

Items	Expenses
August 1st 2013 First Lease Payment	$1200.00
Mailing and Marketing:	$10,000.00
Telephone and Communication Services	$400.00
Utilities	$700.00
Insurance	$7,624.26
Instructional Materials (textbooks, workbooks, testing materials, etc	$15,000.00
Classroom Supplies	$5,075.74
Classroom/Vocational Equipment (desks, chairs, tables, etc.	$15,000.00
Technology	$15,000.00

Total: $70,000.00

Balance (monies left over) $30,000.00

Lease
First Month Lease

Total Amount of 1st months lease=$1200.00

Mailing &Marketing
Mailing Stamps @0.42 x 1,0000.00= $420.00

1 school website x$1580.00= $1580.00
2000 Brochures x$1.00 each $2000.00
Frist 6months Jan-July, 2013(Newspaper)$1000.00
Frist 6months Jan-July, 2013(Local Radio)$3000.00
Frist 6months Jan-July, 2013(Local Television)$2000.00

Total Amount for Mailing and Marketing=$10,000.00

Telephone and Communication Services

Total: Business Comcast Bundle $400.00

Utilities
 Total: Monthly Services $700.00

Insurance
Property and Casualty (monthly cost) $62.13
Liability (monthly) $62.13
Fidelity Bond $7,500.00

Total: $7,624.26

Instructional Materials (textbooks, workbooks, testing materials, etc@ $15,000.00

Classroom Supplies and AV Equipment
Classroom Supplies and AV Equipment @$5,075.74

Classroom/Vocational Equipment (desks, chairs, tables, etc.
Classroom Supplies and Vocational Equipment@$15,000.00

Technology
Computers: $15,000.00

August 13-July 14 Monthly Projection Expenses

Instructional	$18,700.58
Other Instructional	$3,116.75
Instructional Materials and Equipment	$1,666.67
Technology	$1,666.67
Classroom/Vocational Equipment (desks, chairs, tablets, etc)	$1,666.67
Instructional Support	$3,116.75
Staff Development Training	$416.67
General Support (Administrative Services)	$11,595.83
Offices Expenses	$833.33
Telephone& Communication	33.33
Mailing & Marketing	833.33
General Support (Printing and Copying)	616.67
Facilities	$1200.00
Custodial Service	$1250.00
Utilities	$250.00
Student Transportation	$4,900.50
Insurance	$749.26
Administrative Fees to the District	$3,056.80
General Support (Professional Fees)	$993.33
Food Services	$9,033.56
Repayment Debt	$1,750.01
Other Cost (travel and Conference, dues and fees)	$775.2025

F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

The school budget is designed so that all of the ordinary and necessary costs of operating the school, including capital needs, will be met primarily by State FEFP. Although fundraising amounts are not included in the budget, fundraising may be provided from the school's PTC and/or student fundraising campaigns as needs are identified. Currently there are no fundraising efforts taking place.

18. Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board will contract with a Financial Management Company to set up working bookkeeping system, train appropriate staff to manage the system. The company has a well-established process and procedures to ensure fiscal responsibility and sound internal controls. The financial policy manual will be approved by the Governing Board. The policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts that uses the same numbering system as the DOE, internal controls that establish segregation of duties and authorization and processing of cash receipts and disbursements, establishment of a payroll system, and process for meeting DOE data reporting requirement.

The school will employ a school-based Business Administrator/Administrative Assistant who will act as a liaison to the school Finance and Accounting Department for human resource, payroll, and financial matters relating to cash collection and accounts payable. The Business Administrator/Administrative Assistant, in addition to the Financial Management Company, will also work with School Principal and Executive Director to ensure adherence to the Governing Board approved budget. Below is a summary of the finance and accounting functions that the Business Administrator or Bookkeeper will perform:

- Deposit funds received from food services sales, aftercare programs, and fundraising into proper bank accounts according to company policy.
- Submit documentation for all receipts and disbursement made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit purchase orders according to company policy
- Review and approve expenditure invoices with School Principal
- Maintain reconciliation of internal funds account

The Financial Management team consist of the following
- Executive Director will serve as the Accounts Payable Coordinator: Pays approved expenditures for the charter school

- Staff Accountant: Prepares the monthly financial statements for the charter school
- Controller: CPA; oversees the school Accounting Department
- Executive Director and Board of Directors: Prepare the school annual budget; reviews the financial performance of the school on a monthly and quarterly basis, focusing on budget variances
- Board of Directors: Oversees the work of the Budget Analyst; conduct Quarterly Dashboard reviews with the school leadership.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.
- Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as **Attachment #7.**

The Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures, including (1) Total Revenues; (2) Operating Expenses; (3) Reserve Expenses, (4) Audit Expenses and (5) Fund Balance with respect to the charter school it governs. Amendments to the budget will require the approval of the Governing Board.

In addition to preparing a conservative budget, the Governing Board has rigorous budget management process to ensure that the school it governs achieves the desired positive financial results. The Governing Board will approach budget management as a three-part process: (1) financial statement preparation, (2) regular review of actual results, and (3) continuous forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared on a monthly basis by the Financial Management Company and are distributed to both the school leadership and Governing Board. Monthly financial statements will be prepared using General Accounting and Reporting Board's (GASB) 34 guidelines and the " Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33 (9)(g). Monthly financial statements will also contain a comparison of actual results as compared to the approved budget In compliance with F.S. 1002.33(9)(i)(1), the school will obtain an annual financial audit that is performed by an independent certified public accounting firm. Audit reports will be compliant with the newly published GASB 54 requirements for fund balance reporting. The board will use proper auditor selection procedures as outlined in F.S. 218.391.

To complement the financial statement , the Executive director and administrative assistant will provide monthly dashboard reports. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, identifies significant budget variances, and provides recommendations where appropriate. On a quarterly basis, the dashboard reports are reviewed in a quarterly meeting that is attended by the school leadership, Executive Director and Administrative Assistant. Any materials items are presented to the Governing Board in a timely manner.

As budget variances arise and are managed, new projections are developed each month to ensure the schools stays on track financially throughout the year. These projections allow school leadership to make timely management decisions to ensure the financial health of the schools, and are presented to the Governing Board on a quarterly basis.

Full detail on how cash and fixed assets will be safeguarded can be found in the Finance/Accounting Policy and Procedures Manual.

Financial Deliverables

Pre-Opening (will be provided to Sponsor by July 1st)

- Financial assurance of ability to cover start –up costs, initial liabilities and expenses in a fiscally sound manner: including bank statement , letters of pledge, and other sources as required by the Sponsor.
- Evidence of bank arrangements established with appropriate signatures (representatives of the governing board and to verify with required fidelity bonds) and other authorized personnel.
- The school's written instructions concerning Sponsor's payment s to be made under this contract (e.g., bank account information for direct deposit, ACH, or check)
- Evidence that a payroll /employee benefits system has been established
- Evidence that a fixed asset management system exits and will be implemented
- A description of internal audit procedures and establishment of controls to ensure financial resources are properly managed
- W-9 Form
- Proposed Budget

Monthly
- Monthly financial report delivered to the Sponsor by 20th of the following month (i.e., July monthly financial reports delivered by August 20th)
- Monthly financial statement delivered to the Governing Board by the last day of the following month (i.e., July monthly financial statement delivered by August 31st)

Quarterly
- Quarterly presentation to the Governing Board to include:
- Quarterly Financial results
- Year end projected financial results.

Annually:

- Name, address, fax, and contact numbers of Certified Public Accountant and proof of engagement for financial statement audit report required in Contract provided to Sponsor by June 1st
- Annual audit financial statement delivered to the Sponsor by July 20th
- Annual Financial statement audit delivered to the Sponsor by September 30th
- Evidence of the school's governing board's approval of the annual audit (and findings and recommendations) at the Board next schedule meeting after the final audit report has been issued will be provided to the Sponsor
- Preliminary budget will be submitted to the Sponsor by July 1; final budget by August 6th; mid-year budget by January 18th ; and a final budget reflecting year –end by September 30th

C. Describe the method by which accounting records will be maintained.

As stated in the application, the school's monthly financial statement will be prepared using General Accounting Standards Board's (GASB) 34 guidelines and the " Financial and Program Cost Accounting and Reporting for Florida Schools" as recommended in F.S. 1002.33(9)(g). Monthly financial statement will also contain a comparison of actual results compared to the approved budget. The school will also provide annual financial report and program cost report information in the stated required formats for inclusion in district reporting compliance with F.S. 101.60(1).

In Compliance with F.S. 1002.323 (9)(j)(1), the school will obtain an annual financial audit that is performed by independent certified public accountant. Audit reports will compliant with the newly published GASB 54 requirements for fund balance reporting. The board will use proper auditor selection procedures as outlined in F.S. 218.391.

D. Describe how the school will store student and financial records.

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in s locked fireproof cabinet. Access to the records shall be confined to required school personnel (i.e. clerical personnel). Records shall not be made available to anyone outside the school except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to district staff for the purpose of monitoring and oversight.

Financial records will be maintained at the school located in the office, in a secured environment, with limited access to pertinent staff. However, should the District request or require an examination of financial records, the school principal or Executive Director will accommodate the District.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officer's liability coverage.

The school will comply with all requirements specified by the District, or applicable state statutes regarding insurance and liability coverage. These include:
- Errors and Omissions Insurance
- Fiduciary Liability Insurance'Officers and Directors Liability Insurance
- Commerical General Liability Insurance
- Officers and Directors Liability Insurance
- Fidelity Crime Coverage
- Automobile Liability Insurance
- Employment Practices Liability Insurance
- Property Insurance
- Educator Legal Liability Insurance
- Worker's Compensation Insurance
- Unemployment Compensation Insurance

Sample Model Of Insurance Data

Commercial, General Liability	Up to : Each Occurrence General Aggregate	 $1,000,000 $3,000,000
Automobile	Each Accident Bodily Injury Property Damage	Combined Single Limit $1,000,000
Professional Liability (Errors and Omissions)	Each Occurrence Aggregate	$1,000,000 $3,000,000
Officers and Directors Liability	Each Loss Each Policy Period	$1,000,000 $1,000,000
Property Insurance		Based on value of property
Fidelity Crime		$1,000,000
Workers' Compensation and		Statutory Limits
Employer's Liability	EL Each Accident EL Disease Occurrence EL Disease Limit	$1,000,000 $1,000,000 $1,000,000
Student Accident Liability	Basic Each Occurrence Catastropic	Reimburses Out-of-Pocket Expense 100% after $25,000
Educator Legal Liability	Each Claim Aggregate	$3,000,000 $5,000,000
Fiduciary Liability		$1,000,000

19. Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
   i.   Identifying and securing facility
   ii.   Recruiting and hiring staff
   iii.   Staff training
   iv.   Governing Board training
   v.   Policy Adoption by Board (if necessary)
   vi.   Lottery, if necessary
   vii.   Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

Period	Project Tasks/Milestones
08/12-11/12	- Approval of Charter Application/Contract - Identifying and Securing Facility - Management Agreement Executed
11/12-12/12	- Apply for General Building Permit - Enrollment-Finalize School Budget/Forecasts - Governing Board Training - General Community Awareness/Information Marketing
1/13-03/13	- RFP's Vendors -Services -Furniture, Fixture, and Equipment listing -Technology - Direct Marketing for Student Enrollment - Community Activities - Open Enrollment Period - Identify Potential Leadership Candidates
04/13-06/13	- Facility Lease Executed - Begin faculty Hiring - Direct Marketing for Student Enrollment - Student Enrollment/Registration (Ongoing) - Lottery, if necessary - Certificate of Occupancy
07/13-8/13	- Staff Training(on-going) - Installation of Furniture, Fixture and Equipment - Staff Move-In - Teacher Professional Development - Open House Session for Parents and Students - Student Enrollment/Registration (Ongoing) - Lottery, if necessary - First Day of School

Approved Applicant Deferral

If an approved applicant decides to defer opening school one year past the 2013-2014 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

Stand-Alone Documents

Application Attachments:

1. Curriculum Plan aligned with the Next Generation Sunshine State- Common Core Standards

2. Student Progression Plan
   Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Gadsden County School Board.

3. LEP Plan

4. School's Code of Student Conduct
   A copy of the District's Student Code of Conduct

5. Articles of Incorporation, bylaws of the corporation, and/or any filing of an application with the Internal Revenue Service for designation as a 501(c) 3 Corporation

6. Student Application/Family Contracts

7. Finance/Accounting Policy and Procedure Manual

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for __Traneisha L. Galloway Charter School of Business and Integrated Technology__ is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.

- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.

- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.

- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

- Will participate in the statewide assessment program created under section 1008.22, F.S.

- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.

- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows _TRANEISHA GALLOWAY_ (name) _Executive Director_ (title) to sign as the legal correspondent for the school.

Signature _[signature]_ Date _8/1/2012_

Printed Name _TRANEISHA GALLOWAY_